



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																																																																																			
Nutrition Education Strategy	1321102112	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	February 2, 2024																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																				
	Dra. Siti Sulandjari, M.Si; Choirul Anna Nur Affah, S.Pd., M.Si. Desty Muzarofatus Sholihah, SKM., M.Kes, Fitriana Nugraheni, S.Gz, M.Gizi		Choirul Anna Nur Affah, S.Pd., M.Si	Amalia Ruhana, S.P., M.P.H.																																																																																				
Learning model	Project Based Learning																																																																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																							
	PLO-6	Able to utilize science and technology in self-development and solving nutritional problems.																																																																																						
	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	CPMK 1 Students understand learning theories, approaches, models and learning methods to design nutrition education activities																																																																																						
	PO - 2	CPMK 2 Students are able to determine effective nutrition education strategies to systematically improve community knowledge, attitudes and skills																																																																																						
	PO - 3	CPMK 3. Students are able to plan nutrition education strategies to solve nutritional problems in society responsibly																																																																																						
	PLO-PO Matrix																																																																																							
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-8</th> <th colspan="2">PLO-9</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-6	PLO-8	PLO-9		PO-1					PO-2					PO-3																																																																			
	P.O	PLO-6	PLO-8	PLO-9																																																																																				
	PO-1																																																																																							
PO-2																																																																																								
PO-3																																																																																								
PO Matrix at the end of each learning stage (Sub-PO)																																																																																								
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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																
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																																																																																								
Short Course Description	Discussion of the concept of education/learning strategies, learning theories, learning approaches, learning models, and learning methods which are realized by preparing nutrition education learning plans (RPPG) to improve knowledge, attitudes and skills, in order to solve community nutrition problems. Learning activities use a project based learning approach and are carried out through learning experiences: discussions, lectures and assignments																																																																																							
References	Main :																																																																																							
	<ol style="list-style-type: none"> 1. 1. Nurhasanah Siti, dkk. 2019. Strategi Pembelajaran. Jakarta: Edu Pustaka. 2. 2. Hasriadi. 2022. Strategi Pembelajaran. Bantul: Mata Kata Inspirasi. 3. 3. Azwan Zain., 2006., Strategi Belajar Mengajar, Jakarta, Rineka Cipta. 4. 4. Sanjaya Wina. 2007. Strategi Pembelajaran Berorientasi standar Proses Pendidikan. Jakarta, Kencana Prenada Media Group 5. 5. Trianto. 2007. Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik, Jakarta: Prestasi Pustaka. 6. 6. Zaini dkk. 2002. Strategi Pembelajaran Aktif. Yogyakarta: Center of teaching Staff Development 																																																																																							
	Supporters:																																																																																							
	<ol style="list-style-type: none"> 1. 1. Budiningsih, Asri. 2004. Belajar dan Pembelajaran. Penerbit Rineka Cipta, Yogyakarta 																																																																																							

Supporting lecturer		Dra. Hj. Siti Sulandjari, M.Si. Choirul Anna Nur Afifah, S.Pd., M.Si. Desty Muzarofatus Sholikhah, S.K.M., M.Kes. Fitriana Nugraheni, M.Gizi.					
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	Students are able to understand nutrition education strategy lecture activities	Students can explain lecture activities, assignments and learning evaluations in the nutrition education strategy MK	Criteria: Participation activities can be seen from the presence of students and student participation in questions and answers Form of Assessment : Participatory Activities	Lectures, lectures 100			0%
2	Students are able to understand the concept of education/learning strategies	1.1. Explain the meaning of educational strategy 2.2. Outline the approach, model, methods in educational strategy 3.3. Describe the factors that influence learning 4.4. Explain the principles of learning strategies	Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers Form of Assessment : Participatory Activities	Lectures, Small Group Discussions about Factors that influence learning strategies 100		Material: Learning Strategies Literature: 2. Hasriadi. 2022. Learning Strategy. Bantul: Words of Inspiration. Material: Learning Methods Literature: 5. Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library. Material: Learning Strategies References: 6. Zaini et al. 2002. Active Learning Strategies. Yogyakarta: Center of teaching Staff Development	1%
3	Students are able to understand learning theory	1.1. Explain the various learning theories 2.2. Describe the principles of learning in achieving learning goals 3.3. Describe the application of learning theories (behaviorism, cognitive, and humanism) in learning.	Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers Form of Assessment : Participatory Activities	Lectures, Small Group Discussions about course descriptions, indicators, scope 100		Material: Library Learning Principles : 2. Hasriadi. 2022. Learning Strategy. Bantul: Words of Inspiration. Material: Learning Models Literature: 5. Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library.	2%

