OUTLINES PROGRAM EDUCATION, UNIT OF EVENT INSTRUCTION, & CONTRACT LECTURING

PROGRAM STUDY NUTRITION SCIENCE
FACULTY OF MEDICINESS DIPONEGORO UNIVERSITY
**PROGRAM STUDY STRATA-1 NUTRITION SCIENCE (ILMU GIZI)**
**FACULTY OF MEDICINES DPONEGORO UNIVERSITY**

**SUBJECT**: SCIENCE PHILOSOPHY (*FILSAFAT ILMU*)

**SCS/SEMESTER**: 3 SCS/I

**SUPERVISOR**: Prof. dr. HM. Sulchan, MSc, SpGK

**DESCRIPTION**: This study in fact represent introductory subject for the philosophy of and science of Bioetic, therefore its gift/giving in semester 1 where student not yet ready for study implementation both the things in activity of reality. That is why most its target is to comprehend.

**GENERAL INSTRUCTIONAL TARGET (TIU)**
- 1. Comprehending science reality and applying responsibility, to God and for the sake of environment (natural and social).
- 2. Comprehending reality of bioetic and its applying in executing activity of science, especially Nutrition Science (*Ilmu Gizi*).

<table>
<thead>
<tr>
<th>SPECIFIC INSTRUCTIONAL TARGET</th>
<th>TOPIC</th>
<th>SUB TOPIC</th>
<th>WEEK</th>
<th>REFERENCES</th>
<th>METHOD of STUDY</th>
<th>LECTURE</th>
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</table>
| Explain about Ontology Science | 3 | Ontology | - Definition of Ontology  
- Various isms in ontology  
- Change  
- Assumption  
- Boundary explore science |
| Explain about Epistemology Knowledge | 4 | Epistemology | - Definition of Epistemology  
- Definition of knowledge & science  
- Erudite method structure  
- Erudit knowledge |
| Explain Axiology Knowledge | 5 | Axiology | - Definition of Axiology  
- Neutrality Science and moral  
- Social responsibility scientist  
- Case with high moral weight |
| Explain about medium of erudite thinking | 6 | Medium erudite thinking | - Variety of medium erudite thinking  
- Role of language  
- Role of Mathematics  
- Role of statistic |

<p>| | 4 | same | same | same |
| | 5 | same | same | same |
| | 6 | same | same | same |
| | 7 | same | same | same |</p>
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<tr>
<th>Comprehending erudite study path and framework.</th>
<th>7 Erudite study bases</th>
<th>- Framework erudite study - Erudite study path - Basic erudite method - Elementary technique of erudite writing</th>
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- Code: Identifier for each section.
- Title: Description of the section's content.
CONTRACT LECTURING.

SUBJECT : PHILOSOPHY SCIENCE & BIOETHICS
CODE : KUG110
SCS (System Credit Semester) : 3 SCS
SEMESTER : I
SUPERVISOR : Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
LECTURER : Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
SCHEDULE : Friday, 08.00-10.40 AM
MEETING PLACE : Room......

1. BENEFIT of SUBJECT
This Subject is needed by student since early them comprehend about existence of science method and method of bioethics which must always made by base in activity of Nutrition profession and science in service and research of nutrition.

2. DESCRIPTION of SUBJECT
This Subject in fact represent introductory, reaching Philosophy Science and of bioethics, because of its gift is executed in semester 1, so that student not yet implementation can the understanding of study both the things in activity of real profession and science in future.

3. INSTRUCTSIONAL TARGET
General Instructional Target
(Tujuan Instruksional Umum/ITU)
- Comprehending science reality and its applying responsibility, to God and for environment (natural and social).
- Comprehending reality of bioethics and its applying in executing activity of science, specially nutrition.

Specific Instructional Target
(Tujuan Instruksional Khusus/ITU)
- Comprehending congeniality of philosophy
- Comprehending truth bases
- Explaining science ontology
- Explaining science epistemology
- Explaining science axiology
- Comprehending suggestion of erudite thinking
- Comprehending elementary path and framework of erudite thinking
- Comprehending ethics meaning
- Comprehending coverage congeniality of bioethics
- Comprehending declaration of jenewa other document and of bioethics
- Comprehending principle of bioethics in research to human being
- Comprehending execution of principle of bioethics in research of biomedic
4. LECTURING STRATEGY
This lecturing is given in the form of class discourse to present interconnected illustration and concept. Class managed to invite student discussion and attention.

5. READING LECTURING
Book / fundamental reading in this lecturing are:
7. (Draft) Kode ETik Profesi Gizi, 1999

6. DUTY
Student given duty:
   a. to review Philosophy Science handing out
   b. to review Bioethics handing out
   c. the report of review is presented in class and will be discuss

7. ASSESSMENT CRITERIA
Assessment will be conducted by instructor by using the following criteria:

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<thead>
<tr>
<th>Value</th>
<th>Point</th>
<th>Range</th>
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<td>BC</td>
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<td>End semester evaluation</td>
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<td>LECTURING 1</td>
<td>Common Definition of Philosophy</td>
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<td>LECTURING 2</td>
<td>Basics of Knowledge</td>
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<td>LECTURING 3</td>
<td>Ontology</td>
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<td>Basic of Erudite Thinking</td>
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<td>LECTURING 7</td>
<td>Basic of Erudite Study</td>
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<td>LECTURING 8</td>
<td>Mid Semester Evaluation</td>
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<td>LECTURING 9</td>
<td>Common definition of Ethics</td>
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<td>LECTURING 10</td>
<td>Deliverer of Bioethics</td>
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<td>LECTURING 11</td>
<td>Implementation of Bioethics in Health Service</td>
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<td>LECTURING 12</td>
<td>Implementation of Bioethics in Human research</td>
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<td>LECTURING 14</td>
<td>Review Bioethics Handing Out</td>
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<td>LECTURING 15</td>
<td>Presentation Result of Handing Out review</td>
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<td>LECTURING 16</td>
<td>End Semester Evaluation</td>
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</table>
UNIT of EVENT INSTRUCTION

PHILOSOPHY SCIENCE
( Code : KUG 110 )

PROGRAM STUDY GIZI SCIENCE
FACULTY of MEDICINNES
DIPONEGORO UNIVERSITY

LECTURER: Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
Semester: I ( one )
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN SAP)  

SUBJECT : Philosophy Science  
CODE : KUG110  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Prof. dr. Sulchan, MSc, DA. Nutr, SpGK  
TIME MEETING : 3 x 55 Minutes  
MEETING : 1  

A. INSTRUCTIONAL TARGET  
General Instructional Target (Tujuan Instruksional Umum/TIU)  
Comprehending science reality and its applying by responsible, to God and for the 
sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)  
Comprehending common definition about philosophy  

B. TOPIC  
COMMON DEFINITION of PHILOSOPHY  

C. SUB TOPIC  
- the meaning of truth  
- definition of philosophy  
- field analysis philosophy  
- branch of philosophy  
- definition of science philosophy  

D. LECTURING ACTIVITY  

<table>
<thead>
<tr>
<th>PHASE of ACTIVITY</th>
<th>LECTURER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
<th>MEDIA &amp; INSTRUMENT LECTURING</th>
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<tbody>
<tr>
<td>ANTECEDENT</td>
<td>explain the matter of the growth of child</td>
<td>Listening and discussing</td>
<td>LCD Projector</td>
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<td>PRESENTATION</td>
<td>explain the definition of philosophy</td>
<td>Listening and discussing</td>
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<td>explain-field-analyse of philosophy</td>
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<td>Explain branch of philosophy</td>
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<td>give early explanation about Philosophy science</td>
<td>Listening and discussing</td>
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<tr>
<td>CONCLUSION</td>
<td>Concluding</td>
<td>Listening and discussing</td>
<td>LCD Projector</td>
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</table>
EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

REFERENSI
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN SAP’)

SUBJECT: Philosophy Science
CODE: KUG110
SCS (System Credit Semester): 3 SCS
LECTURER: Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
TIME MEETING: 3 x 55 Minutes
MEETING: II

A. INSTRUCTIONAL TARGET
General Instructional Target (Tujuan Instruksional Umum/TIU)
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)
Comprehending basics of truth

B. TOPIC
BASICS of KNOWLEDGE

C. SUB TOPIC
- the theory of truth
- meaning and concept of truth
- essence of thinking
- logic
- source of knowledge

D. LECTURING ACTIVITY

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<th>PHASE of ACTIVITY</th>
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<td>Explain about source of knowledge</td>
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<td>CONCLUSION</td>
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E EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

F REFERENSI
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT: Philosophy Science  
CODE: KUG110  
SCS (System Credit Semester): 3 SCS  
LECTURER: Prof. dr. Sulchan, MSc, DA.Nutr, SpGK  
TIME MEETING: 3 x 55 Minutes  
MEETING: III

A. INSTRUCTIONAL TARGET  
General Instructional Target (Tujuan Instruksional Umum/TIU)  
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)  
Explain Ontology Science

B. TOPIC  
ONTOLOGY

C. SUB TOPIC  
- definition of Ontology  
- various ism in ontology  
- chance  
- assumption  
- boundary explore science

E. LECTURING ACTIVITY

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EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

REFERENSI
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Philosophy Science  
CODE : KUG110  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Prof. dr. Sulchan, MSc, DA.Nutr, SpGK  
TIME MEETING : 3 x 55 Minutes  
MEETING : IV

A. INSTRUCTIONAL TARGET  
General Instructional Target (Tujuan Instruksional Umum/TIU)  
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)  
Explain epistemology science

B. TOPIC  
EPISTEMOLOGY

C. SUB TOPIC  
- definition of epistemology  
- definition of science and knowledge  
- erudite method  
- structure of erudite knowledge

F. LECTURING ACTIVITY

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EVALUATION
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REFERENSI
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT: Philosophy Science
CODE: KUG110
SCS (System Credit Semester): 3 SCS
LECTURER: Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
TIME MEETING: 3 x 55 Minutes
MEETING: V

A. INSTRUCTIONAL TARGET
General Instructional Target (Tujuan Instruksional Umum/TIU)
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)
Explain about axiology science

B. TOPIC
AXIOLOGY

C. SUB TOPIC
- definition of axiology
- neutrality science and moral
- social responsibility of scientist
- case with high moral wight
- source of knowledge

D. LECTURING ACTIVITY

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<td>LCD Projector</td>
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<td>explain neutrality of science and moral</td>
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<td>LCD Projector</td>
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<td>explain about social responsibility of scientist</td>
<td>Listening and discussing</td>
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<td>Illustrate science case with high moral wight</td>
<td>Listening and discussing</td>
<td>LCD Projector</td>
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EVALUATION
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(SATUAN ACARA PENG AJARAN/SAP)

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CODE : KUG110  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Prof. dr. Sulchan, MSc, DA.Nutr, SpGK  
TIME MEETING : 3 x 55 Minutes  
MEETING : VI

A. INSTRUCTIONAL TARGET  
General Instructional Target (Tujuan Instruksional Umum/TIU)  
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)  
Explain about medium of erudite thinking

B. TOPIC  
MEDIUM of ERUDITE THINKING

C. SUB TOPIC  
- Various medium of erudite thinking  
- role of language  
- role of mathematics  
- role of statistic

D. LECTURING ACTIVITY

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<td></td>
<td>explain role of language</td>
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<td>explain role of mathematics</td>
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<td>explain role of statistic</td>
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<tr>
<td>CONCLUSION</td>
<td>Concluding</td>
<td>Listening and discussing</td>
<td>LCD Projector</td>
</tr>
</tbody>
</table>
E  EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

F  REFERENCES
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN:SAP)

SUBJECT : Philosophy Science
CODE : KUG110
SCS (System Credit Semester) : 3 SCS
LECTURER : Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
MEETING : VII

B. INSTRUCTIONAL TARGET
General Instructional Target (Tujuan Instruksional Umum/TIU)
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)
Explain basics of erudite study

B. TOPIC
BASICS of ERUDITE STUDY

C. SUB TOPIC
- framework of erudite study
- path erudite study
- basics of erudite method
- basic technique of erudite writing

G. LECTURING ACTIVITY

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<thead>
<tr>
<th>PHASE of ACTIVITY</th>
<th>LECTURER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
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<td>explain the path of erudite study</td>
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<td>explain basic technique of erudite writing</td>
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</table>
EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

REFERENCES
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SEP)

SUBJECT: Philosophy Science
CODE: KUG110
SCS (System Credit Semester): 3 SCS
LECTURER: Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
MEETING: VIII

A. INSTRUCTIONAL TARGET
General Instructional Target (Tujuan Instruksional Umum/TIU)
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)
Comprehending ethic generally

B. TOPIC
DEFINITION of GENERAL ETHIC

C. SUB TOPIC
- the mean of ethic
- ethic as value system
- ethic as moral principality union
- ethic as moral philosophy

D. LECTURING ACTIVITY

<table>
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<th>PHASE of ACTIVITY</th>
<th>LECTURER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
<th>MEDIA &amp; INSTRUMENT LECTURING</th>
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<tr>
<td>CONCLUSION</td>
<td>Concluding</td>
<td>Listening and discussing</td>
<td>LCD Projector</td>
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</tbody>
</table>
E  EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

F  REFERENCE
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP) 

SUBJECT : Philosophy Science  
CODE : KUG110  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Prof. dr. Sulchan, MSc, DA.Nutr, SpGK  
TIME MEETING : 3 x 55 Minutes  
MEETING : IX  

A. INSTRUCTIONAL TARGET  
General Instructional Target (Tujuan Instruksional Umum/TIU)  
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)  
Comprehending Bioethic

B. TOPIC  
INTRODUCTORY of BIOETHIC

C. SUB TOPIC  
- definition of bioethic  
- history of bioethic growth  
- application of bioethic  
- bioethic and law

D. LECTURING ACTIVITY

<table>
<thead>
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<th>PHASE of ACTIVITY</th>
<th>LECTURER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
<th>MEDIA &amp; INSTRUMENT LECTURING</th>
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<td>explain the relation between bioethic and law</td>
<td>Listening and discussing</td>
<td>LCD Projector</td>
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<tr>
<td>CONCLUSION</td>
<td>Concluding</td>
<td>Listening and discussing</td>
<td>LCD Projector</td>
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</table>
E EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

F REFERENCE
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Philosophy Science
CODE : KUG110
SCS (System Credit Semester) : 3 SCS
LECTURER : Prof. dr. Sulchan, MSc, DA.Nutr, SpGK
TIME MEETING : 3 x 55 Minutes
MEETING : X

A. INSTRUCTIONAL TARGET
General Instructional Target (Tujuan Instruksional Umum/TIU)
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (Tujuan Instruksional Khusus/TIU)
Comprehending Declaration of Geneva & others document of Bioethic

B. TOPIC
IMPLEMENTATION of BIOETHIC IN HEALTH SERVICE

C. SUB TOPIC
- Declaration of Jeneva
- KEKI
- mechanism of KEKI execution
- KODE ETIK GIZI INDONESIA

D. LECTURING ACTIVITY

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<th>PHASE of ACTIVITY</th>
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<th>STUDENT ACTIVITY</th>
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<tr>
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<td>PRESENTATION</td>
<td>explain declaration of Jeneva</td>
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<td>explain the KEKI</td>
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<td>explain the mechanism of KEKI</td>
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<td>Explain KODE ETIK GIZI Indonesia</td>
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<td>CONCLUSION</td>
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</table>
E  EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

F  REFERENSI
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Philosophy Science
CODE : KUG110
SCS (System Credit Semester) : 3 SCS
LECTURER : Prof. dr. Sulehan, MSc, DA.Nutr, SpGK
TIME MEETING : 3 x 55 Minutes
MEETING : XI

A. INSTRUCTIONAL TARGET
General Instructional Target (TUjuan Instruksional Umum/TTIU)
Comprehending science reality and its applying by responsible, to God and for the sake of environment natural and social.

