



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Graha Foundation	8321102012		T=2 P=0 ECTS=3.18	8	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																		
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Conduct studies and provide an understanding of the concept of housekeeping/management to meet physical, spiritual and social needs. The discussion includes: the concept of house management, organization of space in a residence, determining the number and size of rooms, technical arrangements for a series of residential spaces, arranging furniture, room decoration and home garden decoration. Learning is carried out by applying lecture, discussion and assignment methods. The learning activity ends with clipping house plans and home decorations by each student and assessing them using the assessment rubric that has been created.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. ASP, Suharso.2000. Taman Mini . Yogyakarta: Kanisius 2. Handoko, T.Hani.2003. Manajemen . Yogyakarta: UGM 3. Sanyoto, E.Sajiman.2003. Dasar-Dasar Tata Ruang dan Desain . 4. Sastra, M. Suparno.2005. Konsep dan Desain Rumah Tinggal . Yogyakarta: Andi 5. Sulistiyantara,B. 1977. Taman Rumah Tinggal . Jakarta: Penebar Swadaya 6. Surawiyono,T.W.Tutu.1996. Dasar Perencanaan Rumah Tinggal . Jakarta: Pustaka Sinar Harapan 7. Wilkening, Friz.1996. Tata Ruang . Yogyakarta: Kanisius 																																					
	Supporters:																																					
Supporting lecturer	Dra. Arita Puspitorini, M.Pd.																																					
Week	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																															
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															
1	Students are able to understand the meaning and principles of management/management and their implementation in planning a family home (graha)	<ol style="list-style-type: none"> 1. Explain the meaning and principles of management/management. 2. Explain the implementation of management in planning a family residence (graha) 	Criteria: question no. 1, 2 and 3, if answered correctly and correctly, each number has a score of 20 and question number 4 has a score of 40.	Presentation, group discussion and reflection 2 X 50			0%																															

2	Students are able to understand the organization of the house where the family lives	1. Explain the function and basic properties of space in a residential house. 2. Explain the determination of room layout based on the function and basic properties of space. 3. Explain the standard minimum room size required	Criteria: 1.1. Questions number 1, 2 and 3, if answered correctly and correctly, each have a score of 20 2.2. If you answer question number 4 correctly and correctly, you will get a score of 20 3.3. If you answer question number 5 correctly and correctly, the score is 25 4.4. If you answer question number 6 correctly and correctly, the score is 25	lectures, questions and answers, presentations, group discussions and reflections 4 X 50			0%
3							0%
4	Students are able to understand the concept of determining space needs based on existing factors in the family	1..Explain the factors in the family that determine space needs. 2. Calculate the number and size of rooms based on these factors	Criteria: 1.1. Questions number 1 and 2, if the answer is correct, get a score of 30 each 2.2. Question number 3, if the answer is correct, gets a score of 40	Discussion, Presentation, reflection 4 X 50			0%
5							0%
6	Students are able to understand the concept of drawing symbols needed in drawing plans.	1 Explain the concept of drawing building symbols and furniture symbols needed in drawing plans. 2..Practice drawing building symbols and furniture symbols in a millimeter book	Criteria: When drawing building symbols and furniture symbols, you must be precise and correct because each symbol has its own characteristics	Lectures, discussions and assignments 2 X 50			0%
7	Students are able to draw a house plan based on family composition and family hobbies	1.Explain the steps for drawing a floor plan 2.Explain techniques for grouping similar rooms/areas 3.Explains techniques for determining room layout 4.Explain techniques for assembling a room	Criteria: Students get marks if the steps in drawing the plan are exactly according to what has been taught	Questions and answers, discussions and assignments 2 X 50			0%
8	Students are able to answer UTS questions correctly and precisely according to the rubric that has been created	-	Criteria: The objective test consists of 30 questions with a score of 2 for the correct answer on each question. The subjective test consists of 5 questions with a score of 8 for the correct answer on each question.	Do closed exam questions 2 X 50			0%
9	Able to draw a house plan based on family composition and family hobbies	Plan drawing techniques	Criteria: Students get marks if they have submitted assignments	Questions and answers and giving assignments 2 X 50			0%
10	Students are able to evaluate a family residence according to the family's needs	1. Explain the results of the house assessment observed including: a. number & type of rooms b. techniques for arranging space circuits c. repair alternatives visualized in floor plans	Criteria: Students get points if they have evaluated their own house and the results have been visualized in the form of a floor plan	Questions and answers, discussions, presentations, assignments 4 X 50			0%
11							0%

12	Students are able to master the selection and arrangement of furniture in a family home	<ol style="list-style-type: none"> 1.Explain the requirements for selecting family living room furniture 2.Explain the dimensions of furniture 3.Explain the requirements for arranging furniture 4.Explain with examples how to arrange/fill furniture into the house in the form of a floor plan 	Criteria: Students get a point if the picture of the furniture in the form of a floor plan symbol has the correct placement in the room	Discussion, presentation and assignment 2 X 50			0%
13	Students are able to master the principles of room decoration	<ol style="list-style-type: none"> 1.Explain the meaning and principles of room decoration 2.Explain the requirements for harmonious spatial planning 3.Explain by showing examples of images about spatial layouts that meet design requirements 4.Explain by providing examples of images the application of design elements and principles in room arrangements 	Criteria: Students get points if they can correctly analyze the decoration of a room in accordance with the requirements of design elements and principles	Discussion, presentation and assignment 4 X 50			0%
14							0%
15	Students are able to master the principles of garden planning	<ol style="list-style-type: none"> 1.Explain the areas that can be created as a garden in a family home 2.Explain the factors that play a role in garden arrangement 	Criteria: Students get a score if they have collected the results of discussions and drawings of residential garden plans	Discussion, exercises and assignments 2 X 50			0%
16	Students can answer UAS questions correctly and get maximum marks	-	Criteria: Students get a score of 100 if they can answer all UAS questions correctly and correctly	- 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.

