



**Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Undergraduate Nutrition Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
MPK-Planning Community Nutrition Programs	1321102098	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	6	January 23, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course															
	PLO-8	Able to master the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.														
	PLO-9	Able to have an attitude of belief in the Almighty God, be ethical, disciplined, aware of the law, have a social and cultural insight, and behave professionally.														
	Program Objectives (PO)															
	PO - 1	Students are able to carry out situation analysis														
	PO - 2	Students are able to determine problem priorities														
	PO - 3	Students are able to determine a nutritional problem solving program														
	PO - 4	Designing nutritional intervention programs														
	PLO-PO Matrix															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-9</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-8	PLO-9	PO-1			PO-2			PO-3			PO-4	
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	Discusses the implementation of community nutrition program management at Community Health Centers, starting from program planning, implementation, monitoring, to program evaluation; analysis of the achievement of community nutrition programs; as well as community nutrition care including analysis of nutritional problems, designing nutritional education interventions, developing tools, implementing nutrition education and evaluating the results of nutrition education. Learning uses a project based learning model with discussion, question and answer, and assignment/project methods. The output produced is in the form of a nutrition program analysis report and a nutrition education intervention report in the community.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Mahendradata Yodi, dkk .2018. Manajemen Program Kesehatan. Yogyakarta: Gadjah Mada University Press. 2. Wirawan, Nia Novita, dkk. 2018. Metode Perencanaan Intervensi Gizi di Masyarakat. Buku Ajar UB. UB Press. Malang 3. Mutalazimah. 2019. Manajemen Program Gizi. Muhammadiyah University Press. Surakarta 4. Mahendrata, Yodi, dkk.2018. Manajemen Program Kesehatan. Gadjah Mada University Press. Yogyakarta <p>Supporters:</p>
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1. Afifah CAN, Sulandjari S, Dewi R. 2022. Pendidikan Gizi. Unesa Press: Surabaya

Supporting lecturer Choirul Anna Nur Afifah, S.Pd., M.Si.

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	Identify data needs for analysis of the community's nutritional situation	Compliance of data with the information needed for situation analysis	<p>Criteria: The correct answer gets a score of 10.</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, assignments and questions and answers 4 X 50		<p>Material: Situation analysis References: Wirawan, Nia Novita, et al. 2018. <i>Methods for Planning Nutrition Interventions in the Community.</i> UB Textbook. UB Press. Poor</p> <p>Material: Situation analysis Reference: Mutalazimah. 2019. <i>Nutrition Program Management.</i> Muhammadiyah University Press. Surakarta</p>	5%
2	Designing situation analysis instruments	<p>1.The accuracy of the developed instrument</p> <p>2.Suitability of the instrument to the data collected</p>	<p>Criteria:</p> <p>1.Very appropriate/very appropriate gets a score of 4</p> <p>2.Correct/appropriate gets a score of 3</p> <p>3. Inaccurate/inappropriate gets a score of 2</p> <p>4.Incorrect/inappropriate gets a score of 1</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment 4 X 50		<p>Material: Evaluation instrument References: Afifah CAN, Sulandjari S, Dewi R. 2022. <i>Nutrition Education.</i> Unesa Press: Surabaya</p> <p>Material: Situation analysis References: Wirawan, Nia Novita, et al. 2018. <i>Methods for Planning Nutrition Interventions in the Community.</i> UB Textbook. UB Press. Poor</p>	5%
3	Designing situation analysis instruments	<p>1.The accuracy of the developed instrument</p> <p>2.Suitability of the instrument to the data collected</p>	<p>Criteria:</p> <p>1.Very appropriate/very appropriate gets a score of 4</p> <p>2.Correct/appropriate gets a score of 3</p> <p>3. Inaccurate/inappropriate gets a score of 2</p> <p>4.Incorrect/inappropriate gets a score of 1</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, discussions and questions and answers 4 X 50		<p>Material: Evaluation instrument References: Afifah CAN, Sulandjari S, Dewi R. 2022. <i>Nutrition Education.</i> Unesa Press: Surabaya</p> <p>Material: Situation analysis References: Wirawan, Nia Novita, et al. 2018. <i>Methods for Planning Nutrition Interventions in the Community.</i> UB Textbook. UB Press. Poor</p>	5%

4	Determining the magnitude of the nutritional problem	Accuracy of the size of the problem	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very appropriate/very appropriate gets a score of 4 2. Correct/appropriate gets a score of 3 3. Inaccurate/inappropriate gets a score of 2 4. Incorrect/inappropriate gets a score of 1 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, discussions and questions and answers 4 X 50		<p>Material: Evaluation instrument</p> <p>References: <i>Affah CAN, Sulandjari S, Dewi R. 2022. Nutrition Education. Unesa Press: Surabaya</i></p> <hr/> <p>Material: Situation analysis</p> <p>References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p>	5%
5	Identifying family and stakeholder involvement	<ol style="list-style-type: none"> 1. The precision of participatory analysis 2. Accuracy of problem cause analysis 3. The accuracy of the problem prioritization method 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very correct to get a score of 4 2. Correctly got a score of 3 3. Inaccurate score 2 4. Incorrect score 1 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, and questions and answers 4 X 50		<p>Material: Analysis of the causes of the problem</p> <p>References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Causes of nutritional problems</p> <p>Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <hr/> <p>Material: Problem tree</p> <p>References: <i>Affah CAN, Sulandjari S, Dewi R. 2022. Nutrition Education. Unesa Press: Surabaya</i></p>	5%