Specific Instructional Target (TUjuan Instruksional Khusus/TTIU)
Comprehending Declaration of Geneva & others document of Bioethic

B. TOPIC
IMPLEMENTATION of BIOETHIC IN HUMAN RESEARCH

C. SUB TOPIC
- Declaration of Jeneva
- KEKI
- mechanism of KEKI execution
- KODE ETIK GIZI INDONESIA

D. LECTURING ACTIVITY

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<th>PHASE of ACTIVITY</th>
<th>LECTURER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
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<tr>
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<td>explain the mechanism of KEKI</td>
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<td>Explain KODE ETIK GIZI Indonesia</td>
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<td>CONCLUSION</td>
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<td>Listening and discussing</td>
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E  EVALUATION
1. Discussing during study
2. Mid semester evaluation
3. End semester evaluation

F  REFERENCE
OUTLINES PROGRAM EDUCATION
GARIS GARS BEsar PROGRAM PENGAJARAN

SUBJECT : Educatin of Civic
CODE/SCS : MPK102 / 3 SKS
SEMESTER : 1

DESCRIPTION
Subject Personal Development is a group of study with aim to develop godfearing and religious Indonesia human being to God. Which Single The most. Education of Five Principles and Civic of substance its study cover : Base and target education of PPKN, SPPB, System punish pursuant to Pancasila and of UUD 1945, Dynamics execution of UUD 1945, Pancasila as System Philosophy & ethics, Five Principles as life paradigm and ideology. Actualization Five Principles, HAM, Rights And Obligations of WNI; Democracy, Archipelagos knowledge, Resilience National and Politics Strategy National.

GENERAL INSTRUCTIONAL TARGET
After attend the lecture this student can apply Pancasila values as philosophy live in to execute responsibility and duty and also societal life rights and obligations, nation and state and also meekly to law and regulation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Specific Instructional Target</th>
<th>Topic</th>
<th>Sub topic</th>
<th>Referensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Student can execute rights and obligations as citizen.</td>
<td>rights and obligations as</td>
<td>- Congeniality of resident &amp; citizen</td>
<td>- B Daroeso, 1996. Dasar dan Konsep PMP</td>
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</tbody>
</table>
| 3. | Student understand and execute according to UU no.39 / 1999. | HAM | HAM | - Definition and growth of HAM
- HAM according to UUD 1945
- Peripheral HAM in Indonesia
- Implementation of HAM in Indonesia. |
|   |   |   |   |   |
| 4. | Student can identify democratic system in life | Demokrasi |   | - Source of democracy in the world
- Type of democracy
- Demokrasi of Pancasila
- General election in Indonesia. |
|   |   |   |   |   |
| 5. | Mahasiswa dapat menjelaskan perbedaan konstitusi dan UUD. Student can explain the difference between konstitucion and UUD | Konstitution |   | - Definition, nature of, function and characteristic of konstitution
- Fleksibilitiv of UUD
- UUD in Indonesia. |
|   |   |   |   |   |
| 6. | Student can describe relation between Proklamasi, Pembukaan and UUD 1945 | Sistem of governance in |   | - Basic Law and UUD 1945
- Dimicilling of main thaugt |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| 7. | Student can illustrate applying *pasal-pasal* UUD 1945 in life | Indonesia | - *Pembukaan UUD 1945*  
|---|---|---|---|---|
| 8. | Student can mention The function of High Institute of State | Indonesian | - Main key Governance System  
- Kaelani, 2002. *UUD 1945 hasil Amandemen*  
| 9. | Student can illustrated cause happened amandemen UUD 1945. | Indonesian | - Type  
- Duty and function  
| 10. | Student can explain *Pancasila* as philosophy | Indonesian | - *Pembukaan UUD 1945*  
- Dimiciling regulation of addition and switchover.  
- Kaelani 2003. *Filsafat Pancasila*  
- Sunoto, 2002. *Filsafat* |
<table>
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<tr>
<th></th>
<th>Student can analyse ideology of <em>Pancasila</em> in life</th>
<th>Ideology of <em>Pancasila</em></th>
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<td>11</td>
<td>Student can explain concept of archipelagos knowledge (<em>wawasan nusantara</em>)</td>
<td>Archipelagos knowledge (<em>wawasan nusantara wasantara</em>)</td>
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<td>12</td>
<td>Mahasiswa dapat memberikan gambaran ketahanan nasional Student can describe national defence</td>
<td>National Defence</td>
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<td>13</td>
<td>Student understand concept of national development (<em>pembangunan nasional</em>)</td>
<td>Politic Strategy National</td>
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<td>14</td>
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<td>Pancasila</td>
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<td></td>
<td>- Sunarjo, 2001. Ilmu Pancasila Yuridis Kenegaraan</td>
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<td>- Dardji D, 2001. Ideologi Pancasila</td>
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<td>Toto Pandoyo, 1994, Wawasan Nusantara &amp; implementasinya</td>
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<td></td>
<td>- Sutarno, 1997. Buku Pegangan Mahasiswa Kuliah Kewiraan</td>
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<td>- Safrudin, 1992. PPBN lanjutan</td>
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<td>Dirjen Dikti, 1992, Kewiraan untuk Mahasiswa.</td>
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<td>- Bilver S, 1996. Dwi Fungsi ABRI</td>
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<td>15.</td>
<td>Student apply behavior based on life norm.</td>
<td>Ethics life of nation have &amp; state</td>
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<td>16.</td>
<td>Student get minimum value C.</td>
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</table>
|   | - *Tata Bina Nasional*  
- *Outlines of polstranas.* | - Determinant *Tap.MPR no. VI dan VII/2001*  
- Execution method |
|   |   | Sobana, 1996. Kewiraan dalam konsepsi dan implementasinya | *Tap MPR* |

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CONTRACT LECTURING.

SUBJECT: Education of Civic
CODE: MPK 102
SCS (System Credit Semester): 3 SCS
SEMESTER: 1
SUPERVISOR: Drs. Tarsono, M. Kes
LECTURER: 1. Drs. Tarsono, M. Kes
SCHEDULE: 1 day/week, 2 hours
MEETING PLACE: CAMPUS PRODI GIZI

1. BENEFIT OF SUBJECT
FORMING PERSONALITY THROUGH CARRYING OUT OF, THINKING, AND CONTINUATION OF VALUE of PANCASILA AND HISTORY STRUGGLE OF NATION IN LIFE OF NATION AND STATE

2. DESCRIPTION
SUBJECT PERSONAL DEVELOPMENT IS GROUP SUBJECT WITH AIM TO DEVELOP HUMAN BEING of INDONESIA GODFEARING AND RELIGIOUS TO THE TUHAN YANG MAHA ESA.
ITS PPKN SUBSTANGI STUDEY COVER: BASE AND TARGET of PPKN, SPB, SYSTEM PUNISH PURSUANT TO PANCASILA AND of UUD 1945, DYNAMICS EXECUTION OF UUD 1945, PANCASILA AS SYSTEM PHILOSOPHY AND ETHICS, PANCASILA AS IDEOLOGY NATION AND PARADIGM LIFE, AKTUALISASI PANCASILA, RIGHTS of ASAZI HUMAN BEING, RIGHTS AND OBLIGATIONS CITIZEN of RI, DEMOCRACY KNOWLEDGE of ARCHIPELAGOS, RESILIENCE NATIONAL AND POLITICS STRATEGY NATIONAL.

3. INSTRUCTIONAL TARGET
GENERAL INSTRUCTIONAL TARGET/ TII
Having completed this subject, student expected can apply Pancasila values and history struggle of nation in executing and duty of responsibility and also rights and obligations as Indonesia citizen

SPECIFIC INSTRUCTIONAL TARGET/ TIK
After following this subject student will be able to:
1. analysis fundamentenal and purpose of PPKn
2. execution right and obligation as citizen
3. comprehend and execution human right according to regulation of constitution
4. identify democratic system in life
5. explain the difference between fundamental constitution and convension
6. describe relation between Proklamasi, Opening, and Body of (UUD) 1945
7. illustrate application of section of (UUD) 1945 in real life
8. mention the function of high institute state
9. explain the happening of amandemen of UUD 1945
10. explain Pancasila as nation philosophy
11. analyse Pancasila ideology in life
12. explain concept of archipelagos knowledge
13. describe about National Defence in Indonesia
14. understand concept of national development after no more GBHN
15. apply attitude in life according to Pancasila and UUD 1945 value and realize of right and obligation as Indonesian citizen

4. LECTURING STRATEGY
To reach the target of this subject, hence compiled is immeasurable of education media and method. Lecturing method the utilized are
   a. discourse and question and answer
   b. duty
   c. discuss
   d. problem solving in illustration

5. REFERENCE
The reading are:

6. DUTY
1. Hand out about Human right in Indonesia
2. Hand out about Pilkada as implementation of democration in Indonesia
3. Section of amandemen UUD 1945 discussion material
4. Deviding in 10 groups
7. ASSESSMENT CRITERIA

Assessment will be conducted by instructor by using the following criteria:

<table>
<thead>
<tr>
<th>Value</th>
<th>Point</th>
<th>Range</th>
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<td>80,00-100,00</td>
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<tr>
<td>AB</td>
<td>3,5</td>
<td>75,00-79,00</td>
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In determining final value, will be used the following weight:

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<tbody>
<tr>
<td>Absence</td>
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<td>Mid semester evaluation</td>
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<td>End semester evaluation + Duty</td>
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8. SCHEDULE

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<th>MEETING</th>
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UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT: Education of Civic
CODE: MPK102
SCS (System Credit Semester): 3 SCS
LECTURER: Tarsono
TIME MEETING: 100 Minutes
MEETING: 1

A. INSTRUCTIONAL TARGET
1. TIU: STUDENT CAN ANALYSE THE CONCEPT OF PPKN
2. TIK:
   a. STUDENT CAN EXPLAIN DEFINITION AND TARGET OF PPKN
   b. STUDENT CAN EXPLAIN FUNDAMENTAL OF PPKN
   c. STUDENT CAN EXPLAIN THE COMPETENCE OF PPKN

B. TOPIC: FUNDAMENTAL AND TARGET OF PPKN

C. SUB TOPIC:
1. DEFINITION.
2. FUNDAMENTAL OF EDUCATION (HISTORIS, CULTURAL, YURIDIS & FILOSOFIS).
3. TARGET OF PPKN
4. COMPETENCE OF PPKN

D. LECTURING ACTIVITY

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E. EVALUATION: GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED

F. REFERENCE: ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Education of Civic
CODE : MPK102
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 2

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT APPLY RIGHT AND OBLIGATION ACCORDING TO ITS DUTY AND FUNCTION
2. TIK :
   a. STUDENT CAN EXPLAIN THE MEANING OF RESIDENT AND CITIZEN
   b. STUDENT CAN EXPLAIN PRINCIPALITY CIVIC
   c. STUDENT CAN ILLUSTRATE RIGHT AND OBLIGATION AS CITIZEN IN EFFORT DEFENCE OF STATE ACCORDING TO HIS/HER PROFFESSION

B. TOPIC: RIGHT AND OBLIGATION OF INDONESIA CITIZEN

C. SUB TOPIC :
   1. THE MEANING OF RESIDENT AND CITIZEN
   2. PRINCIPALITY CIVIC
   3. RIGHT AND OBLIGATION OF INDONESIA CITIZEN
   4. STATE ADVOCATING (BELA NEGARA)

D. LECTURING ACTIVITY

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E. EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED.

F. REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : Education of Civic
CODE : MPK102
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 3

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN EXECUTE HUMAN RIGHT ACCORDING UU NO. 39/1999 ABOUT HUMAN RIGHT
2. TIK :
   a. STUDENT CAN EXPLAIN THE GROWTH OF HUMAN RIGHT BY OWN WORDS
   b. STUDENT UNDERSTAND THE INSTRUMENT OF HUMAN RIGHT IN INDONESIA
   c. STUDENT CAN ILLUSTRATE THE EXECUTION OF HUMAN RIGHT IN INDONESIA

B. TOPIC : HUMAN RIGHT

C. SUB TOPIC :
   1. The meaning and growth of Human Right
   2. Human Right according to UUD 1945
   3. The Instrument of Human Right in Indonesia
   4. Implementation of HAM in Indonesia

D. LECTURING ACTIVITY

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F. REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Education of Civic
CODE : MPK102
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 4

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN IDENTIFICA DEMOCRATIC SYSTEM IN INDONESIA
2. TIK :
   a. STUDENT CAN IDENTIFICA DEMOCRATIC SYSTEM IN THE WORLD.
   b. STUDENT CAN EXPLAIN TYPE OF DEMOCRATON
   c. STUDENT CAN EXPLAIN THE EXECUTION OF GENERAL ELECTION (PEMILU) IN INDONESIA

B. TOPIC : DEMOCRATION

C. SUB TOPIC :
   1. Source of democracation in the world
   2. Type of democracation
   3. Democracation of Pancasila
   4. Pemilu & Pilkada in Indonesia

D. LECTURING ACTIVITY

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E. EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED.

F. REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENDIDIKAN SAP)

SUBJECT : Education of Civic
CODE : MPKI02
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 5

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN EXPLAIN THE DIFFERENCE BETWEEN
   CONSTITUTION, UUD, AND CONVENSON
2. TIK :
   a. STUDENT CAN EXPLAIN THE MEANING OF CONSTITUTION,
      UUD, CONVENSON BY OWN WORDS
   b. STUDENT CAN EXPLAIN NATURE AND FUNCTION AND
      CHARACTERISTIC OF CONSTITUTION
   c. STUDENT CAN EXPLAIN FLEXIBILITY OF CONSTITUTION AND
      UUD

B. TOPIC : KONSTITUSI DAN UUD

C. SUB TOPIC :
   1. THE MEANING
   2. NATURE AND FUNCTION AND CHARACTERISTIC OF
      CONSTITUTION
   3. FLEXIBILITY OF CONSTITUTION AND UUD
   4. UUD IN INDONESIA

D. LECTURING ACTIVITY

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F. REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Education of Civic  
CODE : MPK102  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Tarsono  
TIME MEETING : 100 Minutes  
MEETING : 6

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN DESCRIBE RELATION BETWEEN PROKLAMASI, OPENING AND THE BODY OF UUD 1945
2. TIK :
   a. STUDENT CAN EXPLAIN BASIC LAW OF INDONESIA
   b. STUDENT CAN EXPLAIN POSITION OF OPENING OF UUD 1945
   c. MAHASISWA DAPAT MENJELASKAN HUBUNGAN PANCASILA DAN UUD 1945 STUDENT CAN EXPLAIN RELATION BETWEEN PANCASILA AND UUD

B. TOPIC : GOVERNENCE SYSTEM OF INDONESIA

C. SUB TOPIC :
   a. Basic law and UUD 1945
   b. Position of Opening UUD 1945
   c. Main idea of Opening UUD 1945
   d. Relation between Pancasila and UUD 1945

D. LECTURING ACTIVITY

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E. EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED

F. REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENG AJARAN SAP)

SUBJECT : Education of Civic
CODE : MPK102
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 7

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN EXPLAIN MAIN KEY OF GOVERNENCE SYSTEM IN INDONESIA
2. TIK :
   a. STUDENT CAN EXPLAIN DEFINITION OF GOVERNENCE SYSTEM IN INDONESIA
   b. STUDENT CAN EXPLAIN INSTITUTE SYSTEM IN INDONESIA
   c. STUDENT CAN EXPLAIN FUNCTION AND POSITION OF STATE HIGH INSTITUTE

B. TOPIC : KONSTITUSION & UUD

C. SUB TOPIC :
   1. MAIN KEY OF GOVERNENCE SYSTEM IN INDONESIA
   2. STATE HIGH INSTITUTE
   3. FUNCTION OF STATE HIGH INSTITUTE
   4. POSITION OF STATE HIGH INSTITUTE

D. LECTURING ACTIVITY

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E. EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED

F. REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Education of Civic  
CODE : MPK102  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Tarsono  
TIME MEETING : 100 Minutes  
MEETING : 8  

A. INSTRUCTIONAL TARGET  
1. TIU : STUDENT CAN EXPLAIN PRECISELY STATE HIGH INSTITUTE IN INDONESIA  
2. TIK :  
   a. STUDENT CAN MENTION PRECISELY STATE HIGH INSTITUTE  
   b. STUDENT CAN EXPLAIN DUTY OF STATE HIGH INSTITUTE IN INDONESIA  
   c. STUDENT CAN EXPLAIN POSITION OF STATE HIGH INSTITUTE IN INDONESIA.  

B. TOPIC : STATE HIGH INSTITUTE.  
C. SUB TOPIC :  
   1. TYPE OF STATE HIGH INSTITUTE  
   2. DUTY AND FUNCTION OF EACH HIGH INSTITUTE  
   3. POSITION OF STATE HIGH INSTITUTE  
   4. COUNCIL DELEGATION OF AREA (DPD)  

D. LECTURING ACTIVITY  

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F. REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : Education of Civic  
CODE : MPK102  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Tarsono  
TIME MEETING : 100 Minutes  
MEETING : 9

A. INSTRUCTIONAL TARGET  
1. TIU : STUDENT CAN ILLUSTRATED BECAUSE THE HAPPENING OF AMANDEMENT UUD 1945.  
2. TIK :  
   a. STUDENT CAN EXPLAIN POSITION OF OPENING OF UUD 1945 IN LAW SYSTEM INDONESIA  
   b. STUDENT EXPLAIN POSITION OF TRANSITORY REGULATION of UUD 1945.  
   c. STUDENT CAN EXPLAIN DUTY AND POSITION OF LAW COURT CONSTITUTION IN SYSTEM OF JUDICATURE IN INDONESIA.

B. TOPIC : CHANGE OF UUD 1945 ( AMANDEMENT )

C. SUB TOPIC :  
1. OPENING UUD 1945  
2. POSITION OF TRANSITORY REGULATION of UUD 1945.  
3. CONSTITUTION LAW COURT  
4. LAW COURT CONSTITUTION IN SYSTEM OF JUDICATURE IN INDONESIA.

D. LECTURING ACTIVITY

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F  REFERENCE: ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : Education of Civic
CODE : MPK102
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 10

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN ILLUSTRATED PANCASILA AS PHILOSOPHY NATION SYSTEM

2. TIK :
   a. STUDENT UNDERSTAND PHILOSOPHY AND PHILOSOPHY SYSTEM
   b. STUDENT CAN EXPLAIN VALUE, NORM, AND ETHIC BASED ON PANCASILA
   c. STUDENT CAN EXPLAIN PANCASILA PHILOSOPHY AND VALUE SYSTEM

B. TOPIC : CONSTITUTION AND UUD

C. SUB TOPIC :
   1. DEFINITION
   2. PHILOSOPHY SYSTEM AND PHILOSOPHY
   3. VALUE, NORM, AND ETHIC IN LIFE
   4. PANCASILA PHILOSOPHY AND VALUE SYSTEM

D. LECTURING ACTIVITY

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UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : Education of Civic
CODE : MPK102
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 11

A INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN ANALYSE IDEOLOGY IN WORLD AND
   PANCASILA IDEOLOGY
2. TIK :
   a. STUDENT CAN EXPLAIN GROWTH OF IDEOLOGY IN THE
      WORLD
   b. STUDENT CAN EXPLAIN OPEN IDEOLOGY
   c. STUDENT CAN EXPLAIN PANCASILA IDEOLOGY

B TOPIC : PANCASILA IDEOLOGY

C. SUB TOPIC :
   1. DEFINITION AND GROWTH OF IDEOLOGY
   2. OPEN/CLOSED IDEOLOGY
   3. PANCASILA IDEOLOGY
   4. PANCASILA IDEOLOGY AS NATION PHILOSOPHY

D. LECTURING ACTIVITY

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</thead>
<tbody>
<tr>
<td>ANTECEDENT</td>
<td>1. Review of lecturing last week</td>
<td>asking</td>
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</tr>
<tr>
<td>PRESENTATION</td>
<td>2. Giving lecturing of tenth topic</td>
<td>Giving attention, listening, and writing</td>
<td>OHP, Transparansi</td>
</tr>
<tr>
<td></td>
<td>3. Question and answer</td>
<td>asking</td>
<td></td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>4. Order to learn and read the reference book</td>
<td>Giving attention</td>
<td></td>
</tr>
<tr>
<td>ANTECEDENT</td>
<td>1. Review of lecturing last week</td>
<td>asking</td>
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</tr>
</tbody>
</table>

E EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL
UNCLEAR AND EXPOSTULATED

F REFERENCE : ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN-SAP)

SUBJECT : Education of Civic  
CODE : MPK102  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Tarsono  
TIME MEETING : 100 Minutes  
MEETING : 12

A. INSTRUCTIONAL TARGET  
1. TIU : STUDENT CAN DESCRIBE CONCEPT OF ARCHIPELAGOS KNOWLEDGE  
2. TIK :  
   a. STUDENT CAN DESCRIBE DEFINITION OF ARCHIPELAGOS KNOWLEDGE BY OWN WORDS  
   b. STUDENT CAN DESCRIBE FUNDAMENTAL OF ARCHIPELAGOS KNOWLEDGE  
   c. STUDENT CAN EXPLAIN FLEXIBILITY OF CONSTITUTION AND UUD

B. TOPIC : ARCHIPELAGOS KNOWLEDGE

C. SUB TOPIC :  
   1. Definition of Archipelagos Knowledges  
   2. Fundamental of Archipelagos Knowledges  
   3 Archipelagos Knowledges as national knowledge  
   4. Element of Archipelagos Knowledges  
   5. Implementation of Archipelagos Knowledges

D. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>ACTIVITY PHASSE</th>
<th>LECTURER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
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<tr>
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<td>OHP, Transparansi</td>
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<tr>
<td></td>
<td>3. Question and answer</td>
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</table>

E. EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED
REFERENCE: ENCLOSED AT CONTRACT LECTURING.
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Education of Civic
CODE : MPK102
SCS (System Credit Semester) : 3 SCS
LECTURER : Tarsono
TIME MEETING : 100 Minutes
MEETING : 13

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT CAN DESCRIBE ABOUT NATIONAL DEFENCE
2. TIK :
   a. STUDENT CAN DESCRIBE DEFINITION OF NATIONAL DEFENCE
   b. STUDENT CAN EXPLAIN THE BASIC CONCEPT OF NATIONAL DEFENCE AND ITS SCOPE
   c. STUDENT CAN EXPLAIN ASTAGATRA OF NATIONAL DEFENCE

B. TOPIC : NATIONAL DEFENCE

C. SUB TOPIC :
   1. DEFINITION AND BASIC OF NATIONAL DEFENCE
   2. BASIC CONCEPT OF NATIONAL DEFENCE
   3. SCOPE OF NATIONAL DEFENCE
   4. ASTAGATRA NATIONAL DEFENCE

D. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>ACTIVITY PHASE</th>
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<th>STUDENT ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>ANTECEDENT</td>
<td>1. Review of lecturing last week</td>
<td>asking</td>
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</tr>
<tr>
<td>PRESENTATION</td>
<td>2. Giving lecturing of twelfth-topic</td>
<td>Giving attention, listening, and writing</td>
<td>OHP, Transparency</td>
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<tr>
<td></td>
<td>3. Question and answer</td>
<td>asking</td>
<td></td>
</tr>
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<td>4. Order to learn and read the reference book</td>
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<tr>
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E EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED

F REFERENCE : ENCLOSED AT CONTRACT LECTURING
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : Education of Civic  
CODE : MPK102  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Tarsono  
TIME MEETING : 100 Minutes  
MEETING : 14

A. INSTRUCTIONAL TARGET

1. TIU : STUDENT CAN EXPLAIN CONCEPT AND EXECUTION OF INDONESIA DEVELOPMENT
2. TIK :
   a. STUDENT CAN DESCRIBE EXECUTION OF INDONESIA
   b. STUDENT CAN EXPLAIN THE MEANING OF TATA BINA NASIONAL
   c. STUDENT CAN EXPLAIN OUTLINES OF NATIONAL POLITIC STRATEGY

B. TOPIC : NATIONAL POLITIC STRATEGY

C. SUB TOPIC :
   1. DEFINITION
   2. NATURE AND FUNCTION OF NATIONAL POLITIC STRATEGY
   3. TATA BINA NASIONAL
   4. OUTLINES OF NATIONAL POLITIC STRATEGY

D. LECTURING ACTIVITY

<table>
<thead>
<tr>
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<tr>
<td>PRESENTATION</td>
<td>2. Giving lecturing of titraenth topic</td>
<td>Giving attention, listenig, and writing</td>
<td>OHP, Transparaansi</td>
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<td></td>
<td>3. Question and answer</td>
<td>asking</td>
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<tr>
<td>CONCLUSION</td>
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</tr>
<tr>
<td>ANTECEDENT</td>
<td>1. Review of lecturing last week</td>
<td>asking</td>
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</tbody>
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E. EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED

F. REFERENCE : ENCLOSED AT CONTRACT LECTURING
UNIT of EVENT INSTRUCTION  
(SEATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Education of Civic  
CODE : MPK102  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Tarsono  
TIME MEETING : 100 Minutes  
MEETING : 15

A. INSTRUCTIONAL TARGET
1. TIU : STUDENT HAVING BEHAVIOR BASED ON LIFE NORMS  
2. TIK :  
   a. STUDENT CAN DESCRIBE FACTORS WHICH HAVE INFLUENCE IN SOCIETY LIFE  
   b. STUDENT CAN EXPLAIN VISION OF INDONESIA IN 2020  
   c. STUDENT CAN EXPLAIN METHOD EXECUTION OF LIFE OF BEING SOCIETY, NATION AND STATE

