



**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	1321103091	Compulsory Study Program Subjects	T=0 P=3 ECTS=4.77	3	August 22, 2022
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 understand the concept of nutrition education and learning which aims to encourage positive behavior related to socio-cultural aspects, behavior, eating habits which have implications for nutrition education												
	PO - 2	Students are able to plan nutrition education to systematically increase public knowledge												
	PO - 3	Students are able to apply concepts and apply nutrition education responsibly to solve nutritional problems in society												
	PLO-PO Matrix													
		<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-9</td> </tr> <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> </table>	P.O	PLO-8	PLO-9	PO-1			PO-2			PO-3		
	P.O	PLO-8	PLO-9											
PO-1														
PO-2														
PO-3														

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
	PO-1																
	PO-2																
PO-3																	

Short Course Description	Discussion of community nutrition problems, the concept of behavior and behavior change, the concept of nutrition education, analysis of nutrition problems, nutrition education planning, preparation of nutrition education plans starting from identifying target characteristics, determining goals, developing tools, in the form of media, materials, determining strategies which include selection learning methods and techniques as well as methods for evaluating and monitoring nutrition education; education and behavior change which includes knowledge, attitudes and skills, as well as factors that influence changes in food, nutrition and health behavior. Learning activities use a project based learning approach and are carried out through learning experiences: discussions, role plays and assignments.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Fitriani, Sinta 2011. Promosi Kesehatan. Graha Ilmu: Yogyakarta. 2. Conento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning. 3. Supariasa IM. 2015. Pendidikan dan Konsultasi Gizi. EGC. Jakarta. 4. Afifah CAN, Sulandjari S, Dewi R. 2022. Pendidikan Gizi. Unesa Press: Surabaya <p>Supporters:</p>
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1. Adventus, Jaya IMM, dan Mahendra ND. 2019. Buku Modul Promosi Kesehatan. Universitas Kristen Indonesia. Jakarta
2. Rusman. 2014. Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru. PT. Rajagrafindo Persada. Depok
3. Arikunto, Suharsimi. 2016. Dasar –Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara
4. Hardinsyah, Supariasa IM. 2017. Ilmu Gizi: Teori dan Aplikasi. EGC Jakarta
5. Sulandjari, Siti. 2023. Evaluasi Pembelajaran: Modul MK. Pendidikan Gizi. FIKK Universitas Negeri Surabaya
6. Sulandjari, Siti. 2023. Media Pendidikan Gizi: Modul MK. Pendidikan Gizi. FIKK Universitas Negeri Surabaya
7. Sulandjari, Siti dan Affah, CAN. 2023. Pengembangan Materi Pendidikan Gizi: Modul MK. Pendidikan Gizi. FIKK Universitas Negeri Surabaya
8. Afifah, CAN dan Sulandjari, Siti. 2023. Rencana Pelaksanaan Pembelajaran Gizi (RPPG): Modul MK. Pendidikan Gizi. FIKK Universitas Negeri Surabaya

Supporting lecturer
 Dra. Hj. Siti Sulandjari, M.Si.
 Dra. Rahayu Dewi Soeyono, M.Si.
 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	Able to understand the concept of nutrition education	<ol style="list-style-type: none"> 1.Explain the meaning of nutritional problems 2.Describe the factors that cause nutritional problems 3.Identify individual and group nutritional problems in the life cycle 4.Selecting priority nutrition problems as the basis for nutrition education interventions 	<p>Criteria: Identify nutritional problems completely and correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers, 3 X 50		<p>Material: Identification of community nutrition problems Reference: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p>	2%
2	Able to explain the concept of behavior change	<ol style="list-style-type: none"> 1.Explain the meaning of behavior 2.Outlining behavioral theory 3.Describe the domain/domain of behavior 	<p>Criteria: Understand the concept of behavior and the domain of behavior</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, and 3 X 50 exploration		<p>Material: Behavioral Concepts Library: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p> <hr/> <p>Material: Behavioral Theory Literature: <i>Supariasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta</i></p> <hr/> <p>Material: Behavior change References: <i>Afifah CAN, Sulandjari S, Dewi R. 2022. Nutrition Education. Unesa Press: Surabaya</i></p>	2%

