



**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
Study Field Lab Management	8321102053	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	November 17, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Pengelolaan Laboratorium Bidang Studi		Nugrahani Astuti, S.Pd., M.Pd.			Dr. Hj. Sri Handajani, S.Pd., M.Kes.	

Learning model	Case Studies																																	
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																	
	PLO-10 Able to understand scientific concepts in the field of pedagogy																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-10</td> </tr> </table>	P.O	PLO-10																															
P.O	PLO-10																																	
	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description Review and provide an understanding of the role of laboratories in the education and learning process in accordance with the curriculum applicable in schools, including: (1) rational management of labs/workshops, accountability of educational programs, basic vocational school curriculum, process skills approach, practice and practicum; (2) learning resources and lab work; (3) planning a laboratory in the field of study; (4) lab administration and work safety in the school lab. Learning: with a constructivist approach. The learning activity ended by observing the SMK (Boga) lab, creating a lab design in the culinary field of study as material for group discussion and reflection.

References

Main :

1. Akhir, Bustanul. Praktek dan Praktikum SMK .
2. Brown, Robert D. 1979. Industrial Education Facilities, a Handbook for organization and management. Boston Massachusetts: Allyn and Bacon Inc.
3. Hadiyat. 1984. Pedoman Pengelolaan Laboratorium IPA. Jakarta: CV. Sinar Pengetahuan
4. Pauther, Albert J. 1971. Teaching shop and laboratorium Subjects . Culombus Charles E Merrill Publishing.
5. Sutarno, Maryono. Dasar-dasar Pengelolaan Laboratorium
6. Strom, George. 1983. Managing The Occupational Education Laboratory. Ann Arbor, Michigan: Wadsworth Publishing Company.
7. Winarni, Astriati. 1992. Laboratorium Bidang Studi PKK. Surabaya: Unipress1
8. Kurikulum SMK
9. 1982. Modern School Shop Planning, seven Revised Edition. USA: Prakken Publication, Inc.

Supporters:

Supporting lecturer Nugrahani Astuti, S.Pd., M.Pd.
Febriani Lukitasari, S.Pd., M.Pd.
Ratna Palupi Nurfatimah, S.TP., M.T.P.

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	1. Able to understand the rationale for laboratory management in the vocational school field of study	1.Explain the rationale for managing laboratories in the vocational school field of study 2.Explain aspects related to rational laboratory management in the field of study	Criteria: answer key attached	CTL/Direct learning / Lectures, Discussions, Questions and Answers 2 X 50			0%

2	1.1. Understanding educational program accountability 1.2. Identifying vocational school curriculum themes	1. Describe Education Program Accountability 2. Explain the basis and demands for education program accountability 3. Explain indicators of education program accountability 4. Explain the person responsible for the vocational school education program 5. Explain the objectives of the vocational school 6. Explain the curriculum organization 7. Identify the themes of the vocational school curriculum	Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	scientific/cooperative/presentation, discussion and question and answer 2 X 50			0%
3	1.3. Understand the process skills approach	1. Describe the concept of the process skills approach. 2. Explain the importance of the process skills approach. 3. Outline the components in the process skills approach.	Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	scientific/cooperative/presentation, discussion, question and answer 2 X 50			0%
4	2. Understanding of practice and practicum	1.Describe the concept of practice and practicum in vocational schools 2.Distinguish between practical and practicum learning outcomes 3.Create teaching and learning activities that show the basic differences between practice and practicum	Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific Discussion of 2 X 50 practice assignments			0%