B. TOPIC : ETHICS LIFE OF NATION

C. SUB TOPIC :  
1. Facts which have influence in society life  
2. Tap MPR no.VI / MPR / 2001  
3. Tap MPOR. No. VII/MPR/2001  
4. Method execution of life of being society, nation and state

D. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>ACTIVITY PHASSE</th>
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<th>STUDENT ACTIVITY</th>
<th>MEDIA AND INSTRUMENT</th>
</tr>
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<td>asking</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>2. Giving lecturing of fourteenth topic</td>
<td>Giving attention, listenig, and writing</td>
<td>OHP, Transparansi</td>
</tr>
<tr>
<td></td>
<td>3. Question and answer</td>
<td>asking</td>
<td></td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>4. Order to learn and read the reference book</td>
<td>Giving attention</td>
<td></td>
</tr>
</tbody>
</table>

E. EVALUATION : GIVING OPPORTUNITY TO ASK MATTER WHICH STILL UNCLEAR AND EXPOSTULATED

F. REFERENCE : ENCLOSED AT CONTRACT LECTURING
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : Education of Civic  
CODE : MPK102  
SCS (System Credit Semester) : 3 SCS  
LECTURER : Tarsono  
TIME MEETING : 100 Minutes  
MEETING : 16

A. INSTRUCTIONAL TARGET  
1. TIU : STUDENT GRADUATE WITH VALUE A  
2. TIK : STUDENT CAN DO QUESTION TEST BETTER AS ACCORDING TO COMAND

B. TOPIC : ALL OF TOPIC

C. SUB TOPIC :  
1. THEORY  
2. DUTY  
3. ABSENCE

D. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>ACTIVITY PHASE</th>
<th>LECTURER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
<th>MEDIA AND INSTRUMENT</th>
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</thead>
<tbody>
<tr>
<td>ANTECEDENT</td>
<td>DEVIDING TEST PAPER</td>
<td>WRITE NAME AND TEST NUMBER</td>
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</tr>
<tr>
<td>PRESENTATION</td>
<td>PASSING IN TO DO AND TAKE CARE OF TEST</td>
<td>DOING TEST</td>
<td>COPY TEST</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>COLLECTING TEST RESULT</td>
<td>TEST PAPER BROUGHT TO HOME FOR THE STABILIZATION OF RESULT TEST</td>
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</tr>
</tbody>
</table>

E EVALUATION : TEST RESULT AS SUCCES INDICATOR

F REFERENCE : ENCLOSED AT CONTRACT LECTURING
### OUTLINES PROGRAM EDUCATION
**GARIS BESAR PROGRAM PEMBELAJARAN ( GBPP )**

**SUBJECT**
ELEMENTARY NUTRITION SCIENCE (*ILMU GIZI DASAR*)

**CODE/SCS**
KUG114 / 3 SCS

**DESCRIPTION**
Elementary Nutrition Science represent nutrition studying about elementary nutrient interconnected with health of body covering: history growth of nutrition, congeniality, nature of, function, source of, requirement and sufficiency of nutrient.

**GENERAL INSTRUCTIONAL TARGET (TII/I)**
Student will able to combine basic concept of Elementary Nutrition Science to constitutoing and to explain concept in Nutrition Science

<table>
<thead>
<tr>
<th>NO</th>
<th>SPECIFIC INSTRUCTIONAL TARGET (TIIK)</th>
<th>TOPIC</th>
<th>SUB TOPIC</th>
<th>TIME</th>
<th>REFERENCE</th>
</tr>
</thead>
</table>
| 1  | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain elementary nutrition science minimum 80 % correct | Introducing Nutrition Science | • History of Nutrition Science Growth  
• Definition/terminology, field study, classification of nutrition  
• Philosophy  
| 2  | After following this lecturing, student of first digestive, absorption, ingestion |  | | 1 x 150 | 1. Sunita Almatsier, *Prinsip Ilmu Gizi Dasar*, Gramedia Pustaka Utama, |
| 3 | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of metabolism, transformation & interaction of nutrient minimum 80% correct | Metabolism, transformation & interaction | • Resolving various of nutrient (covering: glucose, gliserol, faty acid, amino acid) becoming energi |
| 4 | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science about energy minimum 80% correct | Energy | • Metabolism, value & interaction of nutrient producing energy
• Function
• Basal metabolism
• SDA
• Physical Actifity
• Requirement- sufficiency |
<table>
<thead>
<tr>
<th></th>
<th>After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science about carbohydrate minimum 80 % correct</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Carbohydrate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Definition, classification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nature of physical &amp; chemical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Function</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fermentation, <em>browning</em> reaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fiber</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Balance/homeostasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Requirement- sufficiency</td>
<td></td>
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<td></td>
<td>• Source</td>
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<td>2 x 150</td>
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<tr>
<td></td>
<td>After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science about fat minimum 80 % correct</td>
<td>Fat</td>
</tr>
<tr>
<td></td>
<td>• Definition, classification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nature of physical &amp; chemical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Function</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fatty acid</td>
<td></td>
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<tr>
<td></td>
<td>• Essential fatty acid</td>
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</tr>
<tr>
<td></td>
<td>• Effect of insufficiency – excess</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Requirement- sufficiency</td>
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</tr>
<tr>
<td></td>
<td>• Source</td>
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<td></td>
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<td>2 x 150</td>
</tr>
</tbody>
</table>
| Page | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science about protein minimum 80% correct | Protein | • Definition, classification  
• Nature of physical & chemical function  
• Amino acid  
• Essential amino acid  
• Quality of protein (NPU, PS, etc)  
• Effect of supplementation, komplementation  
• Requirement- sufficiency  
| --- | --- | --- | --- | --- | --- |
| 8 | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science about vitamin minimum 80% correct | Vitamin | • Definition, classification  
• Vitamin dissolve in fat  
• Vitamin dissolve in water  
• Nature of physical & chemical function  
• Effect of insufficiency – excess  
| 9 | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science | Body liquid | • Nature of physical & chemical function  
• Balance/homeostasis  
| 10 | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science about mineral minimum 80 % correct | Mineral | • Definition, classification  
• Macromineral & micromineral  
• Nature of physical & chemical  
• Function  
• Effect of insufficiency – excess  
• Source | 1 x 150 |
| 11 | After following this lecturing, student of first semester Program Study Nutrition Science will be able to explain basic concept of nutrition science about mother milk (ASI) minimum 80 % correct | ASI & Analyses of food stuff | • Anatomy of glandula mammae  
• Definition of ASI  
• Change phase of ASI  
• Benefit of breastfeeding  
• Compare of ASI dan cow milk  
• *Bingung puting*  
• Position of giving breastfed  
• Definition of food stuff changer  
• Benefit of food stuff changer  
• The use of food stuff changer  
• arrange daily menu based on food stuff changer | 1 x 150 |
CONTRACT LECTURING.

SUBJECT : ILMU GIZI DASAR
CODE : KUG114
SCS : 3 SCS
SEMESTER : I
SUPERVISOR : dr. Yekti Wirawanni
LECTURER : 1. dr. Enny Probosari
2. dr. Lidya Diah Wulandari
3. dr. Hesti Murwani
SCHEDULE : Wednesday 10.40 – 13.10
MEETING PLACE : Room D

1. BENEFIT
Student will be able to comprehend elementary nutrient related to health of body covering: history growth of nutrition, congeniality, nature of, function, source of, requirement and sufficiency of nutrient, so that can unite elementary concept of nutrition science to constitute and formulate concept in next nutrition science.

2. DESCRIPTION
Elementary Nutrition represent nutrition studying about elementary nutrient related to health of body covering: history growth of nutrition, congeniality, nature of, function, source of, requirement and sufficiency of nutrient.

3. INSTRUCTIONAL TARGET
TIU
Having completed this subject, student expected can unite elementary concept nutrition science to constitute and formulate concept in next nutrition science.

TIK
After following this study student will be able to:

1. explain basic nutrition science minimum 80 % correct
2. explain basic concept of digestive, absorption, and transportation of nutrient minimum 80 % correct
3. explain basic concept of metabolism, transformation & interaction of nutrient minimum 80 % correct
4. explain basic concept of energy minimum 80 % correct
5. explain basic concept of carbohydtrat minimum 80 % correct
6. explain basic concept of lipiddt minimum 80 % correct
7. explain basic concept of proteint minimum 80 % correct
8. explain basic concept of vitamin minimum 80 % correct
9. explain basic concept of body liquid minimum 80 % correct
10. explain basic concept of mineral minimum 80 % correct
11. explain basic concept of ASI minimum 80 % correct
12. arrange menu 80% correct

4. LECTURING STRATEGY
To reach the target of this subject, hence compiled is immeasurable of education media and method. Method lecturing used are discourse, question and answer, discussion

Book / fundamental reading in this lecturing are:

5. DUTY
1. arrange daily menu

6. ASSESSMENT CRITERIA

Assesment will be conducted by instructur with following criteria: Penilaian akan dilakukan oleh pengajar dengan menggunakan kriteria sebagai berikut:

<table>
<thead>
<tr>
<th>Value</th>
<th>Point</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>≥ 80</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>70 - 79</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 - 69</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 - 59</td>
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<tr>
<td>E</td>
<td>0</td>
<td>≤ 49</td>
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</tbody>
</table>

In determining final value, will be used the following wight:

<table>
<thead>
<tr>
<th>Absence</th>
<th>minimum 75%</th>
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<tbody>
<tr>
<td>Mid semester evaluation</td>
<td>25 %</td>
</tr>
<tr>
<td>End semester evaluation</td>
<td>75 %</td>
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<tr>
<td>No.</td>
<td>Lecture at</td>
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<td>1</td>
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<td>VIII</td>
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</table>
UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE  
CODE : MPK102  
TIME MEETING : 1 X 150 Minutes  
MEETING : 1

TARGET
TIU : Student will be able to unite elementary concept of nutrition to constitute and 
formulate concept in next nutrition science

TIK: After following this lecturing, student of first semester Nutrition Science will be able to 
explain minimum nutrition bases 80 % correct

A. TOPIC : Introduction of Nutrition Science

B. SUB TOPIC :

- History of Nutrition Science Growth
- Definition/ terminology, field study, classification of nutrient
- Philosophy
- Classification and analysis of nutrient

C. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
</tr>
</thead>
</table>
| Antecedent     | 1. Explaining items coverage Recognition of nutrition science  
2. Explain benefit of learning Introduction of Nutrition Science  
3. explain competence of TIU and TIK | Giving attention | LCD Projector |
|                | Presentatio n      | 1. Explaining History growth of Definition nutrition terminology, study area, subdividings of nutrition, Philosophy, Classification and analysis of nutrient  
2. Giving some examples  
3. Giving exercise | Giving attention, asking | White board & LCD Projector |
| Conclusion     | 1. Giving question about introduction of nutrition science  
2. Clarification to student answer to assess | - Discuss  
- Answer | White board & LCD Projector |
<table>
<thead>
<tr>
<th>domination storey level to items which have been given.</th>
<th>- Enquire again about unclear items</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Identifying difficulty which still felt by student.</td>
<td></td>
</tr>
</tbody>
</table>

D. EVALUATION

Giving formative tes in the form of short question forwarding of items of study

E. REFERENCE

UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE  
CODE : MPK102  
TIME MEETING : 1 X 150 Minutes  
MEETING : 2

TARGET  
TIU : Student will be able to unite elementary concept of nutrition to constitute and  
formulate concept in next nutrition science  
T1K: After following this lecturing, student of first semester Nutrition Science will be able to  
explain basic concept of digestion, absorption, and tranportation of nutrient minimum  
80% correct  
A. TOPIC : Digestion, absorption, and transportation  
B. SUB TOPIC :  
- Anatomy of tractus digestivus  
- Ingestion  
- Absorption process on intestinal cells  
- Vascular system  
- Lymphatic system  
- Regulation of ingestion and absorption through hormone and nerve system  
C. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
</tr>
</thead>
</table>
| Antecedent     | 1. Explain matery about digestion, absorption, and transportation  
2. Explain benefit of learning digestion, absorption, and transportation  
3. Explain competence of TIU and T1K relavansi | Giving attention | LCD Projector |
| Presentatio n  | 1. Explain Anatomy of digestiv tract, Ingestion, absorption process on intestinal cell, vascular system, lymphatic system, regulation of ingestion and absorption through hormone and nerve system  
2. Giving some example | Giving attention, asking | White board & LCD Projector |
3. Giving Exercise

| Conclusions | 1. Giving question about digestion, absorption & transportation
| | 2. Clarification to student answer to assess domination storey; level to items which have been given.
| | 3. Identifying difficulty which still felt by student. | - Discuss
| | | - Answer
| | | - Enquire again about unclear items

White board & LCD Projector

D. EVALUATION

Giving formative tests in the form of short question forwarding of items of study

F. REFERENCE

UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE  
CODE : MPK102  
TIME MEETING : 1 X 150 Minutes  
MEETING : 3

TARGET
TIU : Student will be able to unite elementary concept of nutrition to constitute and formulate concept in next nutrition science

TIK: After following this lecturing, student offirst semester Nutrition Science will be able to explain basic concept of metabolism, transformation, and interaction of nutrient minimum 80% correct

A. TOPIC : metabolism, transformation, and interaction  
B. SUB TOPIC :
   Resolving various means of nutrient ( include glucose, gliserol, fatty acid, amino acid, ) become energy  

C. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antecedent</td>
<td>1. Explain matery about metabolism, transformation, and interaction</td>
<td>Giving attention</td>
<td>LCD Projector</td>
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<td>2. Explain benefit of learning metabolism, transformation, and interaction</td>
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<td></td>
<td>3. Explain competence of TIU and TIK/relavansi</td>
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<tr>
<td>Presentation</td>
<td>1. Explain Resolving various means of nutrient ( include glucose, gliserol, fatty acid, amino acid, ) become energy</td>
<td>Giving attention, asking</td>
<td>White board &amp; LCD Projector</td>
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<td>2. Giving some example</td>
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<td>3. Giving Exercise</td>
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<tr>
<td>Conclusion</td>
<td>1. Giving questin about digestion, absorbtion &amp; transportation</td>
<td>- Discuss</td>
<td>White board &amp; LCD Projector</td>
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<td>2. Clarification to student answer to assess domination storey; level to items which have been given.</td>
<td>- Answer</td>
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<td>- Enquire again about unclear items</td>
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</table>
D. EVALUATION

Giving formative tes in the form of short question

E. REFERENCE

UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT: ELEMENTARY NUTRITION SCIENCE
CODE: MPKI02
TIME MEETING: 1 X 150 Minutes
MEETING: 4

TARGET
TIU: Student will be able to unite elementary concept of nutrition to constitute and formulate concept in next nutrition science.