6	Determine the factors causing nutritional problems using a problem tree or fishbone diagram	Accuracy of problem cause analysis	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very correct to get a score of 4 2. Correctly got a score of 3 3. Inaccurate score 2 4. Incorrect score 1 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, and questions and answers 4 X 50		<p>Material: Analysis of the causes of the problem References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <p>Material: Causes of nutritional problems Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <p>Material: Problem tree References: <i>Afifah CAN, Sulandjari S, Dewi R. 2022. Nutrition Education. Unesa Press: Surabaya</i></p>	5%
7	Determine the factors causing nutritional problems using a problem tree or fishbone diagram	Accuracy of problem cause analysis	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very correct to get a score of 4 2. Correctly got a score of 3 3. Inaccurate score 2 4. Incorrect score 1 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, and questions and answers 4 X 50		<p>Material: Analysis of the causes of the problem References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <p>Material: Causes of nutritional problems Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <p>Material: Problem tree References: <i>Afifah CAN, Sulandjari S, Dewi R. 2022. Nutrition Education. Unesa Press: Surabaya</i></p>	5%

8	Apply problem prioritization methods	The accuracy of the problem prioritization method	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very correct to get a score of 4 2. Correctly got a score of 3 3. Inaccurate score 2 4. Incorrect score 1 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, discussions and questions and answers 4 X 50		<p>Material: Analysis of the causes of the problem References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <p>Material: Causes of nutritional problems Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <p>Material: Problem tree References: <i>Afifah CAN, Sulandjari S, Dewi R. 2022. Nutrition Education. Unesa Press: Surabaya</i></p>	5%
9	Analyze the objectives of nutrition problem solving programs (goals, outcomes, & output)	Accuracy of goal analysis	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very correct to get a score of 4 2. Correctly got a score of 3 3. It's not quite right to get a score of 2 4. It is not correct to get a score of 1 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment 4 X 50		<p>Material: Alternative analysis References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <p>Material: Objective analysis Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p>	0%

10	Identify alternative nutritional problem solving programs	Accuracy of alternative analysis	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Very correct to get a score of 4 2.Correctly got a score of 3 3.It's not quite right to get a score of 2 4.It's not correct to get a score of 1 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment 4 X 50		<p>Material: Alternative analysis References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Objective analysis Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p>	0%
11	Identify alternative nutritional problem solving programs	Accuracy of alternative analysis	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Very correct to get a score of 4 2.Correctly got a score of 3 3.It's not quite right to get a score of 2 4.It is not correct to get a score of 1 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment 4 X 50		<p>Material: Alternative analysis References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Objective analysis Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p>	0%
12	Determine the nutritional solution program that is implemented in the community	Program accuracy	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Very correct to get a score of 4 2.Correctly got a score of 3 3.It's not quite right to get a score of 2 4.It is not correct to get a score of 1 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment 4 X 50		<p>Material: Alternative analysis References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Objective analysis Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p>	0%

13	Develop nutrition program planning instruments (LFA or OOPP)	Instrument precision (LFA/OPP)	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very suitable to get a score of 20 2. Appropriately gets a score of 15 3. Not suitable gets a score of 10 4. Not suitable gets a score of 5 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment and questions and answers 4 X 50		<p>Material: Program planning (OOPP)</p> <p>References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Program planning (LFA)</p> <p>Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <hr/> <p>Material: Program planning (LFA)</p> <p>Reference: <i>Mahendradata Yodi, et al. 2018. Health Program Management. Yogyakarta: Gadjah Mada University Press.</i></p>	10%
14	Develop nutrition program planning instruments (LFA or OOPP)	Instrument precision (LFA/OPP)	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very suitable to get a score of 20 2. Appropriately gets a score of 15 3. Not suitable gets a score of 10 4. Not suitable gets a score of 5 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment and questions and answers 4 X 50		<p>Material: Program planning (OOPP)</p> <p>References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Program planning (LFA)</p> <p>Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <hr/> <p>Material: Program planning (LFA)</p> <p>Reference: <i>Mahendradata Yodi, et al. 2018. Health Program Management. Yogyakarta: Gadjah Mada University Press.</i></p>	10%

15	Prepare program proposals to solve nutritional problems in the community	Compliance of proposals with guidelines	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very suitable to get a score of 20 2. Appropriately gets a score of 15 3. Not suitable gets a score of 10 4. Not suitable gets a score of 5 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, discussions and questions and answers 4 X 50		<p>Material: Program planning (OOPP) References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Program planning (LFA) Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <hr/> <p>Material: Program planning (LFA) Reference: <i>Mahendradata Yodi, et al. 2018. Health Program Management. Yogyakarta: Gadjah Mada University Press.</i></p>	20%
16	Prepare program proposals to solve nutritional problems in the community	Compliance of proposals with guidelines	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very suitable to get a score of 20 2. Appropriately gets a score of 15 3. Not suitable gets a score of 10 4. Not suitable gets a score of 5 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Assignments, discussions and questions and answers 4 X 50		<p>Material: Program planning (OOPP) References: <i>Wirawan, Nia Novita, et al. 2018. Methods for Planning Nutrition Interventions in the Community. UB Textbook. UB Press. Poor</i></p> <hr/> <p>Material: Program planning (LFA) Reference: <i>Mutalazimah. 2019. Nutrition Program Management. Muhammadiyah University Press. Surakarta</i></p> <hr/> <p>Material: Program planning (LFA) Reference: <i>Mahendradata Yodi, et al. 2018. Health Program Management. Yogyakarta: Gadjah Mada University Press.</i></p>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Project Results Assessment / Product Assessment	62.5%
		100%

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.