	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
Food security	1321102014		T=0	P=0	ECTS=0	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Amalia Ruhana, S.P., M.P.H.

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Conduct studies and provide an understanding of the food and nutrition system, the concept of food security, the food and nutrition awareness system (SKPG), food ingredient maraca (NBM) and expected food patterns (PPH). Assessment of food and nutrition problems based on the results of family consumption surveys. Learning is carried out by applying a scientific approach. The learning model applies contextual learning. Learning activities include face-to-face in the form of lectures, group discussions, observations, surveys and presentations. Forms of lecture assignments include written tests, consumption surveys, and presentations.
References	**Main :**

1. Tambunan, Tulus T. H. *Pembangunan Pertanian dan Ketahanan Pangan* . Penerbit: UI Press Dirhamsyah, Tedy. *Ketahanan Pangan : Kemandirian Pangan dan Kesejahteraan Masyarakat* . Penerbit: Plantaxia Tim Badan Penelitian dan Pengembangan Pertanian. 2012. *Inovasi Teknologi untuk Ketahanan Pangan dan Kesejahteraan Petani* . Jakarta: IAARD Press Hariyadi , Purwiyatno . 2013. *Penganekaragaman Pangan: Peranan Industri untuk Penguatan Ketahanan Pangan Mandiri dan Berdaulat* . SIMPOSIUM PANGAN NASIONAL INDOFOOD, Jakarta, 2-3 Desember 2013 Baliwati, Yayuk Farida. 2002. *Neraca Bahan Makanan* . Diktat kuliah yang tidak dipublikasikan. Jurusan GMSK-Fakultas Pertanian. IPB. Suhardjo. 2005. *Perencanaan Pangan dan Gizi* . Jakarta: Bumi Aksara dan PAU IPB

	Supporters:
Supporting lecturer	Choirul Anna Nur Afifah, S.Pd., M.Si. Amalia Ruhana, S.P., M.P.H.

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	Understand the concept of food systems and nutrition	1. Explain the meaning of the food and nutrition system. 2. Explain the scope of the food and nutrition system	**Criteria:** 1. Question number 1 has a weight of 10 if answered correctly 2. Question number 2 has a weight of 20 if answered correctly 3. Question number 3 has a weight of 20 if answered correctly	Lectures, discussions, questions and answers, reflections and exploration 2 X 50			0%
2	Understand food and nutrition subsystems	1. Explain the food and nutrition subsystem 2. Identify the elements in the food and nutrition subsystem 3. Apply the SPG approach to overcome nutrition problems	**Criteria:** 1. Question number 1 has a weight of 15 if answered correctly 2. Question number 2 has a weight of 15 if answered correctly 3. Question number 3 has a weight of 20 if answered correctly	problem based learning 2 X 50			0%
3	Understand the concept of food security	1. Explain the meaning of food security 2. Explain the objectives and legal basis for food security 3. Identify the scope of food security	**Criteria:** 1. Question number 1 has a weight of 10 if answered correctly 2. Question number 2 has a weight of 10 if answered correctly 3. Question number 3 has a weight of 20 if answered correctly 4. Question number 4 has a weight of 10 if answered correctly	learning method: Problem Based Learning 2 X 50			0%
4	Understanding food security subsystems	1. Identify food security subsystems. 2. Explain the relationship between food security elements	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 10 if answered correctly	Problem Based Learning 2 X 50			0%
5	Understanding food security indicators	1. Explain food security indicators 2. Describe quantitative and qualitative food security measurement instruments 3. Explain quantitative and qualitative food security data analysis techniques	**Criteria:** 1. Question number 1 has a weight of 10 if answered correctly 2. Question number 2 has a weight of 20 if answered correctly 3. Question number 3 has a weight of 20 if answered correctly	learning method: Problem Based Learning 2 X 50			0%

