



**Universitas Negeri Surabaya  
Faculty of Engineering  
, Undergraduate Culinary Education Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Professional Ethics and aesthetics	8321102119		T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		.....			Dr. Hj. Sri Handajani, S.Pd., M.Kes.	

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																	
	<b>PLO-8</b>	Able to create works in the field of culinary arts based on local wisdom with an entrepreneurial outlook																																
	<b>PLO-12</b>	Able to apply the principles of adaptive and normative knowledge that support the field of culinary education																																
	<b>Program Objectives (PO)</b>																																	
	<b>PLO-PO Matrix</b>																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-12</td> </tr> </table>	P.O	PLO-8	PLO-12																													
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

<b>Short Course Description</b>	This course provides an understanding of ethics and aesthetics in the workplace interaction system with coverage of the meaning of ethics and aesthetics, basic morals, professional ethics in general, ethics and aesthetics of the culinary profession, measures of good/bad attitudes and actions (ethical norms). , corporate culture, efforts to have and develop an attractive personality,
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Frans Magnis Suseno (1989) . Etika Dasar . Kanisius: Yogyakarta</li> <li>2. Dwianto, L. &amp; Rumsari. (2006). Etiket di Tempat Kerja . Kanisius: Yogyakarta.</li> <li>3. Fernanda, D. (2003). Etika Organisasi Pemerintah . Lembaga Administrasi Negara: Jakarta.</li> <li>4. Rosidah &amp; Ambar (2000). Menjadi Sekertaris Profesional . Graha Ilmu: Yogyakarta</li> <li>5. Santoso, R, dkk. (1990). Secretaries in Action . Asmi Extension: Jakarta.</li> <li>6. Sari, F. I. (2014). Ensiklopedia Daily Office . Jurusan Pendidikan Administrasi UNY: Yogyakarta.</li> <li>7. Supriyadi, G. &amp; Guno, Tri. (2003). Budaya Kerja Organisasi Pemerintahan . Lembaga Administrasi Negara: Jakarta.</li> <li>8. Alamsjah. (2000). Keprotokolan . Lembaga Administrasi Negara: Jakarta</li> <li>9. La Rose (2003). Top Secretary . Erlangga: Jakarta</li> </ol>
	<b>Supporters:</b>	

<b>Supporting lecturer</b>	Dr. Hj. Sri Handajani, S.Pd., M.Kes. Andika Kuncoro Widagdo, M.Pd. Nurul Farikhathir Rizkiyah, M.Pd
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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	RPS orientation and assignments and learning contracts Explain the concepts of ethics, aesthetics and morals.	<ol style="list-style-type: none"> <li>1.Explain the concepts of ethics and aesthetics.</li> <li>2.Explain moral concepts.</li> <li>3.Describe the importance of ethics, aesthetics, and morals</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Discovery learning 2 X 50			4%
2	Explain the concept of profession and professionalism.	<ol style="list-style-type: none"> <li>1.Explain the concept of profession.</li> <li>2.Explain the concept of professionalism.</li> <li>3.Identify the type of profession</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Discovery 2 X 50			4%
3	Explain the concept and importance of a professional code of ethics.	<ol style="list-style-type: none"> <li>1.Explain the concept of a professional code of ethics.</li> <li>2.Describe the importance of a professional code of ethics.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Discovery 2 X 50			4%
4	Describe the concepts of goodness, virtue, and happiness.	<ol style="list-style-type: none"> <li>1.Explain the concept of kindness.</li> <li>2.Explain the concept of virtue.</li> <li>3.Explain the concept of happiness.</li> <li>4.Have an attitude of kindness.</li> <li>5.Have a benevolent attitude.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities, Tests	Cooperative Learning Jigsaw type 2 X 50			4%
5	Identify the characteristics of work professionalism.	<ol style="list-style-type: none"> <li>1.Explain the concept of work professionalism.</li> <li>2.Identify the characteristics of work professionalism.</li> <li>3.Demonstrate a professional attitude.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Inquiry 2 X 50			4%
6	Describe the culinary profession	<ol style="list-style-type: none"> <li>1.Explain the concept of the culinary profession.</li> <li>2.Identify the characteristics of the culinary profession.</li> <li>3.Have a positive attitude towards the culinary profession</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Inquiry 2 X 50			4%
7	Explain the dress etiquette of a chef/demi chef	<ol style="list-style-type: none"> <li>1.Describe the concept of ethics and aesthetics of clothing.</li> <li>2.Identify the ethics and aesthetics of good dressing.</li> <li>3.Demonstrate good dressing ethics and aesthetics.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Experiential Learning 2 X 50			4%

8	MIDTERM EXAM		<b>Form of Assessment :</b> Participatory Activities, Tests	2 X 50		<b>Material: 20 Library:</b>	22%
9	Explain the etiquette of communicating by telephone. correct ethics.	<ol style="list-style-type: none"> <li>1.Explain the concept of etiquette for communicating over the telephone.</li> <li>2.Identify good telephone communication etiquette.</li> <li>3.Apply good telephone communication etiquette.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Experiential Learning 2 X 50			0%
10	Explain eating etiquette.	<ol style="list-style-type: none"> <li>1.Explain the concept of eating etiquette.</li> <li>2.Identify good eating etiquette.</li> <li>3.Apply good eating etiquette.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Experiential Learning 2 X 50			4%
11	Explain the correct etiquette for receiving guests.	<ol style="list-style-type: none"> <li>1.Explain the concept of etiquette for receiving guests.</li> <li>2.Identify the etiquette of receiving guests.</li> <li>3.Apply good guest reception etiquette.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Experiential Learning 2 X 50			0%
12	Explain protocol ethics	<ol style="list-style-type: none"> <li>1.Explain the concept of protocol ethics.</li> <li>2.Identifying protocol ethics.</li> <li>3.Implement good protocol ethics.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Experiential Learning 2 X 50			4%
13	Explain the concept of work culture	<ol style="list-style-type: none"> <li>1.Explain the concept of work culture.</li> <li>2.Identify the characteristics of work culture.</li> <li>3.Realizing the importance of a good work culture.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Creative, Innovative, Productive 2 X 50			4%
14	Explain the principles of implementing a good work culture.	<ol style="list-style-type: none"> <li>1.Describe the principles of implementing work culture.</li> <li>2.Demonstrate a good work culture.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Creative, Innovative, Productive 2 X 50			4%
15	Explain the concept of work ethic in learning.	<ol style="list-style-type: none"> <li>1.Explain the concept of work ethic.</li> <li>2.Describe the characteristics of work ethic.</li> <li>3.Demonstrates a good work ethic.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Creative, Innovative, Productive 2 X 50			4%
16	Final exams		<b>Form of Assessment :</b> Participatory Activities	2 X 50			22%

No	Evaluation	Percentage
1.	Participatory Activities	79%
2.	Test	13%
		92%

#### 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.