4	Students are able to understand learning theory	<ol style="list-style-type: none"> 1.1. Explain the various learning theories 2.2. Describe the principles of learning in achieving learning goals 3.3. Describe the application of learning theories (behaviorism, cognitive, and humanism) in learning. 	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Small Group Discussions about course descriptions, indicators, scope 100		<p>Material: Library Learning Principles : 2. <i>Hasriadi. 2022. Learning Strategy. Bantul: Words of Inspiration.</i></p> <hr/> <p>Material: Learning Models Literature: 5. <i>Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library.</i></p>	2%
5	Students are able to understand the learning approach	<ol style="list-style-type: none"> 1.1. Explain the meaning of learning approach 2.2. Determine various learning approaches 3.3. Analyze effective learning in nutrition education 	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Small Group Discussions about course descriptions, indicators, scope 100		<p>Material: Learning Strategy Literature: 1. <i>Nurhasanah Siti, et al. 2019. Learning Strategy. Jakarta: Edu Pustaka.</i></p> <hr/> <p>Material: Learning Models Library: 5. <i>Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library.</i></p>	2%
6	Students are able to understand learning models	<ol style="list-style-type: none"> 1.1. Describe the concept of learning models 2.2. Compare the types of learning models 3.3. Explain the reasons/considerations for choosing the learning model 	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, discussions on learning models and methods on discovered nutritional problems, and presentation of discussion results 10		<p>Material: Learning Concepts Literature: 2. <i>Hasriadi. 2022. Learning Strategy. Bantul: Words of Inspiration.</i></p> <hr/> <p>Material: Library Learning Type : 5. <i>Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library.</i></p>	2%

7	Students are able to understand learning methods and techniques	<ol style="list-style-type: none"> 1.1. Describe the meaning of learning methods and techniques 2.2. Explain the determining factors of learning methods 3.3. Compare the types and steps of learning methods 4.4. Describe the advantages and disadvantages of each learning method 	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	100 minutes		<p>Material: learning methods and techniques</p> <p>References: 1. <i>Nurhasanah Siti, et al. 2019. Learning Strategy. Jakarta: Edu Pustaka.</i></p> <hr/> <p>Material: learning techniques</p> <p>References: 5. <i>Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library.</i></p>	2%
8			<p>Criteria: The test in the middle of the lecture period is in the form of a written test. Students get the maximum score if they can answer the test questions correctly</p> <p>Form of Assessment : Test</p>	MIDDLE EXAMINATION 100 minutes			15%
9	Students are able to understand the direct learning model in nutrition education	<ol style="list-style-type: none"> 1.1. Identify the meaning of the direct learning model (MPL) 2.2. Review the MPL learning syntax 3.3. Identify the advantages and disadvantages of MPL 4.4. Present examples of the application of MPL in nutrition education 	<p>Criteria: 1.1. Able to study MPL learning syntax 2.2. Able to apply MPL learning in nutrition education plans</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, discussion about models and direct learning methods in nutrition education found, and presentation of the results of the 100 minute discussion		<p>Material: direct learning model</p> <p>References: 1. <i>Nurhasanah Siti, et al. 2019. Learning Strategy. Jakarta: Edu Pustaka.</i></p> <hr/> <p>Material: learning model</p> <p>References: 5. <i>Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library.</i></p>	5%
10	Students are able to understand the cooperative model in nutrition education	<ol style="list-style-type: none"> 1.1. Identify the meaning of the cooperative learning model 2.2. Describe the types of cooperative learning 3.3. Review the syntax of cooperative learning 4.4. Identify the advantages and disadvantages of cooperation 5.5. Present examples of the application of cooperative learning in nutrition education 	<p>Criteria: 1.1. Able to study cooperative learning syntax 2.2. Able to apply cooperative learning syntax in nutrition education plans</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, discussion about cooperative models and methods in nutrition education, and presentation of the results of the 100 minute discussion		<p>Material: cooperative learning model</p> <p>References: 1. <i>Nurhasanah Siti, et al. 2019. Learning Strategy. Jakarta: Edu Pustaka.</i></p> <hr/> <p>Material: learning model</p> <p>References: 5. <i>Trianto. 2007. Innovative Constructivist-Oriented Learning Models, Jakarta: Achievement Library.</i></p>	5%