TIK: After following this lecturing, student offirst semester Nutrition Science will be able to explain basic concept of energy minimum 80% correct.

A. TOPIC: ENERGY
B. SUB TOPIC:
   - Metabolism, value, & interaction of nutrient producer energy
   - Function
   - Basal metabolism
   - SDA
   - Physical Activity
   - Effect of insufficiency – excess
   - Requirement- sufficiency
   - Source

C. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
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<td>LCD Projector</td>
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<td>2. Explain benefit of learning energy</td>
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<td>3. Explain competence of TIU and TIK/relavansi</td>
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<tr>
<td>Presentation</td>
<td>1. Explain Metabolism, value, &amp; interaction of nutrient producer energy, Function,</td>
<td>Giving attention,</td>
<td>White board &amp; LCD Projector</td>
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<td>Basal metabolism, SDA, Physical Activity, Effect of insufficiency – excess,</td>
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<td>Requirement- sufficiency, Source</td>
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<td>2. Giving example of food producer energy</td>
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</table>
| Conclusion | 1 Giving question about energy  
|           | 2 Clarification to student answer to assess domination storey, level to items which have been given.  
|           | 3 Identifying difficulty which still felt by student. |
|           | - Discuss  
|           | - Answer  
|           | - Enquire again about unclear items |

D. EVALUATION

Giving formative tes in the form of short question forwarding of items of study

E. REFERENCE

UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE
CODE : MPK102
TIME MEETING : 1 X 150 Minutes
MEETING : 5 & 6

TARGET
TIU: Student will be able to unite elementary concept of nutrition to constitute and
formulate concept in next nutrition science

TIK: After following this lecturing, student offirst semester Nutrition Science will be able to
explain basic concept of carbohydat minimum 80% correct

A TOPIC : carbohydrate
B SUB TOPIC :
- Definition, classification
- Function
- Nature of phisic and chemic
- Fiber
- Balance/ homeostasis
- Requirement- sufficieny
- Source

C. LECTURING ACTIVITY

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<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
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| Antecedent     | 1. Explain matery about carbohydrate
|                 | 2. Explain benefit of learning carbohydrate
|                 | 3. Explain competence of TIU and TIK/relavansi | Giving attention | LCD Projector |
| n                | 2. Giving example of food producer carbohydrate
|                 | 3. Giving exercise | Giving attention, asking | White board & LCD Projector |
| Conclusion | 1 Giving question about carbohydrate 2 Clarification to student answer to assess domination storey; level to items which have been given. 3 Identifying difficulty which still felt by students. | - Discuss  - Answer  - Enquire again about unclear items | White board & LCD Projector |

D. EVALUATION

Giving formative tes in the form of short question forwarding of items of study

E. REFERENCE

UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE  
CODE : MPK102  
TIME MEETING : 1 X 150 Minutes  
MEETING : 7 & 8

TARGET
TIU : Student will be able to unite elementary concept of nutrition to constitute and formulate concept in next nutrition science

TIK: After following this lecturing, student of first semester Nutrition Science will be able to explain basic concept of lipid minimum 80% correct

A TOPIC : lipid
B SUB TOPIC :
  - Definition, classification
  - Function
  - Nature of phisic and chemic
  - Fatty acid
  - Essential fatty acid
  - Balance/homeostasis
  - Requirement- sufficiency
  - Source

C. LECTURING ACTIVITY

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<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
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<td>1. Explain matery about lipid</td>
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<td>2. Explain benefit of learning lipid</td>
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<td>2. Giving example of food producer lipid</td>
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<td>3. Giving exercise</td>
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</table>
| Conclusion | 1 Giving questin about lipid  
2 Clarification to student answer to assess domination storey;level to items which have been given.  
3 Identifying difficulty which still felt by student. | - Discuss  
- Answer  
- Enquire again about unclear items | White board & LCD Projector |

D. EVALUATION

Giving formative tes in the form of short question

E. REFERENCE

UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE  
CODE : MPK102  
TIME MEETING : 1 X 150 Minutes  
MEETING : 9

TARGET
TIU: Student will be able to unite elementary concept of nutrition to constitute and formulate concept in next nutrition science

TIK: After following this lecturing, student of first semester Nutrition Science will be able to explain basic concept of protein minimum 80% correct

A. TOPIC : protein

B. SUB TOPIC :
   - Definition, classification
   - Function
   - Nature of phisic and chemic
   - Amino acid
   - Essential amino acid
   - Quality of protein
   - Effect of supplementation, complementation
   - Requirement- sufficiency
   - Source

C. LECTURING ACTIVITY

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<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
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</thead>
</table>
| Antecedent    | 1. Explain matery about protein  
                2. Explain benefit of learning protein  
                3. Explain competence of TIU and TIK relavansi | Giving attention | LCD Projector |
| Presentatio n | 1. Explain Deffinition, classification,  
                            Function, Nature of phisic and chemic,classification, quality of protein,  
                            effect of supplementation, complementation,  
                            Requirement- sufficiency,Source | Giving attention, asking | White board & LCD Projector |
D. EVALUATION

Giving formative tes in the form of short question to know efficacy forwarding of items of study

E. REFERENCE

UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE
CODE : MPK102
TIME MEETING : 1 X 150 Minutes
MEETING : 10 & 11

TARGET
TIU : Student will be able to unite elementary concept of nutrition to constitute and
formulate concept in next nutrition science

TIK: After following this lecturing, student of first semester Nutrition Science will be able to
explain basic concept of vitamin minimum 80% correct

A TOPIC : vitamin
B SUB TOPIC :
- Deffinition, classification
- Function
- Nature of phisic and chemic
- Vitamin dissolve in water
- Vitamin dissolve in lipid
- Effect of supplementation, complementation
- Requirement- sufficiency
- Source

C. LECTURING ACTIVITY

<table>
<thead>
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<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
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<tr>
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<td>1. Explain matery about vitamin</td>
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<td>2. Explain benefit of learning vitamin</td>
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<td>3. Explain competence of TIU and TIK/relavansi</td>
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<tr>
<td>Presentatio n</td>
<td>1. Explain Deffinition, Function, Nature of phisic and chemic,classification, Requirement- sufficiency</td>
<td>Giving attention, asking</td>
<td>White board &amp; LCD Projector</td>
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<td>2. Giving example of food producer vitamin</td>
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<td>3. Explain the difference of vitamin dissolve in water between vitamin dissolve in lipid</td>
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</tbody>
</table>
| Conclusion | 1 Giving question about protein  
|           | 2 Clarification to student answer to assess dominance storey: level to items which have been given.  
|           | 3 Identifying difficulty which still felt by student.. | - Discuss  
|           |                                                      | - Answer  
|           |                                                      | - Enquire again about unclear items | White board & LCD Projector |

D. EVALUATION

Giving formative test in the form of short question

E. REFERENCE

UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE  
CODE : MPK102  
TIME MEETING : 1 X 150 Minutes  
MEETING : 12

TARGET
TIU : Student will be able to unite elementary concept of nutrition to constitute and  
formulate concept in next nutrition science

TIK: After following this lecturing, student of first semester Nutrition Science will be able to  
explain basic concept of body liquid minimum 80% correct

A TOPIC : body liquid  
B SUB TOPIC :  
- Function  
- Nature of phisic and chemic  
- Ballance/ Homestasis  
- Requirement- sufficiency

C. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
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</thead>
</table>
| Antecedent     | 4. Explain matery about body liquid  
5. Explain benefit of learning body liquid  
6. Explain competence of TIU and TIK/ relavansi | Giving attention | LCD Projector |
| Presentatio n  | 1.Explain Function, Nature of phisic and chemic,ballance/homeostasis, Requirement-sufficiency  
2. Giving example  
3. Giving exercise | Giving attention, asking | White board & LCD Projector |
| Conclusion     | 1 Giving question about body liquid  
2 Clarification to student answer to assess domination storey;level to items which have been given. | - Discuss  
- Answer  
- Enquire again about | White board & LCD Projector |
| 3 | Identifying difficulty which still felt by student. | unclear items |

D. EVALUATION

Giving formative test in the form of short question

E. REFERENCE
UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE
CODE : MPK102
TIME MEETING : 1 X 150 Minutes
MEETING : 13

TARGET
TIU : Student will be able to unite elementary concept of nutrition to constitute and formulate concept in next nutrition science
TIK: After following this lecturing, student of first semester Nutrition Science will be able to explain basic concept of mineral minimum 80% correct
A TOPIC : mineral
B SUB TOPIC :
  - Definition, classification
  - Macromideral & micromineral
  - Function
  - Nature of phisic and chemic
  - Requirement- sufficiency
  - Source

C. LECTURING ACTIVITY

<table>
<thead>
<tr>
<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
</tr>
</thead>
</table>
| Antecedent     | 1. Explain matery about mineral  
2. Explain benefit of learning mineral  
3. Explain competence of TIU and TIK/relavansi | Giving attention | LCD Projector |
| Presentatio n  | 1. Explain Function, Nature of phisic and chemic,definition, classification, macromineral, micromineral, Requirement- sufficiency  
2. Giving example  
3. Giving exercise | Giving attention, asking | White board & LCD Projector |
| Conclusion     | 1 Giving question about mineral | - Discuss | White board & |
2 Clarification to student answer to assess domination storey; level to items which have been given.
3 Identifying difficulty which still felt by student.

- Answer
- Enquire again about unclear items

D. EVALUATION

Giving formative test in the form of short question

E. REFERENCE

UNIT of EVENT INSTRUCTION  
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : ELEMENTARY NUTRITION SCIENCE  
CODE : MPK102  
TIME MEETING : 1 X 150 Minutes  
MEETING : 14

TARGET  
TIU : Student will be able to unite elementary concept of nutrition to constitute and formulate concept in next nutrition science

TIK: After following this lecturing, student of first semester Nutrition Science will be able to explain basic concept of mother milk (ASI) minimum 80% correct

A  TOPIC : ASI AND ANALYSE OF FOOD STUF  
B  SUB TOPIC :  
ASI  
- Anatomy of glandula mammae  
- Deffinition of ASI  
- Change phase of ASI  
- Benefit of Breast feeding  
- Bingung puting  
- Position of breastfed

C. LECTURING ACTIVITY

<table>
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<tr>
<th>Activity Phase</th>
<th>Lecturing Activity</th>
<th>Student Activity</th>
<th>Media and Instrument</th>
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</thead>
</table>
| Antecedent     | 1. Explain matery about ASI and food stuff analysis  
2. Explain benefit of ASI and food stuff analysis  
3. Explain competence of TIU and TIK/relavansi | Giving attention | LCD Projector |
| Presentatio    | 1. Explain  
- Anatomy of glandula mammae  
- Defininition of ASI  
- Change phase of ASI  
- Benefit of Breast feeding | Giving attention, asking | White board & LCD Projector |
| - Bingung puting  
| - Position of breastfed  
| 2. Explain of lisft of Food Stuff Changer, Benefit of Food Stuff Changer, use of Food Stuff Changer, arrange daily menu based on Food Stuff Changer  
| 3. Giving example  
| 4. Giving exercise  

| Conclusion 1 Giving question about ASI  
| 2. Clarification to student answer to assess domination storey, level to items which have been given  
| 3. Identifying difficulty which still felt by student.  

| - Discuss  
| - Answer  

| Enquire again about unclear items  

| White board & LCD Projector  

D. EVALUATION

Giving formative test in the form of short question to know efficacy of forwarding of items of study

E. REFERENCE

OUTLINES PROGRAM EDUCATION
GARIS-GARIS BESAR PROGRAM PENGAJARAN

SUBJECT: Anatomy, Physiology, Nutrition
CODE/SCS: KUG222/4
SEMESTER: II

DESCRIPTION
Elementary knowledge about human being body function and structure as supporter of this profession subject and study dynamics and system of homeostasis human being body, body organs and its accessories gland which playing a part in ingestion, absorption, excretion and metabolism of nutrient including exocrine and endocrine gland. Studied also about organs which play a part in fitness of physical like lung, system and heart circulation of and blood of limph and also muscle tissue.

GENERAL INSTRUCTIONAL TARGET
After following this study student can explain the elementary comprehending about structure and function of human body as supporter of this profession subject and can the system and homeostasis dynamic of human body, body organ, and accessories gland which have role in ingestion, absorption, metabolism, & excretion of nutrient including endocrine and exocrine glands. Studied also about organs which play a part in fitness of physical like lung, system and heart circulation of and blood of limph and also muscle tissue.

