



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																									
Socio-Cultural Food*)	8321102084		T=2	P=0	ECTS=3.18	5	July 17, 2024																																									
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																										
	.....		.....			Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																										
<b>Learning model</b>	Case Studies																																															
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																															
	P.O	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;"></td> <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>															Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>Short Course Description</b>	Conduct studies and provide an understanding of the social and cultural concepts of society, the history of food, eating habits in terms of food patterns, food restrictions or taboos and people's eating behavior. Analyzing food consumption using various models with socio-cultural factors that influence it. An ethnographic study of typical Indonesian food based on observations in the community. Learning is carried out by applying a contextual approach. The learning model applies problem based learning and cooperative learning. Forms of lecture assignments include written tests, preparation of papers and presentations.																																															
<b>References</b>	<b>Main :</b>																																															
	<ol style="list-style-type: none"> <li>1. den Hartog, Adel P dan Wija van Staveren. 1983. Manual for Social Surveys on Food Habits and Consumption in Developing Countries. Pudoc Wageningen.</li> <li>2. Jacob T. 1990. Evolusi Makanan Manusia. Berita Pergizi Pangan.</li> <li>3. Suhardjo. 1989. Sosio Budaya Gizi. Bogor: PAU Pangan dan Gizi. Institut Pertanian Bogor.</li> <li>4. Susanto, Djoko. 1988. Diversifikasi Pangan dilihat dari Aspek Pola Konsumsi dan Kebiasaan Pangan (Food Habits) Masyarakat. Berita Ilmu</li> <li>5. Pengetahuan dan Teknologi, No.1.</li> <li>6. Susanto, Djoko.1991. Fungsi Sosial dan Budaya Pangan. Pangan No.9, Vol.II, Juli.</li> <li>7. Susanto, Djoko. 1997. Food Ethnography. Materi Kuliah Mahasiswa GMSK.</li> </ol>																																															
	<b>Supporters:</b>																																															
<b>Supporting lecturer</b>	Choirul Anna Nur Afifah, S.Pd., M.Si. Andika Kuncoro Widagdo, M.Pd. Nurul Farikhatir Rizkiyah, M.Pd																																															
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																									
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																											
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																									

1	Able to understand social, cultural and food concepts by internalizing results-oriented attitudes independently, self-confidence, honesty and responsibility and able to communicate to others	Explain the relationship between social aspects and food. Explain the relationship between culture and food. Explain the socio-cultural concept of food and food honestly and responsibly.	<p><b>Criteria:</b> Question number 1a has a weight of 10 if answered correctly Question number 1b has a weight of 20 if answered correctly Question number 1c has a weight of 20 if answered correctly Question number 2a has a weight of 15 if answered correctly Question number 2b has a weight of 20 if answered correctly Question number 2c has a weight of 15 if answered correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, questions and answers, reflections and exploration 2 X 50			7%
2	Able to understand the concept of food selection as a biocultural phenomenon	- Explain the reasons for food choices; - Explain the factors underlying honest food choices, be independent, confident and responsible and be able to communicate this to others	<p><b>Criteria:</b> Maximum marks can be given if students can answer correctly</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	Cooperative learning 2 X 50		<b>Material: 10 Library:</b>	5%
3	Able to understand food choices and factors that influence food choices	Able to understand the concept of choosing food honestly, independently, confidently and responsibly. and be able to communicate it to others	<p><b>Criteria:</b> Maximum marks can be given if students answer correctly</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Lecture, question and answer group discussion and reflection 4 X 50			7%
4	Explain the periodization of food development		<p><b>Form of Assessment :</b> Participatory Activities, Tests</p>				7%
5	Describe the history of food development in Indonesia independently, confidently, honestly and responsibly, and able to communicate with others	Explaining social behavior related to food Explaining the function of food related to community culture independently, confident, honest and responsible and able to communicate with others	<p><b>Criteria:</b> Maximum marks can be given if students answer correctly</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Lecture, question and answer group discussion and reflection 2 X 50			7%

6	Able to understand the role of food in social and cultural functions independently, confident, honest and responsible, and able to communicate with others	- Explaining the meaning of food ethnography - Explaining the factors that gave rise to food ethnography - Outlining how to study food ethnography - Compiling a paper on food ethnography of Indonesian people independently, confident in being honest and responsible and able to communicate with others	<b>Criteria:</b> Maximum marks can be given if students answer questions correctly  <b>Form of Assessment :</b> Test	Lecture, question and answer group discussion and reflection 4 X 50			7%
7	Able to understand the eating culture of Indonesian society (food ethnography) independently, confident, honest and responsible, and able to communicate with others		<b>Form of Assessment :</b> Participatory Activities, Tests				7%
8	MIDDLE SEMESTER EXAMINATION (UTS)		<b>Form of Assessment :</b> Participatory Activities	2 X 50			0%
9	Able to understand the eating culture of Indonesian society (Food Ethnography) Independently Confident, Honest and Responsible and Able to Communicate with Others Able to understand eating habits independently Confident, honest and responsible and able to communicate to others	- Explaining the meaning of eating habits - Outlining the scope of eating habits - Explaining how to learn eating habits independently, confident, honest and responsible and able to communicate with others	<b>Criteria:</b> Maximum marks can be given if students are able to answer questions correctly  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Group discussion lectures and questions and answers 4 X 50			7%
10	Able to Understand the Eating Culture of Indonesian People (Food Ethnography) Independently, Confident, Honest and Responsible, and Able to Communicate with Others		<b>Form of Assessment :</b> Participatory Activities				7%
11	Able to know things that are taboo and food taboos, the differences between taboos and taboos, the reasons why taboos and taboos arise	- Explain the meaning of eating behavior - Explain the factors that cause eating behavior - Explain the relationship between culture and eating behavior - Explain how to assess eating behavior independently, be confident, honest and responsible and be able to communicate with others	<b>Criteria:</b> Maximum marks can be given if students are able to answer questions correctly  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Group discussion lectures and questions and answers 4 X 50			7%

12	Able to understand food taboos and taboos independently, confident, honest and responsible, and able to communicate with others		<b>Form of Assessment :</b> Participatory Activities, Tests				7%
13	Able to understand the eating behavior of Indonesian people independently, confident, honest and responsible, and able to communicate with others	- Explain the meaning of food taboos and restrictions - Identify the differences between food taboos and taboos - Explain the reasons for the existence of food taboos and taboos in society - Prepare an analysis report on food taboos and taboos independently, be confident, honest and responsible and be able to communicate to others	<b>Criteria:</b> Maximum marks can be given if students are able to answer questions correctly  <b>Form of Assessment :</b> Test	Lecture, question and answer group discussion and reflection 2 X 50			7%
14	Able to understand people's food consumption independently, confident, honest and responsible, and able to communicate with others	- Explain the meaning of food consumption - Explain the factors that cause food consumption - Explain the relationship between consumption and eating habits and behavior - Explain the scope of food consumption patterns - Explain the influence of technology on people's food consumption independently, confident, honest and responsible and able to communicate with others	<b>Criteria:</b> Maximum marks can be given if students are able to answer questions correctly  <b>Form of Assessment :</b> Test	Group discussion lectures and questions and answers 4 X 50			4%
15	Able to know the factors that influence eating habits		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test				7%
16	FINAL SEMESTER EXAMINATION (UAS)		<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests				7%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	37.41%
2.	Project Results Assessment / Product Assessment	19.91%
3.	Portfolio Assessment	1.25%
4.	Practical Assessment	1.25%

5.	Test	40.16%
		99.98%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.