11	Students are able to understand the problem-based learning model	<ol style="list-style-type: none"> 1.1. Identify the meaning of the problem-based learning model (PBL) 2.2. Review the syntax of Problem Based Learning/PBL learning 3.3. Identify the advantages and disadvantages of Problem Based Learning/PBL 4.4. Present examples of the application of Problem Based Learning/PBL learning in nutrition education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.2. Able to study the syntax of Problem Based Learning/PBL learning 2.4. Able to apply Problem Based Learning/PBL learning syntax in nutrition education plans <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, discussion about Problem Based Learning/PBL models and methods in nutrition education, and presentation of the results of the 100 minute discussion		<p>Material: Problem Based Learning Library: 2. Hasriadi. 2022. <i>Learning Strategy</i>. Bantul: <i>Words of Inspiration</i>.</p> <hr/> <p>Material: Problem Based Learning References: 4. Sanjaya Wina. 2007. <i>Learning strategies oriented towards educational process standards</i>. Jakarta, Kencana Prenada Media Group</p> <hr/> <p>Material: Problem Based Learning Library: 5. Trianto. 2007. <i>Innovative Constructivist-Oriented Learning Models</i>, Jakarta: Achievement Library.</p>	5%
12		<ol style="list-style-type: none"> 1.1. Identify the meaning of the problem-based learning model (Project Based Learning/PjBL) 2.2. Review the learning syntax of Project Based Learning/PjBL 3.3. Identify the advantages and disadvantages of Project Based Learning/PjBL 4.4. Present examples of the application of Project Based Learning/PjBL learning in nutrition education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.2. Able to study the learning syntax of Project Based Learning/PjBL 2.4. Able to apply Project Based Learning/PjBL learning syntax in nutrition education plans <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, discussion about Project Based Learning/PjBL models and methods in nutrition education, and presentation of the results of the 100 minute discussion		<p>Material: Learning Methods Literature: 2. Hasriadi. 2022. <i>Learning Strategy</i>. Bantul: <i>Words of Inspiration</i>.</p> <hr/> <p>Material: Learning Strategies Literature: 4. Sanjaya Wina. 2007. <i>Learning strategies oriented towards educational process standards</i>. Jakarta, Kencana Prenada Media Group</p> <hr/> <p>Material: Learning Models Library: 5. Trianto. 2007. <i>Innovative Constructivist-Oriented Learning Models</i>, Jakarta: Achievement Library.</p>	5%

13	Students are able to prepare a nutrition education implementation plan (RPPG)	Preparation of RPPG (50% weight)	<p>Criteria: Systematic accuracy, completeness of content (from identity to evaluation design), accuracy of content, and presentation</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 100 minutes		<p>Material: Learning methods References: 1. <i>Nurhasanah Siti, et al. 2019. Learning Strategy. Jakarta: Edu Pustaka.</i></p> <p>Material: Learning models and steps Reference: 2. <i>Hasriadi. 2022. Learning Strategy. Bantul: Words of Inspiration.</i></p>	10%
14	Students are able to prepare a nutrition education implementation plan (RPPG)	Preparation of RPPG (50% weight)	<p>Criteria: Systematic accuracy, completeness of content (from identity to evaluation design), accuracy of content, and presentation</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 100 minutes		<p>Material: Learning methods References: 1. <i>Nurhasanah Siti, et al. 2019. Learning Strategy. Jakarta: Edu Pustaka.</i></p> <p>Material: Learning models and steps Reference: 2. <i>Hasriadi. 2022. Learning Strategy. Bantul: Words of Inspiration.</i></p>	10%
15	Students are able to prepare a nutrition education implementation plan (RPPG)	Preparation of RPPG (50% weight)	<p>Criteria: Systematic accuracy, completeness of content (from identity to evaluation design), accuracy of content, and presentation</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 100 minutes		<p>Material: Learning methods References: 1. <i>Nurhasanah Siti, et al. 2019. Learning Strategy. Jakarta: Edu Pustaka.</i></p> <p>Material: Learning models and steps Reference: 2. <i>Hasriadi. 2022. Learning Strategy. Bantul: Words of Inspiration.</i></p>	10%
16			<p>Criteria: The test at the end of the course is in the form of a written test. Students get the maximum score if they can answer the test questions correctly</p> <p>Form of Assessment : Test</p>	Written test (Final Semester Exam) 100 minutes			24%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	40%
		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.