<table>
<thead>
<tr>
<th>No.</th>
<th>Specific Instructional Target</th>
<th>Topic</th>
<th>Sub Topic</th>
<th>References</th>
</tr>
</thead>
</table>
| 1   | Explain basics of anatomy and physiology | basics of anatomy and physiology | • basics of anatomy  
• basics of physiology | 1. Dasar anatomi klinis untuk mahasiswa kedokteran, bag 1-3, Richard snell. EGC. Jakarta |
| 2   | Can identify and mention musculoskeletal system in human | Musculoskeletal System  
• Skeletal system  
• Musculus system | 2. Dasar fisiologi kedokteran, Guyton & Hall, EGC, Jakarta |
| 3   | Can explain anatomy and physiology of respiratory tract | Tractus respiratorius  
• Anatomy  
• Respiratory organ  
• Function of respiratory organ | 3. Dasar fisiologi kedokteran, Ganong, EGC. Jakarta |
<p>| 4   | Can explain anatomy and physiology of limph | limph system and Anatomy | 4. Introduction to The Human Body, Tortora GJ. Wiley International Edition |</p>
<table>
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<th>Can explain anatomy and physiology of cardiovasculer system</th>
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CONTRACT LECTURING

SUBJECT : ANATOMY PHYSIOLOGY NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
SUPERVISOR : dr. YEKTI WIRAWANNI
LECTURER : 1. dr. ETISA ADI MURBAWANI, MSi
2. dr. MARTHA ARDIARIA
3. dr. ENNY PROBOSARI
4. dr. LIDYA DYAH
SCHEDULE : SELASA, PK. 10.30- 13.50 WIB
MEETING PLACE : ROOM D

BENEFIT OF SUBJECT:
After following this subject students are expected can explain physiological 
process that happened in human body and attributed with metabolism process of 
nutrient in human body

DESCRIPTION:
Elementary knowledge about human being body function and structure as 
supporter of profession subject and study dynamics and system of homeostatis 
human being body, body organs and its accessories gland which playing a part in 
ingestion, absorption, excretion and metabolism of nutrient the including and 
endocrine of exocrine. Studied also about organs which play a part in fitness of 
physical like lung, system and heart circulation of and blood of limbh and also 
muscle tissues.

GENERAL INSTRUCTIONAL TARGET
After attend this lecture, student of semester II of program study S1 Nutrition 
Science expected can explain elementary knowledge about human body function 
and structure as supporter of subject profession and can explain dynamics and 
system of homeostatis human body, body organs and its accessories gland which 
playing a part in ingestion, absorption, excretion and metabolism of nutrient 
including endocrine of exocrine. Studied also about organs which play a part in 
fitness of physical like lung, system and heart circulation of and blood of limbh and 
also muscle tissues.

SPECIFIC INSTRUCTIONAL TARGET:
After following this study student will be able to:
1. Explain basics of Anatomy and Physiology
2. Identify and mentioned musculosceletal system in human
3. Explain anatomy & function of tractus respiratorius
4. Explain anatomy & function limbatic system & imunity
5. Explain anatomy & function cardiovaskuler system
6. Explain anatomy & function tractus gastrointestinal
7. Explain anatomy & function tractus gastrointestinal.
8. Explain anatomy & function tractus urinarius
9. Explain anatomy & function body liquid
10. Explain anatomy & function aging in human
11. Explain anatomy & function human growth
12. Explain anatomy & function endocrine system
13. Explain anatomy & function human senses

STRATEGY
To reach the target of this study, hence lecturing method used are] : discussion and face in class.

REFERENCES
The references are :
1. Dasar anatomii klinis untuk mahasiswa kedokteran, bag 1-3, Richard snell. EGC. Jakarta
2. Dasar fisiologi kedokteran, Guyton & Hall, EGC, Jakarta
3. Dasar fisiologi kedokteran, Ganong, EGC. Jakarta

1. ASSESSMENT CRITERIA
Assessment will be done by lecturer with following criteria : Pedoman Acuan Normatif

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In determining final value, will be used the following weight:

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<td>End semester evaluation + duty</td>
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2. SCHEDULE

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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : 1. dr. Etisa Adi Murbawani, M.Si
SCHEDULE : 1X
MEETING : 1

A. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain the basics of anatomy and phsiology.

2. TIK : After following this study, students of second semester are expected can explain and describe the terms in anatomy, structure & function of human organ

B. TOPIC : Basics of Anatomy Physiology
C. LECTURING ACTIVITY :

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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENG AJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : 1. dr. Martha Ardiaria
SCHEDULE : 1X
MEETING : 2

A. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy and physiology of musculoskeletal system

2. TIK : After following this study, students of second semester are expected can explain and describe musculus system and sclelethal system

B. TOPIC : musculoskeletal system
C. LECTURING ACTIVITY :

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SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI & NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : dr. Enny Probosari
SCHEDULE : 1X
MEETING : 3

A. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy and physiology of respiratory tract
2. TIK : After following this study, students of second semester are expected can explain and describe anatomy of respiratory tract, function of respiratory tract organ

B. TOPIC : respiratory tract
C. LECTURING ACTIVITY :

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SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : 1. dr. Enny Probosari
SCHEDULE : 1X
MEETING : 4

A. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain physiological process in limph system and immunity

2. TIK : After following this study, students of second semester are expected can explain and describe limphatic tissue and organ, limphatic circulation process

B. TOPIC : Limph System & Immunity
C. LECTURING ACTIVITY :

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SATUAN ACA RA PENG AJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGY NUTRITION  
CODE : KUG222  
SCS : 4  
SEMESTER : II  
LECTURER : 1. dr. Martha Ardiaria  
SCHEDULE : 1X  
MEETING : 5

A. INSTRUCTIONAL TARGET

1. TIU : After following this study, students of second semester are expected can explain anatomy & physiology of cardiovascular system.

2. TIK : After following this study, students of second semester are expected can explain and describe structure and division of heart cabin and vascular anatomy.

B. TOPIC : cardiovascular system

C. LECTURING ACTIVITY :

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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : dr. Lidya Dyah
SCHEDULE : 2X
MEETING : 6

B. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy & physiology of gastrointestinal system

2. TIK : After following this study, students of second semester are expected can explain and describe anatomy and physiology mouth, pharink, esophagus, gaster, pancreas, and physiology process of digestion and absorption in mouth and gaster

B. TOPIC : gastrointestinal system

C. LECTURING ACTIVITY :

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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAJARAN/SAP

SUBJECT: ANATOMY PHYSIOLOGY NUTRITION
CODE: KUG222
SCS: 4
SEMESTER: II
LECTURER: dr. Lidya Dyah
SCHEDULE: 2X
MEETING: 8

C. INSTRUCTIONAL TARGET
1. TIU: After following this study, students of second semester are expected can explain anatomy & physiology of gastrointestinal system.

2. TIK: After following this study, students of second semester are expected can explain and describe anatomy and physiology of liver, vesica velea, intestine, & colon, and physiological process of digestion and absorption in intestine and colon.

B. TOPIC: gastrointestinal system II

C. LECTURING ACTIVITY:

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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGY NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : 1. dr. Martha Ardiara
SCHEDULE : 1X
MEETING : 9

D. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy & physiology of tractus urinarius

2. TIK : After following this study, students of second semester are expected can explain and describe anatomy and physiology kidney, urethra, filtration process in glomerulus, reabsorption process, and tubular secretion

B. TOPIC : urinary system

C. LECTURING ACTIVITY :

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<td>2. Preface</td>
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UNIT OF EVENT INSTRUCTION  
SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : dr. Lidya Dyah
SCHEDULE : 1X
MEETING : 10

A. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy & physiology of liquid body and acid base balance
2. TIK : After following this study, students of second semester are expected can explain and describe physiology of body liquid and electrolyte, and acid base balance

B. TOPIC : liquid and homeostasis

C. LECTURING ACTIVITY :

<table>
<thead>
<tr>
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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAGJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGY NUTRITION
CODE : KUG222
SCS : II
SEMESTER : 11
LECTURER : 1. dr. Etisa Adi Murbawani, M.Si
SCHEDULE : 1X
MEETING : 11

A INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain physiological change of aging process.

2. TIK : After following this study, students of second semester are expected can explain and describe physiological change of aging process of SSP, physiology function coordination, endocrine system, cardiovascular system, urinary system, respiratory system, gastrointestinal system, digestion process, and nutrient absorption.

B. TOPIC : Aging
C. LECTURING ACTIVITY :

<table>
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<tr>
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<th>STUDENT ACTIVITY</th>
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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : 1. dr. Etisa Adi Murbawani, M.Si
SCHEDULE : 1X
MEETING : 12

A. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy and physiology of human growth

2. TIK : After following this study, students of second semester are expected can explain and describe anatomy & physiology from embrio period, fetal, pregnancy, birth, & lactacy

B. TOPIC : anatomy and physiology of human growth

C. LECTURING ACTIVITY :

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<tr>
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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : dr. Enny Probosari
SCHEDULE : 1X
MEETING : 13

A. INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy and physiology of endocrine system

2. TIK : After following this study, students of second semester are expected can explain and describe anatomy & physiology of glands and hormone which in involve in endocrine system

B. TOPIC : endocrine system

C. LECTURING ACTIVITY :

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<tr>
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UNIT OF EVENT INSTRUCTION
SATUAN ACARA PENGAJARAN/SAP

SUBJECT : ANATOMY PHYSIOLOGI NUTRITION
CODE : KUG222
SCS : 4
SEMESTER : II
LECTURER : dr. Etisa Adi Murbawani, M.Si
SCHEDULE : 1X
MEETING : 14

A INSTRUCTIONAL TARGET
1. TIU : After following this study, students of second semester are expected can explain anatomy and physiology of human senses

2. TIK : After following this study, students of second semester are expected can explain and describe anatomy of ear, eye, nose, tongue, & skin, & physiological process of ear, eye, nose, tongue, & skin

B. TOPIC : human senses

C. LECTURING ACTIVITY :

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<td>3. answer question 4. self supporting discussion</td>
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OUTLINES PROGRAM OF EDUCATION

SUBJECT: FOOD SCIENCE AND TECHNOLOGY
CODE/SCS: KUG332P/3
SEMESTER: II

DESCRIPTION
This subject discusses food damage and food processing or preservation suitable with nature of foods and defense or increase the quality of foods, and nutrient content.

TARGET OF GENERAL INSTRUCTIONAL
This subject's target is students can apply the principles of food science and technology to process and pickle the food and defense or increase the quality of foods.

<table>
<thead>
<tr>
<th>No.</th>
<th>Target of Specific Instructional</th>
<th>Topic</th>
<th>Sub Topic</th>
<th>Literature</th>
</tr>
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</table>
| 1.  | Can explain causes and physical sign of food damage. | Food damage  | 1. causes of food damage  
2. food damage because of microorganism  
3. food damage because of parasites, insects and rodents  
4. food damage because of chemical and enzym  
5. food damage because of temperature, and humidity  
6. food damage because of mechanical and physical causes  
7. signs of food damage  
8. effect of food damage to food contents and quality. | 1. Penuntun praktikum penilaian organoleptik, Winati Pudji Rahayu, 1997  
4. Teknologi pengawetan pangan, Norman W. Desrosier, 1988 |
| 2. Can analyze quality of foods | Food quality analysis | 1. definition and purpose of food quality analysis  
2. How to analyze quality of foods (objective and subjective)  
3. Positive and negative of food quality analysis objectively and subjectively.  
4. Principle and technique of food quality analysis objectively and subjectively  
5. Teknologi pengemasan pangan, Rizal Syarief, 1989  
6. Food Microbiology, William C. Frazier, 1988  
8. Teknologi penyimpanan pangan, Rizal Syarief, 1993  
10. Kimia pangan dan gizi, FG Winarno, 2002  
11. Menyimpan bahan pangan, Heri Purwanto, 1995  
14. Evaluation of certain food additives and contaminants, WHO 2004  
16. Mikotoksin pangan, Djarir, 1992  
17. Ilmu pengetahuan bahan pangan, Tien R. Muchtadi, 1992  
18. Ilmu Pangan: KA Buckle |
| 3. Can explain how to increase contents and quality of food | Increasing nutrient quality of food | 1. Definition of quality and nutrient food  
2. Objective of increasing contents and nutrient quality of food  
3. Type and way to increase contents and nutrient quality of food (supplementation, fortification, enrichment, complementation, etc) |
|---|---|---|
| 4. Can arrange formula food | Arrange formula food | 1. definition, purpose, and type of formula food  
2. standarts of formula foods  
3. ways to arrange formula food for babies, child under 5, athletes, pregnant woman, elderly, and navy. |
| 5. Can explain function and ways to use food additives | Food additives | 1. definition and function of food additives  
2. purpose of food additive addition  
3. type and way of food additive addition  
4. doses which recomended by Health Dept, WHO, etc.  
5. the risk of using food additive |
| 6. Can explain exactly packaging | Food packaging | 1. definition and purpose of packaging  
2. type and function of packaging  
3. consideration factor of election package ingredient  
4. methods of packaging |
| 7. Can process or preservative food | Processing or preservation food | 1. definition and purpose of processing  
2. principles of processing and preservation  
3. operation unit and factors which contribute to processing and preservation  
4. influence of processing and preservation to food quality and nutrient content  
5. methods of food processing and preservation  
6. postprocess/preservation handling |
|-------------------------------------|-------------------------------|---------------------------------|
|  | Food process / preservation by drying | 1. principles of drying  
2. drying condition  
3. factors which contribute to drying process  
4. various drying process product  
5. methods of process / preservation food by drying |
|  | Food process / preservation by high temperature | 1. principles of high temperature  
2. high temperature condition  
3. factors which contribute to high temperature process  
4. various high temperature process product  
5. methods of process / preservation food by high temperature |
| Food process / preservation by freezing | 1. principles of freezing  
2. freezing condition  
3. factors which contribute to freezing process  
4. various freezing process product  
5. methods of process / preservation food by freezing |
| Food process / preservation by fermentation | 1. principles of fermentation  
2. fermentation condition  
3. factors which contribute to fermentation process  
4. various fermentation process product  
5. methods of process / preservation food by fermentation |
| Food process / preservation by smoked | 1. principles of smoked  
2. smoked condition  
3. factors which contribute to smoked process  
4. various smoked process product  
5. methods of process / preservation food by smoked |
| Food process / preservation by sugaring, salting, and aciding | 1. principles of sugaring, salting, and aciding  
2. sugaring, salting, and aciding condition  
3. factors which contribute to sugaring, salting, and aciding process  
4. various sugaring, salting, and aciding process product  
5. methods of process / preservation food by sugaring, salting, and aciding |
| Food process / preservation by emulsification, instant, and minimally process | 1. principles of emulsification, instant, and minimally process  
2. emulsification, instant, and minimally process condition  
3. factors which contribute to emulsification, instant, and minimally process  
4. various emulsification, instant, and minimally process product  
5. methods of process / preservation food by emulsification, instant, and minimally process |
TEACHING CONTRACT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
SEMESTER : II
SUBJECT SUPERVISOR : Arintina Rahayuni, STP., M.Pd.
LECTURER : 1. Arintina Rahayuni, STP., M.Pd.
2. Ir. Sri Hetty Susetyorini, M.Kes.
3. Teguh Budiharjo, STP.
DAY /TIME : Wednesday/ 13.00-15.30
LOCATION : 1. Class C
2. Food Tech. Laboratory Nutrition Dept, Poltekkes Smg

1. ADVANTAGE OF SUBJECT
Giving knowledge and skill to identify food damage and food processing or preservation suitable with nature of foods and defence or increase the quality of foods, and nutrient content.