3	Able to explain the concept of behavior change	<ol style="list-style-type: none"> 1.Explain changes in behavior and the factors that influence them 2.Explain behavioral domain measurement techniques 	<p>Criteria: Apply behavioral measurement techniques appropriately</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, and 3 X 50 exploration		<p>Material: Behavior Change Reference: <i>Supariasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta.</i></p> <hr/> <p>Material: Behavioral Measurement References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p>	2%
4	Able to explain the concept of nutrition education	<ol style="list-style-type: none"> 1.Explain the definition, importance, objectives and scope of Nutrition Education 2.Describe the ability to manage the nutrition education process 3.Describes the personal character, professional and social abilities of educators 	<p>Criteria: Understand nutrition education management well</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, and 3 X 50 exploration		<p>Material: Concept of Nutrition Education Library: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p> <hr/> <p>Material: Educator Competencies Reader: <i>Rusman. 2014. Learning Models, Developing Teacher Professionalism. PT. Rajagrafindo Persada. Depok</i></p>	2%
5	Able to understand student targets	<ol style="list-style-type: none"> 1.Explain the meaning and character of target students based on socio-cultural, intellectual development and personality 2.Determine student targets based on established nutritional problems 	<p>Criteria: Analyzing the characteristics of nutrition education targets</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, group discussions and questions and answers 3 X 50		<p>Material: Targets of nutrition education Reference: <i>Fitriani, Sinta 2011. Health Promotion. Science Graha: Yogyakarta.</i></p> <hr/> <p>Material: Target characteristics Reference: <i>Supariasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta.</i></p> <hr/> <p>Material: Target type References: <i>Afifah CAN, Sulandjari S, Dewi R. 2022. Nutrition Education. Unesa Press: Surabaya</i></p>	2%

6	Able to understand student targets	Explains the formulation of educational goals based on target nutritional problems	Criteria: Develop appropriate indicators or goals for nutrition education Form of Assessment : Participatory Activities	Lectures, group discussions and questions and answers 3 X 50		Material: Goals of Community Nutrition Education Library: <i>Supariasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta.</i> Material: Community Nutrition Problems References: <i>Hardinsyah, Supariasa IM. 2017. Nutrition Science: Theory and Applications. EGC Jakarta</i>	2%
7	Able to understand nutrition education models and methods	1.Describes the concept of educational models and methods 2.Comparing types of educational models and methods 3.Choose a model and method according to the goals, objectives and educational material	Criteria: Analyze the differences in education/learning models well Form of Assessment : Participatory Activities	Lectures, discussions and questions and answers 3 X 50		Material: Learning Model Library: <i>Rusman. 2014. Learning Models, Developing Teacher Professionalism. PT. Rajagrafindo Persada. Depok</i> Material: Nutrition education methods References: <i>Fitriani, Sinta 2011. Health Promotion. Science Graha: Yogyakarta.</i> Material: Teaching skills References: <i>Afifah, CAN and Sulandjari, Siti. 2023. Nutrition Learning Implementation Plan (RPPG): MK Module. Nutrition Education. FIKK Surabaya State University</i>	2%
8		Midterm exam	Criteria: All correct answers get a score of 100 Form of Assessment : Test	3 X 50 test			20%

9	Able to understand targeted nutrition education planning	Develop a nutrition education plan for targets in areas with nutritional problems	Form of Assessment : Portfolio Assessment	Discussion and questions and answers 3 X 50		Material: Nutrition education plan References: Adventus, Jaya IMM, and Mahendra ND. 2019. Health Promotion Module Book. Indonesian Christian University. Jakarta <hr/> Material: Nutrition Education Implementation Plan Library: Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning. <hr/> Material: RPPG Literature: Afifah, CAN and Sulandjari, Siti. 2023. Nutrition Learning Implementation Plan (RPPG): MK Module. Nutrition Education. FIKK Surabaya State University	2%
10	Able to understand nutritional education planning on targets	Develop a nutrition education plan for target students in areas with nutrition problems	Criteria: Produce a schedule for completing nutrition education projects for target students in areas with nutrition problems Form of Assessment : Portfolio Assessment	Group discussion, and question and answer 3 X 50		Material: Nutrition education evaluation instrument Reference: Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy <hr/> Material: Learning Model Library: Rusman. 2014. Learning Models, Developing Teacher Professionalism. PT. Rajagrafindo Persada. Depok <hr/> Material: RPPG Literature: Afifah, CAN and Sulandjari, Siti. 2023. Nutrition Learning Implementation Plan (RPPG): MK Module. Nutrition Education. FIKK Surabaya State University	2%