6	Understand the concept of food security policy	1. Explain the situation of community food security 2. Explain the government's food security program 3. Describe the relationship between institutions/SKPD in the food security program	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 10 if answered correctly 3. Question number 3 has a weight of 10 if answered correctly	Learning Method: problem based learning 2 X 50			0%
7	Understand the concept of food insecurity, SKPG and FSVA	1. Explain the concept of food insecurity 2. Explain the instruments for handling food insecurity (SKPG and FSVA) 3. Explain the meaning of SKPG and FSVA 4. Explain the objectives of SKPG and FSVA 5. Explain the components of SKPG and FSVA 6. Explain the scope of SKPG and FSVA 7. Identify SKPG and FSVA indicators 8. Explains SKPG and FSVA data and data sources	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 20 if answered correctly 3. Question number 3 has a weight of 20 if answered correctly 4. Question number 4 has a weight of 20 if answered correctly 5. Question number 5 has a weight of 20 if answered correctly	Learning Method: Problem Based Learning 2 X 50			0%
8	UTS			2 X 50			0%
9	Understand the concept of food insecurity, SKPG and FSVA	1. Explain the concept of food insecurity 2. Explain the instruments for handling food insecurity (SKPG and FSVA) 3. Explain the meaning of SKPG and FSVA 4. Explain the objectives of SKPG and FSVA 5. Explain the components of SKPG and FSVA 6. Explain the scope of SKPG and FSVA 7. Identify SKPG and FSVA indicators 8. Explain the SKPG and FSVA data and data sources	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 20 if answered correctly 3. Question number 3 has a weight of 20 if answered correctly 4. Question number 4 has a weight of 20 if answered correctly 5. Question number 5 has a weight of 20 if answered correctly	Learning Method: Problem Based Learning 2 X 50			0%

10	Understand SKPG analysis	1. Explain how to analyze monthly and annual SKPG 2. Conduct monthly and annual SKPG analysis 3. Explain the web-based SKPG application 4. Explain the SKPG calendar	**Criteria:** 1. If the data analysis and interpretation process is correct, you get a score of 50 2. If the analysis process is correct and the data interpretation is incorrect, it gets a score of 30 3. If the analysis process is wrong and the data interpretation is wrong, you get a score of 10	Learning Method: Problem Based Learning 2 X 50			0%
11	Understanding Food Insecurity Maps	1. Explain the meaning of food insecurity numbers (ARP) 2. Explain the purpose of a food insecurity map 3. Explain how to make a food insecurity map	**Criteria:** 1. Question number 1 has a weight of 15 if answered correctly 2. Question number 2 has a weight of 15 if answered correctly	Learning Method: Problem Based Learning 2 X 50			0%
12	Understand the concept of NBM	1. Explain the meaning of NBM 2. Explain the objectives of NBM 3. Explain the history of the development of NBM 4. Explain the scope of NBM 5. Explain the data for preparing NBM	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 15 if answered correctly 3. Question number 2 has a weight of 15 if answered correctly	Problem Based Learning 2 X 50			0%
13	Able to compile NBM	1. Explain how to compile NBM 2. Skilled in inputting data in the NBM application	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 10 if answered correctly	Problem Based Learning 2 X 50			0%

14	Understand the concept of PPH	1. Explain the meaning of PPH 2. Explain the purpose of PPH 3. Explain types of PPH 4. Explain the relationship between NBM and PPH 5. Skilled in using the PPH application 6. Explain the interpretation of PPH scores	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 15 if answered correctly 3. Question number 2 has a weight of 15 if answered correctly 4. If the data analysis and interpretation process is correct, you get a score of 50 5. If the analysis process is correct and the data interpretation is incorrect, it gets a score of 30 6. If the analysis process is wrong and the data interpretation is wrong, you get a score of 10	Problem Based Learning 2 X 50			0%
15	Understand the concept of PPH	1. Explain the meaning of PPH 2. Explain the purpose of PPH 3. Explain types of PPH 4. Explain the relationship between NBM and PPH 5. Skilled in using the PPH application 6. Explain the interpretation of PPH scores	**Criteria:** 1. Question number 1 has a weight of 20 if answered correctly 2. Question number 2 has a weight of 15 if answered correctly 3. Question number 2 has a weight of 15 if answered correctly 4. If the data analysis and interpretation process is correct, you get a score of 50 5. If the analysis process is correct and the data interpretation is incorrect, it gets a score of 30 6. If the analysis process is wrong and the data interpretation is wrong, you get a score of 10	Problem Based Learning 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.