5	Understanding the rationale for IKK in the field of study of expertise as a science	<ol style="list-style-type: none"> 1.Explain the rationale for the concept of IKK in the field of expertise as a science 2.Analyzing the field of culinary arts as a science 	Criteria: <ol style="list-style-type: none"> 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: <ol style="list-style-type: none"> 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific/cooperative/presentation, discussion, exercises and assignments 2 X 50			0%
6	3. Understand learning resources and laboratories 3.1. Understand learning resources	<ol style="list-style-type: none"> 1.Explain the meaning of learning resources and learning resource centers 2.Explain the function of learning resources and learning resource centers 3.Identify types of learning resources 4.Explain the principles of using PSB 	Criteria: <ol style="list-style-type: none"> 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: <ol style="list-style-type: none"> 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific/cooperative/presentation, discussion and question and answer 2 X 50			0%
7	3.2. Understanding laboratories/lab-work	<ol style="list-style-type: none"> 1. Describe the concept of laboratory/Lab work 2. Explain the types of lab-work 3. Explain the steps for using lab-work 	Criteria: <ol style="list-style-type: none"> 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: <ol style="list-style-type: none"> 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific/cooperative/presentation, discussion and question and answer 2 X 50			0%
8	UTS	Mastering meeting indicators 1-7	Criteria: attached	Independent study 2 X 50			0%

9	3.3. Laboratory teaching strategies/alternatives		Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific Discussion of exercises and assignments 2 X 50			0%
10	4. Study Field Laboratory 4.1. Laboratory building proportions	1. Identify laboratory activities 2. Explain general laboratory requirements 3. Identify the types of space in the laboratory 4. Proportion of laboratory spaces	Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific/cooperative/discussion question and answer practice 2 X 50			0%
11	4.2. Laboratory Space Equipment Needs	1. Describe the need for space equipment 2. Describe the steps for calculating lab space 3. Plan the need for laboratory space equipment		Scientific Discussion, practice and reflection 2 X 50			0%
12	4.3. Laboratory equipment needs	1. Classify the types of equipment 2. Explain the things that must be considered when procuring equipment 3. Explain the basic criteria in planning equipment 4. Explain how to calculate equipment needs 5. Identify equipment needs 6. Calculate equipment needs	Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific/cooperative, discussion and question and answer 2 X 50			0%

13	4.4 Laboratory Design/Lay Out	<p>1. Explain the meaning of layout 2. Explain the purpose of making a layout 3. Describe the principles of arranging furniture/equipment 4. Explain the steps in designing a lab 5. Create a design for a culinary skills laboratory</p>	<p>Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes</p>	<p>Scientific / cooperative / presentation, discussion and question and answer 2 X 50</p>			0%
14	5. Technical Laboratory Management (Personal LAB management) Procurement and maintenance of Lab equipment. Work safety	<p>1. Identify lab personnel. 2. Identify the duties of each manager 3. Administering lab equipment. 4. Explain the criteria for assessing laboratory equipment 5. Explain the values of considerations for procuring lab equipment. 6. Classifying laboratory equipment 7. Explain how to store equipment 8. Identify how to care for lab equipment according to type 9. Explain the meaning of work safety 10. Identify work safety investigations 11. Explain regulations related to work safety 12. Explain work safety management 13. Explain the causes of work accidents 14. Identify prevention of work accidents according to type</p>	<p>Criteria: 1.Task: 2.suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: 3.Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes</p>	<p>Scientific/cooperative/presentation, practice discussion and reflection 2 X 50</p>			0%

15	Realizing the design of a laboratory for the culinary arts vocational school field of study	<ol style="list-style-type: none"> 1. Conduct observations in the laboratory in the SMK Culinary Study field 2. Make a report on the results of laboratory observations 3. Review laboratory observation results reports 4. Realizing the laboratory design for the Vocational School of Culinary Skills study field 	Criteria: <ol style="list-style-type: none"> 1. task: 2. suitability to the topic of discussion for a certain period, depth of analysis and evaluation, mastery of the material when presenting Participation: <ol style="list-style-type: none"> 3. Frequency and quality of questions Frequency and quality of submitting opinions, arguments and presentations Frequency of consultations outside lecture hours for enrichment purposes	Scientific/observation, questions and answers 2 X 50			0%
16	Final exams	Meeting Indicator 1-15	Criteria: attached	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.