11	Able to understand targeted nutrition education planning	<ol style="list-style-type: none"> 1. Formulate objectives in the Nutrition Education Implementation Plan (RPPG) 2. Determine the main material in the RPPG 3. Determine the method used in the RPPG 4. Determine the source book used in the RPPG 5. Designing learning activities in RPPG 6. Designing evaluation instruments in RPPG 	<p>Criteria: Produce RPPG according to target nutritional problems</p> <p>Form of Assessment : Portfolio Assessment</p>	Group discussion, and question and answer 3 X 50		<p>Material: Nutrition education methods</p> <p>References: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p> <hr/> <p>Material: Evaluation of nutrition education</p> <p>References: <i>Arikunto, Suharsimi. 2016. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p> <hr/> <p>Material: Nutrition Education Material</p> <p>Library: <i>Sulandjari, Siti and Affah, CAN. 2023. Development of Nutrition Education Materials: MK Module. Nutrition Education. FIKK Surabaya State University</i></p>	2%
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12	Able to prepare nutrition education materials/materials	<ol style="list-style-type: none"> 1. Write a formulation of the objectives of nutrition education in the prepared teaching materials 2. Write material descriptions according to nutrition education indicators systematically in the prepared teaching materials 3. Write test questions according to the nutrition education indicators in the prepared teaching materials 	<p>Criteria: Produce teaching materials in the form of hand-outs or modules/E-books</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, group discussions, questions and answers and reflections 3 X 50		<p>Material: Concept of community nutrition</p> <p>References: <i>Hardinsyah, Supariasa IM. 2017. Nutrition Science: Theory and Applications. EGC Jakarta</i></p> <hr/> <p>Material: Nutrition Education Material</p> <p>Library: <i>Sulandjari, Siti and Affah, CAN. 2023. Development of Nutrition Education Materials: MK Module. Nutrition Education. FIKK Surabaya State University</i></p> <hr/> <p>Material: Development of educational materials</p> <p>Library: <i>Adventus, Jaya IMM, and Mahendra ND. 2019. Health Promotion Module Book. Indonesian Christian University. Jakarta</i></p>	5%
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13	Able to understand nutrition education program planning	<ol style="list-style-type: none"> 1. Determine the design of the educational media that is prepared 2. Develop nutrition education media according to educational indicators 3. Validate the nutrition education media that has been prepared 	<p>Criteria: Produce nutritional education media in the form of videos or creative media according to student targets</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, question and answer, and reflection 3 X 50		<p>Material: Educational media Library: <i>Concento IR. Koch PA. 2020. Nutrition Education: Linking Research, Theory and Practice (4th edition). Sudbury MA: Jones and Bartlett Learning.</i></p> <hr/> <p>Material: Types of educational media Library: <i>Supariasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta.</i></p> <hr/> <p>Material: RPPG Literature: <i>Afiyah, CAN and Sulandjari, Siti. 2023. Nutrition Learning Implementation Plan (RPPG): MK Module. Nutrition Education. FIKK Surabaya State University</i></p> <hr/> <p>Material: Educational media Library: <i>Sulandjari, Siti. 2023. Nutrition Education Media: MK Module. Nutrition Education. FIKK Surabaya State University</i></p>	5%
14	Able to carry out nutrition education according to the RPPG	<ol style="list-style-type: none"> 1. Revise nutrition education tools 2. Applying nutrition education tools to target nutritional problems 3. Analyzing the results of implementing nutrition education tools 	<p>Criteria: The accuracy of the nutrition education tool received a score of 20</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Simulation, observation and reflection 3 X 50		<p>Material: Nutrition media Reference: <i>Fitriani, Sinta 2011. Health Promotion. Science Graha: Yogyakarta.</i></p> <hr/> <p>Material: Nutrition education media Reader: <i>Sulandjari, Siti. 2023. Nutrition Education Media: MK Module. Nutrition Education. FIKK Surabaya State University</i></p> <hr/> <p>Material: Educational media Library: <i>Supariasa IM. 2015. Nutrition Education and Consultation. EGC. Jakarta.</i></p>	10%

15	Able to carry out nutrition education according to the RPPG	Explaining the stages of planning a nutrition education program Identifying nutrition problems Determining nutrition education targets Developing materials Developing nutrition education media Determining educational strategies Developing evaluation plans	Criteria: The correct answer gets a score of 20 Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Practice, observation and reflection 3 X 50		Material: Nutrition education practices Reference: Concento IR. Koch PA. 2020. <i>Nutrition Education: Linking Research, Theory and Practice (4th edition)</i> . Sudbury MA: Jones and Bartlett Learning. Material: Educational evaluation References: Arikunto, Suharsimi. 2016. <i>Basics of Educational Evaluation</i> . Jakarta: Bumi Literacy Material: Learning evaluation References: Sulandjari, Siti. 2023. <i>Learning Evaluation: MK Module. Nutrition Education</i> . FIKK Surabaya State University	10%
16	Able to carry out nutrition education according to the RPPG	Prepare nutrition education reports according to guidelines	Criteria: Very suitable to get a score of 20 Form of Assessment : Project Results Assessment / Product Assessment	Practice, observation and reflection 3 X 50		Material: Nutrition education practices Reference: Concento IR. Koch PA. 2020. <i>Nutrition Education: Linking Research, Theory and Practice (4th edition)</i> . Sudbury MA: Jones and Bartlett Learning. Material: Educational evaluation References: Arikunto, Suharsimi. 2016. <i>Basics of Educational Evaluation</i> . Jakarta: Bumi Literacy Material: Learning evaluation References: Sulandjari, Siti. 2023. <i>Learning Evaluation: MK Module. Nutrition Education</i> . FIKK Surabaya State University	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14%

2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	6%
4.	Practice / Performance	5%
5.	Test	20%
		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.