



**Universitas Negeri Surabaya
Vocational Faculty
D4 Culinary Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Thesis	99999440606062	Compulsory Study Program Subjects	T=6	P=0	ECTS=9.54	8	January 2, 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 which is charged to the course																																																																																																			
	PLO-5	Able to work together, have social sensitivity and concern for the environment as well as a professional personality																																																																																																		
	PLO-7	Able to apply logical, critical, innovative, quality and measurable thinking in carrying out specific work in the catering sector according to work competency standards																																																																																																		
	PLO-9	Able to design, plan, make, present and store food, drink or cooking products in accordance with applicable recipe standards, product quality standards, food hygiene standards, meet aesthetic values by implementing K3 in the work environment																																																																																																		
	PLO-13	Master in-depth theoretical concepts regarding the science and techniques of processing various foods/cuisine by applying food hygiene, Occupational Safety and Health (K3) to produce innovative, nutritious, safe and aesthetic products.																																																																																																		
	Program Objectives (PO)																																																																																																			
	PO - 1	Know the foundations of knowledge in the form of concepts, methods, models, characteristics and approaches in qualitative research																																																																																																		
	PO - 2	Have knowledge and understanding of the field of qualitative research methods, which includes abstraction, complexity, and evolution of qualitative methodological development																																																																																																		
	PO - 3	Mastering theoretical and applied concepts of qualitative research methodology, starting from problem formulation, stages, research techniques, testing data validity, analyzing data and compiling the design and implementation of qualitative research.																																																																																																		
	PLO-PO Matrix																																																																																																			
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-9</td> <td>PLO-13</td> </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-5	PLO-7	PLO-9	PLO-13	PO-1					PO-2					PO-3																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																				
	<table border="1" style="width: 100%; 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																
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Short Course Description	Final assignment courses are courses given to students in the final semester of their studies at university. This course aims to train students in conducting research or final projects related to their field of study. While taking final assignment or thesis courses, students will be given the opportunity to choose a research topic or project that suits their interests and talents. After that, students will carry out the research or project independently with the guidance of their supervisor. In the research or project process, students will carry out various stages such as data collection, data analysis, and creating a research or project report. Students are also expected to present the results of their research or projects in front of the examining lecturer.
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References	Main :
	<ol style="list-style-type: none"> Arief Furchan. 2003. Pengantar Penelitian dalam Pendidikan. Surabaya: Usaha Nasional Buku Utama Sutrisno Hadi. 1993. Metodologi Research. Jilid 1. Yogyakarta: Penerbit Andi Offset

		Supporters:					
Supporting lecturer		Prof. Dr. Any Sutiadiningsih, M.Si. Dra. Niken Purwidiani, M.Pd. Lilis Sulandari, S.Pt., M.P. Ita Fatkhur Romadhoni, S.Pd., M.Pd.					
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 nature of seminars	1.Explain the meaning of seminar 2.Compare various forms of forums based on their purpose	Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation and discussion 2 X 50		Material: The Essence of Seminar Reader: Arief Furchan. 2003. <i>Introduction to Research in Education.</i> Surabaya: National Main Book Business	5%
2	Developing works in the form of posters	1.Explain the meaning of posters 2.Identify the characteristics of a poster 3.Skilled in making posters based on research results	Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentations, discussions and assignments 2 X 50		Material: Poster Reader: Arief Furchan. 2003. <i>Introduction to Research in Education.</i> Surabaya: National Main Book Business	5%
3	Developing works in the form of posters	1.Explain the meaning of posters 2.Identify the characteristics of a poster 3.Skilled in making posters based on research results	Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentations, discussions and assignments 2 X 50		Material: Poster Reader: Arief Furchan. 2003. <i>Introduction to Research in Education.</i> Surabaya: National Main Book Business	5%
4	Understand the content of research results	1.Explain the contents of the research results and discussion 2.Linking theory and discussion of an article	Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning Form of Assessment : Project Results Assessment / Product Assessment	Presentation, Discussion 2 X 50		Material: Research results' Reference: Arief Furchan. 2003. <i>Introduction to Research in Education.</i> Surabaya: National Main Book Business	5%

5	Write abstracts and publications in the form of articles	<ol style="list-style-type: none"> 1.Explain the contents of the abstract 2.Create an abstract based on literature 3.Explain the meaning of the article 4.Explain the format for writing articles 5.Explain the components of an article 6.Can write an article based on the research results provided 	<p>Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Presentations, discussions and assignments 2 X 50		<p>Material: Article Library: <i>Arief Furchan. 2003. Introduction to Research in Education. Surabaya: National Main Book Business</i></p>	5%
6	Review articles from national and international journals	<ol style="list-style-type: none"> 1.Look for the main ideas of the articles being studied 2.Reviewing articles studied based on background, methods and research results 	<p>Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 2 X 50		<p>Material: National and international journals Reader: <i>Arief Furchan. 2003. Introduction to Research in Education. Surabaya: National Main Book Business</i></p>	5%
7	Communicate the results of article creation	<ol style="list-style-type: none"> 1.Explain the procedures for holding a seminar 2.Skilled in presenting articles that have been created 	<p>Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Presentation 2 X 50		<p>Material: Presentation of the results of the preparation of the article Reader: <i>Sutrisno Hadi. 1993. Research Methodology. Volume 1. Yogyakarta: Andi Offset Publisher</i></p>	5%
8	Communicate the results of article creation	<ol style="list-style-type: none"> 1.Explain the procedures for holding a seminar 2.Skilled in presenting articles that have been created 	<p>Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Presentation 2 X 50		<p>Material: Presentation of the results of the preparation of the article Reader: <i>Sutrisno Hadi. 1993. Research Methodology. Volume 1. Yogyakarta: Andi Offset Publisher</i></p>	15%

9	Presenting proposal work in seminar forums	<ol style="list-style-type: none"> 1. Skilled in creating presentation media to present research proposals 2. Skilled in making presentations 3. Skilled in managing seminar forums as a moderator 4. Ask quality questions as a buffer 	<p>Criteria: USS/UTS weight 20% Student activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and USS Performance questions are integrated during learning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, discussion 2 X 50		<p>Material: Seminar forum Reader: <i>Sutrisno Hadi. 1993. Research Methodology. Volume 1. Yogyakarta: Andi Offset Publisher</i></p>	5%
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14	Presenting proposal work in seminar forums	<ol style="list-style-type: none"> 1. Skilled in creating presentation media to present research proposals 2. Skilled in making presentations 3. Skilled in managing seminar forums as a moderator 4. Ask quality questions as a buffer 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. USS/UTS weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and US 2. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Presentation, discussion 2 X 50		<p>Material: Seminar forum Reader: <i>Sutrisno Hadi. 1993. Research Methodology. Volume 1. Yogyakarta: Andi Offset Publisher</i></p>	5%
15	Presenting proposal work in seminar forums	<ol style="list-style-type: none"> 1. Skilled in creating presentation media to present research proposals 2. Skilled in making presentations 3. Skilled in managing seminar forums as a moderator 4. Ask quality questions as a buffer 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. USS/UTS weight 20% US weight 30% Essay and multiple choice questions are assessed jointly on USS and US 2. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Presentation, discussion 2 X 50		<p>Material: Seminar forum Reader: <i>Sutrisno Hadi. 1993. Research Methodology. Volume 1. Yogyakarta: Andi Offset Publisher</i></p>	5%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
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1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	53.35%
3.	Portfolio Assessment	15.85%
4.	Practical Assessment	2.5%
5.	Practice / Performance	10.85%
6.	Test	10%
		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.