2. SUBJECT DESCRIPTION
This subject discusses about food damage and food processing or preservation suitable with nature of foods and defence or increase the quality of foods, and nutrient content.

3. INSTRUCTIONAL TARGET

TARGET OF GENERAL INSTRUCTIONAL
This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods

TARGET OF SPECIFIC INSTRUCTIONAL
After follow this subject students can:

1. Can explain causes and fisical sign of food damage.
2. Can analyze quality of foods
3. Can explain how to increase contents and quality of food
4. Can arrange formula food
5. Can explain function and ways to use food additives

6. Can explain exactly packaging
7. Can process or preservative food
8. Can process or preservative food by: fermentation, drying, freezing, high temperature, smoked, sugaring, salting, acidifying, emulsification, instant, and minimally process
4. TEACHING STRATEGY
To reach the objective of this subject arranged methods and education tools. Teaching methods which used are discourse, discussion, and practice on laboratory.

5. REFERENCE
1. Penuntun praktikum penilaian organoleptik, Winiati Pudji Rahayu, 1997
3. Bahan makanan untuk makanan dan kotamin, FG Winarno, 1994
4. Teknologi pengawetan pangan, Norman W. Desrosier, 1988
5. Teknologi pengemasan pangan, Rizal Syarief, 1989
6. Food Microbiology, William C. Frazier, 1988
8. Teknologi penyimpanan pangan, Rizal Syarief, 1993
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14. Evaluation of certain food additives and contaminants, WHO 2004
16. Mikotoksin pangan, Djanir, 1992
17. Ilmu pengetahuan bahan pangan, Tien R. Muchtadi, 1992
18. Ilmu Pangan, KA Buckle, 1988
19. Pengolahan pangan tingkat rumah tangga, Sri Anna, 1992
21. Gizi dan pengolahan pangan, Rizqie A.
22. Mikrobiologi dalam pengolahan pangan dan keamanan pangan, Imam S.
23. Food Processing Technology, PJ Fellows, 1988
24. Gizi dan pengolahan pangan, Rizqie Aulia, 2001
27. Sifat fisik pangan, M. Aman Wirakartakusumah, 1992
28. Teknologi fermentasi produk perikanan, Winiati Pudji Rahayu, 1992
29. Teknologi fermentasi sayur dan buah-buahan, Djundjung Daulay, 1992
30. Teknologi fermentasi susu, Anzor R., 1992
32. Teknologi pengolahan pasca panen, AG Karta Saputra, 1994
33. Teknologi pengawetan pangan, Suharta, 1991
34. Teknologi pengolahan pangan nabati (I) dan hewani (II), Made astawan, 1991
35. Mikrobiologi pengolahan pangan, Srikandi Fardiaz, 1992

6. ASSIGNMENT
Group visit (@ 2 student) to home industry, to see processing food and the quality of food which produced.
7. SCORING

<table>
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To determine final score, will used:
- Attendance: 10%
- Mid semester test: 35%
- Final test: 35%
- Assignment: 20%

9. TEACHING SCHEDULE

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<tr>
<th>MEETING</th>
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<tr>
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<td>Processing and preservation by high</td>
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<td>Practice</td>
<td>Arintina R. + Teguh</td>
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<td>XIV</td>
<td>Soy milk, Tofu</td>
<td>B.</td>
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<td>Practice, Ice Cream, Instant ginger</td>
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<td>XV</td>
<td>Nugget, Meat ball</td>
<td>Arintina + Teguh B.</td>
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<td>XVI</td>
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TEACHING EVENT UNIT

SUBJECT: Food Science and Technology
CODE: KUG332P
SCS: 3
LECTURER: Arintina Rahayuni, STP., M.Pd.
TIME: 150 min
MEETING: 1

A. INSTRUCTIONAL TARGET
1. TGI: This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods.

2. TSI: Can explain causes and physical signs of food damage.
   Students can analyze food quality

B. TOPIC: Food damage
   Food Quality

C. SUB TOPIC:
   1. causes of food damage
   2. food damage because of microorganism
   3. food damage because of parasites, insects and rodents
   4. food damage because of chemical and enzyme
   5. food damage because of temperature, and humidity
   6. food damage because of mechanic and physical causes
   7. signs of food damage
   8. effect of food damage to food contents and quality.
   9. definition and purpose of food quality analysis
   10. How to analyze quality of foods (objective and subjective)
   11. Positive and negative of food quality analysis objectively and subjectively.
   12. Principle and technique of food quality analysis objectively and subjectively.

D. ACTIVITY OF TEACHING: Discourse

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Introduce yourself. Introduce and explain about the subject. Negotiate about score and assignment.</td>
<td>Answering salute. Respond to explanation.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td>TEACHING</td>
<td>Explain about causes of food damage. Explain about food damage by: a. microorganism, b. parasites, insects &amp; rodents c. chemical and enzyme</td>
<td>Typing Asking Clarifying the explanation</td>
<td>White board and spidol OHP and OHT Food damage and quality handbook</td>
</tr>
</tbody>
</table>
d. the temperature, and humidity

e. mechanic and physical causes

f. giving examples about signs of food damage
g. explain about effect of food damage to food contents and quality.
h. explain about definition and purpose of food quality analysis

i. explain how to analyze quality of foods (objective and subjective), possitive and negative of food quality analysis objectively and subjectively.
j. explain about principle and technique of food quality analysis objectively and subjectively

Menguraikan cara-cara penilaian kualitas makanan (obyektif dan subyektif)

<table>
<thead>
<tr>
<th>CLOSING</th>
<th>Resume the topic</th>
<th>Answering salute</th>
<th>white board and spidol</th>
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<tbody>
<tr>
<td></td>
<td>Close the class (giving salute)</td>
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<td></td>
</tr>
</tbody>
</table>

E. EVALUATION:
Observated understanding of student to matery of meeting and ask about the topic.

F. REFERENCE:
1. Food Microbiology, William C. Frazier, 1988
3. Teknologi penyimpanan pangan, Rizal Syarief, 1993
4. Kimia pangan dan gizi, FG Winarno, 2002
5. Menyimpan bahan pangan, Heri Purwanto, 1995
7. Mikotoksin pangan, Djarir, 1992
8. Ilmu pengetahuan bahan pangan, Tien R. Muchtadi, 1992
9. Ilmu Pangan, KA Buckle, 1988
10. Gizi dan pengolahan pangan; Rizqie A.
11. Mikrobiologi dalam pengolahan pangan dan keamanan pangan, Imam S.
15. Sifat fisik pangan, M. Aman Wirakartakusumah, 1992
16. Mikrobiologi pengolahan pangan, Srikandi Fardiaz, 1992
17. Penuntun praktikum penilaian organoleptik, Winiati Pudji Rahayu, 1997
TEACHING EVENT UNIT

SUBJECT: Food Science and Technology
CODE: KUG332P
SCS: 3
LECTURER: Arintina Rahayuni, STP., M.Pd.
TIME: 150 min.
MEETING: II

A. INSTRUCTIONAL TARGET
1. TGI: This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI: Student can do organoleptic test

B. TOPIC: Organoleptic test

C. SUB TOPIC:
1. Introduce nature of organoleptic
2. Preparation sample in organoleptic test
3. Laboratory standart in organoleptic test
4. Types of phanelis in organoleptic test
5. Types of organoleptic test

D. ACTIVITY OF TEACHING: Discourse

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Short explanation about meeting I, food damage and quality</td>
<td>Answering salute. Respons to explanation.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Identify nature of organoleptic 2. Explain about preparation sample in organoleptic test 3. Explain about laboratory standart in organoleptic test 4. Accomodating used of phanelis according to the type 5. Elect exactly organoleptic test: differential test, preference, scalar, description, application.</td>
<td>Typing Asking Clarifying the explanation</td>
<td>White board and spidol OHP and OHT Organoleptic test handbook</td>
</tr>
<tr>
<td>CLOSING</td>
<td>Resume the topic Close the class (giving salute)</td>
<td>Answering salute</td>
<td>White board and spidol</td>
</tr>
</tbody>
</table>

E. EVALUATION:
Observed understanding of student to mastery of meeting and ask about the topic.
F. REFERENCE:
1. Penuntun praktikum penilaian organoleptik, Winiati Pudji Rahayu, 1997
TEACHING EVENT UNIT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
TIME : 150 min
MEETING : III

A. INSTRUCTIONAL TARGET
1. TGI : This subject target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI : Can explain how to increase nutrient contents and quality of food
Can arrange formula food

B. TOPIC : Increasing nutrient quality of food
Arrange formula food

C. SUB TOPIC:
1. Definition of quality and nutrient food
2. Objective of increasing contents and nutrient quality of food
3. Type and way to increase contents and nutrient quality of food (supplementation, fortification, enrichment, complementation, etc)
4. Definition, purpose, and type of formula food
5. Standards of formula foods
6. Ways to arrange formula food for babies, child under 5, athletes, pregnant woman, elderly, and navy.

D. ACTIVITY OF TEACHING: Discourse

<table>
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<tr>
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<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Introduce yourself.</td>
<td>Answering salute. Respond to explanation.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Explain about definition of quality and nutrient food 2. Explain about the objective of increasing contents and nutrient quality of food 3. Explain about type and way to increase contents and nutrient quality of food (supplementation, fortification, enrichment, complementation, etc) 4. Explain about definition, purpose, and type of formula food 5. Explain about standards of formula foods 6. Explain about how to arrange formula food for</td>
<td>Typing Asking Clarifying the explanation</td>
<td>White board and spidol OHP and OHT Increasing nutrient quality of food and arrange formula food handbook</td>
</tr>
<tr>
<td>CLOSING</td>
<td>Resume the topic</td>
<td>Answering salute</td>
<td>white board and spidol</td>
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<td>Close the class (giving salute)</td>
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</tr>
</tbody>
</table>

E. EVALUATION:
Observed understanding of student to mastery of meeting and ask about the topic.

F. REFERENCE:
a. Kimia pangan dan gizi, FG Winarno, 2002
b. Buku I, II, III dan IV pangan dan gizi, LIPI, 2000
c. Ilmu pengetahuan bahan pangan, Tien R. Muchtadi, 1992
d. Ilmu Pangan, KA Buckle, 1988
e. Gizi dan pengolahan pangan, Rizkie A.
TEACHING EVENT UNIT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
LECTURER : Arinjina Rahayuni, STP., M.Pd.
TIME : 150 min
MEETING : IV

A. INSTRUCTIONAL TARGET
1. TGI : This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI : Can explain function and ways to use food additives
   Can explain and elect exactly packaging

B. TOPIC : Function and ways to use food additives
   Food packaging

C. SUB TOPIC :
   1. definition and function of food additives
   2. purpose of food additive addition
   3. type and way of food additive addition
   4. doses which recommended by Health Dept, WHO, etc.
   5. the risk of using food additive
   6. definition and purpose of packaging
   7. type and function of packaging
   8. consideration factor of election package ingredient
   9. methods of packaging

D. ACTIVITY OF TEACHING: Discourse

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Short explanation about meeting II about organoleptic test</td>
<td>Answering salute. Responds to explanation.</td>
<td>White board and spidol</td>
</tr>
</tbody>
</table>
| TEACHING | 1. Explain about definition and function of food additives  
           2. Explain about purpose of food additive addition  
           3. Explain about type and way of food additive addition  
           4. Explain about doses which recommended by Health Dept, WHO, etc.  
           5. Explain about the risk of using food additive  
           6. Explain about definition and purpose of packaging | Typing  
           Asking  
           Clarifying the explanation | White board and spidol  
           OHP and OHT food additives and food packaging handbook |
7. Explain about type and function of packaging
8. Explain about consideration factor of election package ingredient
9. Explain about methods of packaging

CLOSING
Resume the topic
Close the class (giving salute)
Answering salute
white board and spidol

E. EVALUATION:
Observed understanding of student to mastery of meeting and ask about the topic.

F. REFERENCE:
1. Food Microbiology, William C. Frazier, 1988
3. Teknologi penyimpanan pangan, Rizal Syarief, 1993
4. Kimia pangan dan gizi, FG Winarno, 2002
5. Menyimpan bahan pangan, Heri Purwanto, 1995
7. Mikotoksin pangan, Djarir, 1992
8. Ilmu pengetahuan bahan pangan, Tien R. Muchtadi, 1992
9. Ilmu Pangan, KA Buckle, 1988
10. Gizi dan pengolahan pangan, Rizqie A.
11. Mikrobiologi dalam pengolahan pangan dan keamanan pangan, Imam S.
15. Sifat fisik pangan, M. Aman Wirakartakusumah, 1992
16. Mikrobiologi pengolahan pangan, Srikantha Fardiaz, 1992
17. Penuntun praktikum penilaian organoleptik, Winiati Pudji Rahayu, 1997
TEACHING EVENT UNIT

SUBJECT: Food Science and Technology
CODE: KUG332P
SCS: 3
LECTURER: Ir. Sri Hetty Susetyorini, M.Kes.
TIME: 150 min
MEETING: V

A. INSTRUCTIONAL TARGET
1. TGI: This subject target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI: Can explain food processing or preservation
   Can explain food processing or preservation by high temperature

B. TOPIC: Food processing or preservation
   Food processing or preservation by high temperature

C. SUB TOPIC:
1. definition and purpose of processing
2. principles of processing and preservation
3. operation unit and factors which contribute to processing and preservation
4. influence of processing and preservation to food quality and nutrient content
5. methods of food processing and preservation
6. postprocess/preservation handling
7. principles of high temperature
8. high temperature condition
9. factors which contribute to high temperature process
10. various high temperature process product
11. methods of process / preservation food by high temperature

D. ACTIVITY OF TEACHING: Discourse

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>OPEN the class (giving salute). Introduce your self.</td>
<td>Answering salute.</td>
<td>White board and spidol</td>
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<tr>
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<td></td>
<td>Responds to explanation.</td>
<td></td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Explain about definition and purpose of processing</td>
<td>Typing</td>
<td>White board and spidol</td>
</tr>
<tr>
<td></td>
<td>2. Explain about principles of processing and preservation</td>
<td>Asking</td>
<td>OHP and OHT</td>
</tr>
<tr>
<td></td>
<td>3. Differentiate operation unit and factors which contribute to</td>
<td>Clarifying the explanation</td>
<td>Food processing or preservation</td>
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<td></td>
<td>processing and preservation</td>
<td></td>
<td>handbook</td>
</tr>
</tbody>
</table>

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4. Associate influence of processing and preservation to food quality and nutrient content
5. Giving examples about methods of food processing and preservation
6. Practice postprocess/preservation handling
7. Explain about principles of high temperature
8. Explain about high temperature condition
9. Identify factors which contribute to high temperature process
10. Giving examples various high temperature process product
11. Practice methods of process / preservation food by high temperature

<table>
<thead>
<tr>
<th>CLOSING</th>
<th>Resume the topic</th>
<th>Answering salute</th>
<th>white board and spidol</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Close the class (giving salute)</td>
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</table>

**E. EVALUATION:**
Observed understanding of student to mastery of meeting and ask about the topic.

**F. REFERENCE:**
1. Teknologi pengawetan pangan, Norman W. Desrosier, 1988
2. Petunjuk lab : penyimpanan dingin, Atjeng M. Syarief, 1992
4. Ilmu Pangan, KA Buckle, 1988
5. Gizi dan pengolahan pangan, Rizkie A.
7. Teknologi pengawetan pangan, Suharta, 1991
TEACHING EVENT UNIT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
LECTURER : Ir. Sri Hetty Susetyorini, M.Kes.
TIME : 150 min
MEETING : VI

A. INSTRUCTIONAL TARGET
1. TGI : This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI : Can explain food processing or preservation by drying
Can explain food processing or preservation by freezing

B. TOPIC : Food processing or preservation by drying
Food processing or preservation by freezing

C. SUB TOPIC :
1. principles of drying
2. drying condition
3. factors which contribute to drying process
4. various drying process product
5. methods of process / preservation food by drying
6. principles of freezing
7. freezing condition
8. factors which contribute to freezing process
9. various freezing process product
10. methods of process / preservation food by freezing

D. ACTIVITY OF TEACHING: Discourse

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Short explanation about meeting V about food. processing and preservation by high temperature.</td>
<td>Answering salute. Respond to explanation.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Explain about principles of drying 2. Explain about drying condition 3. Identify factors which contribute to drying process 4. Giving examples various drying process product 5. Practice methods of process / preservation food by drying 6. Explain about principles of freezing</td>
<td>Typing Asking Clarifying the explanation</td>
<td>White board and spidol OHP and OHT Drying and freezing handbook</td>
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freezing
7. Explain about freezing condition
8. Identify factors which contribute to freezing process
9. Giving examples various freezing process product
10. Practice methods of process/preservation food by freezing

<table>
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<th>CLOSING</th>
<th>Answering salute</th>
<th>White board and spidol</th>
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<td>Resume the topic Close the class (giving salute)</td>
<td>Answering salute</td>
<td>White board and spidol</td>
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</table>

E. EVALUATION:
Observed understanding of student to mastery of meeting and ask about the topic.

F. REFERENCE:
1. Teknologi pengawetan pangan, Norman W. Desrosier, 1988
2. Petunjuk lab: penyimpanan dingin, Atjeng M. Syarief, 1992
4. Ilmu Pangan, KA Buckle, 1988
5. Gizi dan pengolahan pangan, Rizqie A.
7. Teknologi pengawetan pangan, Suharta, 1991
TEACHING EVENT UNIT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
LECTURER : Teguh Budiharjo, S.Tp.
TIME : 150 min
MEETING : VIII

A. INSTRUCTIONAL TARGET
1. TGI : This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI : Can explain food processing or preservation by fermentation

Can explain food processing or preservation by smoked

B. TOPIC :
- food processing or preservation by fermentation
- food processing or preservation by smoked

C. SUB TOPIC :
1. principles of fermentation
2. fermentation condition
3. factors which contribute to fermentation process
4. various fermentation process product
5. methods of process/preservation food by fermentation
6. principles of smoked
7. smoked condition
8. factors which contribute to smoked process
9. various smoked process product
10. methods of process/preservation food by smoked

D. ACTIVITY OF TEACHING: Discourse

<table>
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<tr>
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<th>TOOLS OF TEACHING</th>
</tr>
</thead>
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<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Short explanation about meeting III about food nutrient quality and formula food.</td>
<td>Answering salute. Respond to explanation.</td>
<td>White board and spidol</td>
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<tr>
<td>TEACHING</td>
<td>1. Explain about principles of fermentation 2. Explain about fermentation condition 3. Identify factors which contribute to fermentation process 4. Giving examples various fermentation process product</td>
<td>Typing Asking Clarifying the explanation</td>
<td>White board and spidol OHP and OHT Fermentation and smoked handbook</td>
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<tr>
<td>5.</td>
<td>Practice methods of process / preservation food by fermentation</td>
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<tr>
<td>6.</td>
<td>Explain about principles of smoked</td>
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<td>7.</td>
<td>Explain about smoked condition</td>
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<td>8.</td>
<td>Identify factors which contribute to smoked process</td>
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</tr>
<tr>
<td>9.</td>
<td>Giving examples various smoked process product</td>
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<tr>
<td>10.</td>
<td>Practice methods of process / preservation food by smoked</td>
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<td>CLOSING</td>
<td>Resume the topic Close the class (giving salute)</td>
<td>Answering salute white board and spidol</td>
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</table>

E. EVALUATION:
Observated understanding of student to matery of meeting and ask about the topic.

F. REFERENCE:
1. Teknologi pengawetan pangan, Norman W. Desrosier, 1983
2. Food Microbiology, William C. Frazier, 1988
3. Teknologi fermentasi umbi-umbian dan biji-bijian, Suliartani, 1990
4. Ilmu pengetahuan bahan pangan, Tien R. Muchtadi, 1992
5. Ilmu Pangan, KA Buckle, 1988
6. Gizi dan pengolahan pangan, Rizqie A.
7. Mikrobiologi dalam pengolahan pangan dan keamanan pangan, Imam S.
9. Teknologi fermentasi produk perikanan, Winiati Pudji Rahayu, 1992
10. Teknologi fermentasi sayur dan buah-buahan, Djundjung Daulay, 1992
11. Teknologi fermentasi susu, Ansori R., 1992
12. Mikrobiologi pengolahan pangan, Srikandi Fardiaz, 1992
TEACHING EVENT UNIT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
LECTURER : Ir. Sri Hetty Susetyorini, M.Kes.
TIME : 150 min
MEETING : IX

A. INTRUCTIONAL TARGET
1. TGI : This subjects target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI : Can explain food processing or preservation by sugaring, salting, aciding

B. TOPIC : Food processing or preservation by sugaring, salting, aciding

C. SUB TOPIC :
   1. principles of sugaring, salting, and aciding
   2. sugaring, salting, and aciding condition
   3. factors which contribute to sugaring, salting, and aciding process
   4. various sugaring, salting, and aciding process product
   5. methods of process / preservation food by sugaring, salting, and aciding

D. ACTIVITY OF TEACHING: Discourse

<table>
<thead>
<tr>
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<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Short explanation about meeting VI about drying and freezing</td>
<td>Answering salute. Responds to explanation.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Explain about principles of sugaring, salting, and aciding</td>
<td>Typing</td>
<td>White board and spidol</td>
</tr>
<tr>
<td></td>
<td>2. Explain about sugaring, salting, and aciding condition</td>
<td>Asking</td>
<td>OHP and OHT</td>
</tr>
<tr>
<td></td>
<td>3. Identify factors which contribute to sugaring, salting, and aciding process</td>
<td>Clarifying the explanation</td>
<td>sugaring, salting, and aciding</td>
</tr>
<tr>
<td></td>
<td>4. Giving examples various sugaring, salting, and aciding process product</td>
<td></td>
<td>handbook</td>
</tr>
<tr>
<td></td>
<td>5. Practice methods of process / preservation food by sugaring, salting, and aciding</td>
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<td></td>
</tr>
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<td>Resume the topic Close the class (giving salute)</td>
<td>Answering salute</td>
<td>white board and spidol</td>
</tr>
</tbody>
</table>

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E. EVALUATION:
Observed understanding of student to matery of meeting and ask about the topic.

F. REFERENCE:
1. Teknologi pengawetan pangan, Norman W. Desrosier, 1988
2. Food Microbiology, William C. Frazier, 1988
3. Teknologi fermentasi umbi-umbian dan biji-bijian, Suliantari, 1990
4. Ilmu pengetahuan bahan pangan, Tien R Muchtadi, 1992
5. Ilmu Pangan, KA Buckle, 1988
6. Gizi dan pengolahan pangan, Rizqie A.
7. Mikrobiologi dalam pengolahan pangan dan keamanan pangan, Imam S.
9. Teknologi fermentasi produk perikanan, Winiati Pudji Rahayu, 1992
10. Teknologi fermentasi sayur dan buah-buahan, Djundjung Daulay, 1992
11. Teknologi fermentasi susu, Ansori R., 1992
12. Mikrobiologi pengolahan pangan, Srikandi Fardiaz, 1992
### TEACHING EVENT UNIT

**SUBJECT**: Food Science and Technology  
**CODE**: KUG332P  
**SCS**: 3  
**LECTURER**: Arintina Rahayuni, STP., M.Pd.  
**TIME**: 150 min  
**MEETING**: X

### A. INSTRUCTIONAL TARGET

1. **TGI**: This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods

2. **TSI**: Can explain food process / preservation by emulsification, instant, and minimally process

### B. TOPIC

- Food process / preservation by emulsification, instant, and minimally process

### C. SUB TOPIC:

1. principles of emulsification, instant, and minimally process
2. emulsification, instant, and minimally process condition
3. factors which contribute to emulsification, instant, and minimally process
4. various emulsification, instant, and minimally process product
5. methods of process / preservation by emulsification, instant, and minimally process

### D. ACTIVITY OF TEACHING: Discourse

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute). Short explanation about meeting till about food additive and packaging</td>
<td>Answering salute. Respond to explanation.</td>
<td>White board and spidol</td>
</tr>
</tbody>
</table>
| TEACHING  | 1. Explain about principles of emulsification, instant, and minimally process  
2. Explain about emulsification, instant, and minimally process condition  
3. Identify factors which contribute to emulsification, instant, and minimally process  
4. Giving examples various emulsification, instant, and minimally process product  
5. Practice methods of process / preservation food by emulsification, instant, and minimally process | Typing  
Asking  
Clarifying the explanation | White board and spidol  
OHP and OHT  
emulsification, instant, and minimally process handbook |
E. EVALUATION:
Observed understanding of student to matery of meeting and ask about the topic.

F. REFERENCE:
1. Teknologi pengawetan pangan, Norman W. Desrosier, 1988
3. Food Microbiology, William C. Frazier, 1988
4. Emulsi pangan instant berlesitin, AJ Hartomo, 1993
6. Gizi dan pengolahan pangan, Rizqie A.
7. Food Processing Technology, PJ Fellows, 1988
TEACHING EVENT UNIT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
LECTURER : Arintina Rahayuni, STP., M.Pd.
           Ir. Sri Hetty Susetyorini, M.Kes.
TIME : 4 hours
MEETING : XI

A. INSTRUCTIONAL TARGET
1. TGI : This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI : Students understand how to use instruments of food technology laboratory
           Students can make food products by sugaring (jam/jelly)

B. TOPIC : Processing sugaring product (jam, jelly)

C. SUB TOPIC:
   1. Make jam, jelly with various treatment
   2. Perceiving jam, jelly product
   3. Storage jam, jelly product
   4. Perceiving jam, jelly product had been storage

D. ACTIVITY OF TEACHING: Practice

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute).</td>
<td>Answering salute. Respond to explanation.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Explain basic principle, practice procedure, treatment on jam, jelly product practice.</td>
<td>Typing Asking Clarifying the explanation</td>
<td>White board and spidol OHP and OHT jam, jelly handbook</td>
</tr>
<tr>
<td></td>
<td>2. Perceiving jam, jelly product (rendemen, nature of organoleptic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Storage product jam, jelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Perceiving product jam, jelly had been storage to see change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLOSING</td>
<td>Conclude the result of practice Close the class (giving salute)</td>
<td>Answering salute</td>
<td>white board and spidol</td>
</tr>
</tbody>
</table>

E. EVALUATION:
   Observed understanding of student to mastery of meeting and ask about the topic.
F. REFERENCE:
1. Teknologi pengawetan pangan, Norman W. Desrosier, 1988
2. Teknologi penyimpanan pangan, Rizal Syarief, 1993
3. Menyimpan bahan pangan, Heri Purwanto, 1995
4. Pengolahan pangan tingkat rumah tangga, Sri Anna, 1992
7. Teknologi pengawetan pangan, