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

Document Code

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Courses			CODE	CODE Course Family		amily	Credit Weight		s	EMESTE	R	Compil Date	lation				
Family Welfare Science			83213020	040					T=2	P=0	ECTS=3.1	.8	1		July 17,	, 2024	
AUTHORIZATION			SP Developer				Course Cluster Coordinator			S	Study Program Coordinator						
										N	Nia Kusstianti, S.Pd., M.Pd.						
Learning model	J	Case Studies															
Program		PLO study program that is charged to the course															
Learning		Program Object	ctives (PC	D)													
(PLO)		PLO-PO Matrix	<u> </u>														
			P.O														
		PO Matrix at th	e end of	each lear	ning stag	ge (Sub-F	PO)										
			P.O						We	ek	-			1			
				1 2	3	4 5	6	7 8	9	10) 1	.1 12	13	14	1	5 16	5
Course perspectives on the far resources, the concept		the family, oncept of c	sists of family welfare science (ikk), family welfare education (pkk), family life as part of science, theoretical ily, the nature of the family, family resource management as a system, understanding and scope of family f decision making in the family, allocation of time and household work, family financial management, gender research methods in the family.														
Referen	ces	Main :															
		 Nurlaela, Luthfiyah. 2017. Ilmu Kesejahteraan Keluarga. Surabaya: University Press Unesa Nurlaela, Luthfiyah. 2010. Peran Pendidikan Ilmu Kesejahteraan Keluarga dalam PembangunanMasyarakat. Pidat Pengukuhan Jabatan Guru Besar Bidang Pendidikan IlmuKesejahteraan Keluarga. Unesa. 7 Januari 2010. Puspitawati, Herien. Edisi Revisi. 2017. Gender dan Keluarga. Bogor: IPB Press. Sumarwan, Ujang. 2002. Perilaku Konsumen. Bogor: Ghalia Indonesia. Puspitawati, Herien. 2013. Pengantar Studi Keluarga. Bogor: IPB Press. Departemen Pendidikan dan Kebudayaan 1974, PengantarPendidikan Kesejahteraan Keluarga. Jakarta: Departeme Pendidikandan Kebudayaan 6. Good, W., 2004. Sosiologi Keluarga. Jakarta: Bumi Aksara Guhardja, S., dkk. 1992Manajemen Sumberdaya Keluarga, Bogor: Fakultas Pertanian IPB 1993. Pengembangan Sumberdaya Keluarga. Bogor: Fakultas Pertanian IPB Ihromi, T., 2004. Bunga Rampai. Sosiologi Keluarga. Jakarta: Yayasan Obor Indonesia Megawangi, R., 1999. Membiarkan Berbeda. Bandung: Mizan Pustaka Nasoetion, A. 1988. Pengantar ke Filsafat Sains. Bogor: Litera AntarNusa. Philips Velma, Home Economics Careers For You. New York.: Harper & Row Pub. Inc. Soedarmo, P. danSediaoetama, A. 1987. Ilmu Gizi. Masalah Gizi Indonesia dan Perbaikannya. Jakarta: Dian Rakyat. Hubeis, Aida Vitalaya S. 2010. Pemberdayaan Perempuan dari Masa ke Masa. Bogor: IPB Press 															
		Supporters:															
Support lecturer	ing	Dra. Arita Puspito Prof.Dr. Mutimma			.Ag.												
Week-		nal abilities of ch learning age		Evaluation					Lea Stud		Help Learning, Learning methods, Student Assignments, [Estimated time]			Learning materials [References		Assessment Weight (%)	
(Su				cator	Cr	iteria & F	orm		line (line)	C	nline	(online)		1			

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1	Understand the basic concepts of family welfare science (IKK)	1.Explain IKK terminology 2.Explaining the scientific figure of IKK	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments, use of language, attitude. 2.2. Oral test assessment: accuracy in answering.	Scientific Approach 2 X 50		0%
2	Understanding the basic concepts of IKK (Continued)	1.Analyzing the scientific figure of the IKK 2.Outlining the history of IKK	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments, use of language, attitude. 2.2. Written test: accuracy of answers.	2 X 1 Scientific Approach		0%
3	Understand the concept of family	1.Explain the meaning of family 2.Identify family goals 3.Describe the function of the family 4.Identify family characteristics 5.Describe the family structure 6.Describe the role of the family 7.Describe the stages of family development	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments, use of language, attitude. 2.2. Lesan Test: Accuracy of answers	Scientific Approach 2 X 50		0%
4	Understanding the family ecosystem	1.Explain the meaning of a family ecosystem 2.Analyze the family's relationship with its social system	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude. 2.2. Written test: Accuracy of answers	Scientific Approach 2 X 50		0%
5	Understanding family theory	1. Describe functional/system structural theory2. Describe the theory of social conflict 3. Describe social exchange theory 4. Analyzing symbolic interaction theory 5. Analyzing developmental theory	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude. 2.3. Written test: accuracy of answers.	Scientific Approach 2 X 50		0%
6	Understand family resource management as a system.	1.Explain the meaning of family resource management 2.Describes family resource management as a system 3.Identify types and classifications of family resources	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50		0%

7	Understanding time management in the family	1.Explains concepts, perceptions, dimensions of time 2.Describe time management patterns 3.Analyze time management for household activities	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude. 2.2. Written test: accuracy of answers.	Scientific Approach 2 X 50		0%
8	U.S.S		Criteria: Accuracy of answers.	2 X 50		0%
9	Applying the concept of decision making in the family	1.Explain the meaning of decision making in the family 2.Describe the decisionmaking process in the family 3.Grouping types of decisionmaking in the family	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written Test: Accuracy in answering	Scientific Approach 2 X 50		0%
10	Understand family needs and activities	1.Explaining family needs: definition, types, styles and intensity 2.Classifying family needs: definition, types and patterns.	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50		0%
11	Explains income management in the family	1.Explain the concept of income 2.Describe the use of income 3.Identify the components of revenue management	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50		0%
12	Understanding family welfare	1.Explain the meaning of family prosperity and well-being; 2.Explain the meaning of happiness in the family 3.Identify indicators of family welfare	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50		0%
13	Understanding gender and family	1.Explain the meaning of gender 2.Identify gender differences with sex 3.Describe the concept of gender equality and justice	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments. asking questions, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50		0%

14	Understanding Gender Roles in the Family	1. Identify the concept of gender roles2. Describe gender-oriented family functions 3. Analyze gender and family life problems4. Describe gender partnerships in the family5. Analyzing efforts to overcome gender in the family	Criteria: 1.1. Student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50		0%
15	Understanding family studies	1.Explain the scientific basis of family studies 2.Identifying theoretical foundations in family studies 3.Describes the development of family studies	Criteria: 1.1. Observation of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50		0%
16	UAS		Criteria: Accuracy of answers	1 X 50		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		Λ0/6

Notes

- 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.
- 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.
- 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.
- 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.
- 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.