



Universitas Negeri Surabaya
Faculty of Engineering,
Cosmetology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Beauty Nutrition	8321302004		T=2 P=0 ECTS=3.18	4	July 18, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
		Nia Kusstianti, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
PLO-5	Applying a professional attitude as an educator and practitioner in the field of cosmetology which includes discipline, honesty, responsibility, ethics, ability to collaborate and communicate effectively																																																																																				
PLO-7	Able to apply skills in the field of cosmetology that support the field of cosmetology education																																																																																				
PLO-10	Able to explain concepts in the field of pedagogy																																																																																				
Program Objectives (PO)																																																																																					
PO - 1	Students understand the concept and benefits of nutrients and all their goodness, in the learning process of nutrition education which aims to encourage behavior in choosing the benefits of good nutrition - healthy ones that have implications for beauty and body health																																																																																				
PO - 2	Students are able to understand the application of Balanced Nutrition to the Contents of My Plate, according to individual characteristics																																																																																				
PO - 3	Students are able to apply concepts and apply knowledge of the various components of nutrients in various elements and food ingredients,																																																																																				
PLO-PO Matrix																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	The lecture material consists of basic concepts of nutritional science which relate to the health and beauty of the body as a whole, including: understanding, objectives, basic concepts of nutritional science, knowledge of balanced nutrition and various things that need to be considered regarding the nutritional components in various food ingredients, as well as know the various digestive-metabolism processes in the human body which are related to the health and beauty of skin, hair and body as a whole;
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Fitriani, Sinta 2011. Promosi Kesehatan. Graha Ilmu: Yogyakarta. 2. Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning. 3. Supariasa IM. 2015. Pendidikan dan Konsultasi Gizi. EGC. Jakarta. 4. Direktorat Jenderal Kesehatan Masyarakat. 2018. https://kesmas.kemkes.go.id > 062511-isi-piringku <p>Supporters:</p>
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1. Adventus, Jaya IMM, dan Mahendra ND. 2019. Buku Modul Promosi Kesehatan. Universitas Kristen Indonesia. Jakarta
2. Rusman. 2014. Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru. PT. Rajagrafindo Persada. Depok
3. Arikunto, Suharsimi. 2016. Dasar –Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara
4. Hardinsyah, Supariasa IM. 2017. Ilmu Gizi: Teori dan Aplikasi. EGC Jakarta

Supporting lecturer

Dra. Rahayu Dewi Soeyono, M.Si.
dr. Nieke Andina Wijaya, M.Biomed., Sp.KK
apt. M.A. Hanny Ferry Fernanda, S.Farm., M.Farm.

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	<ol style="list-style-type: none"> 1. Able to understand the concept of nutrition education 2.- Explanation of Semester Lecture Plans 3.- Basic concepts of nutritional science 	<ol style="list-style-type: none"> 1. Explain the meaning of nutritional problems 2. Describe the factors that cause nutritional problems 3. Identify individual and group nutritional problems in the life cycle 4. Selecting priority nutrition problems as the basis for nutrition education interventions 	<p>Criteria: Identify nutritional problems completely and correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers, 3 X 50		<p>Material: Identification of community nutrition problems</p> <p>Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p>	2%
2	<ol style="list-style-type: none"> 1.- The Role of Macro Nutrients 2.- Carbohydrates, Protein and Fat 3.- The role of macronutrients (carbohydrates, proteins, fats) in health - beauty of skin, hair or nails 	<ol style="list-style-type: none"> 1. Explain the meaning of nutritional problems 2. Describe the factors that cause nutritional problems 3. Identify individual and group nutritional problems in the life cycle 4. Selecting priority nutrition problems as the basis for nutrition education interventions 	<p>Criteria: Identify nutritional problems completely and correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers, 3 X 50		<p>Material: Identification of community nutrition problems</p> <p>Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p>	2%
3	<ol style="list-style-type: none"> 1.- Vitamins - Minerals - Water 2.- The role of micronutrients (vitamins, minerals, water) in health - beauty of skin, hair or nails 	<ol style="list-style-type: none"> 1. Explain the meaning of nutritional problems 2. Describe the factors that cause nutritional problems 3. Identify individual and group nutritional problems in the life cycle 4. Selecting priority nutrition problems as the basis for nutrition education interventions 	<p>Criteria: Identify nutritional problems completely and correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers, 3 X 50		<p>Material: Identification of community nutrition problems</p> <p>Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p>	2%

4	Able to explain the concept of nutrition education	<ol style="list-style-type: none"> 1.Explain the definition, importance, objectives and scope of Nutrition Education 2.Describe the ability to manage the nutrition education process 3.Describes the personal character, professional and social abilities of educators 	<p>Criteria: Understand nutrition education management well</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, and 3 X 50 exploration		<p>Material: Concept of Nutrition Education Library: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p> <p>Material: Educator Competencies Reader: <i>Rusman. 2014. Learning Models, Developing Teacher Professionalism. PT. Rajagrafindo Persada. Depok</i></p>	2%
5	Able to understand student targets	<ol style="list-style-type: none"> 1.Explain the meaning and character of target students based on socio-cultural, intellectual development and personality 2.Determine student targets based on established nutritional problems 	<p>Criteria: Analyzing the characteristics of nutrition education targets</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, group discussions and questions and answers 3 X 50		<p>Material: Targets of nutrition education Reference: <i>Fitriani, Sinta 2011. Health Promotion. Science Graha: Yogyakarta.</i></p> <p>Material: Target characteristics Reference: <i>Supariasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta.</i></p>	5%
6	Nutritional disorders and their relationship to health - beauty	<ol style="list-style-type: none"> 1.Causes of nutritional disorders (e.g. excessive dieting) 2.Effects of nutritional disorders on health 3.beauty of skin, hair or nails 4.Glycemic Index and Glycemic Load 5.How to prevent and overcome nutritional disorders 	<p>Criteria: Develop appropriate indicators or goals for nutrition education</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, group discussions and questions and answers 3 X 50		<p>Material: - How to prevent and overcome nutritional disorders Reference: <i>Hardinsyah, Supariasa IM. 2017. Nutrition Science: Theory and Applications. EGC Jakarta</i></p>	5%
7	Fiber Nutrition and health – beauty	<ol style="list-style-type: none"> 1.Food fiber 2.The role of fiber in the health and beauty of skin, hair and nails 3.Fiber disorders/deficiency and their effects 	<p>Criteria: Analyze the differences in education/learning models well</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 3 X 50		<p>Material: - Dietary fiber - The role of fiber in health - beauty of skin, hair or nails - Fiber disorders / deficiencies and their effects References: <i>Fitriani, Sinta 2011. Health Promotion. Science Graha: Yogyakarta.</i></p>	5%
8		Midterm exam	<p>Criteria: All correct answers get a score of 100</p>	3 X 50 test			20%

9	Able to understand Nutrition and Premature Aging	1.The relationship between nutrition (nutrition) and premature aging 2.Aging process	Form of Assessment : Portfolio Assessment	Discussion and questions and answers 3 X 50		Material: Nutrition education plan References: <i>Adventus, Jaya IMM, and Mahendra ND. 2019. Health Promotion Module Book. Indonesian Christian University. Jakarta</i>	2%
10	Able to understand body image and beauty	1.Understanding body image and ideal body weight 2.Understanding body image and beauty	Criteria: Produce a schedule for completing nutrition education projects for target students in areas with nutrition problems Form of Assessment : Portfolio Assessment	Group discussion, and question and answer 3 X 50		Material: Understanding body image, ideal body weight, body image and beauty Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i>	2%
11	1.Able to understand the role of nutrition from the inside - outside: affecting the beauty of skin, hair and body 2.- How the Nutrition Process Affects Skin and Hair 3.- Nutritional benefits that rejuvenate the body 4.- The Impact of a Poor Diet on Skin and Hair		Criteria: Produce a schedule for completing nutrition education projects for target students in areas with nutrition problems Form of Assessment : Portfolio Assessment	Group discussion, and question and answer 3 X 50	3 X 50	Material: Understanding body image, ideal body weight, body image and beauty Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i>	2%
12	1.Designing a balanced eating menu for beauty and fitness 2.- Preparing a Balanced Meal (Guidelines for the Contents of My Plate) 3.- Balanced Meal Menu Plan for a Healthy Lifestyle 4.- Fill my plate: healthy eating for beauty care	1.Write a formulation of the objectives of nutrition education in the prepared teaching materials 2.Write material descriptions according to nutrition education indicators systematically in the prepared teaching materials 3.Write test questions according to the nutrition education indicators in the prepared teaching materials	Criteria: Produce teaching materials in the form of hand-outs or modules/E-books Form of Assessment : Project Results Assessment / Product Assessment	Lectures, group discussions, questions and answers and reflections 3 X 50		Material: Concept of community nutrition References: <i>Hardinsyah, Supriasa IM. 2017. Nutrition Science: Theory and Applications. EGC Jakarta</i> Material: Learning media Libraries: <i>Adventus, Jaya IMM, and Mahendra ND. 2019. Health Promotion Module Book. Indonesian Christian University. Jakarta</i>	5%

13	Able to understand nutritional education program planning for health, fitness and premature aging	<ol style="list-style-type: none"> Determine the design of the educational media that is prepared Develop nutrition education media according to educational indicators Validate the nutrition education media that has been prepared 	<p>Criteria: Produce nutritional education media in the form of videos or creative media according to student targets</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, question and answer, and reflection 3 X 50		<p>Material: Educational media Library: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p> <hr/> <p>Material: Types of educational media Library: <i>Supriasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta.</i></p>	5%
14	Able to carry out nutrition education according to the RPPG for the study of health, fitness and premature aging	<ol style="list-style-type: none"> Revise nutrition education tools Applying nutrition education tools to target nutritional problems Analyzing the results of implementing nutrition education tools 	<p>Criteria: The correct answer gets a score of 20</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Simulation, observation and reflection 3 X 50		<p>Material: Evaluation of nutrition education Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p> <hr/> <p>Material: Evaluation indicators References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p>	2%
15	Able to carry out nutrition education according to RPPG based on information on Balanced Nutrition for Beauty, Fitness and Prospective Brides (CANDIDATE)	Explaining the stages of planning a nutrition education program Identifying nutrition problems Determining nutrition education targets Developing materials Developing nutrition education media Determining educational strategies Developing evaluation plans	<p>Criteria: The correct answer gets a score of 20</p>	Practice, observation and reflection 3 X 50		<p>Material: Nutrition education practices Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p>	5%
16	Final exams	Final exams	<p>Criteria: Able to answer all questions correctly to get a score of 100</p>	Written test 3 X 50			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	23%
2.	Project Results Assessment / Product Assessment	12%
3.	Portfolio Assessment	6%
		41%

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.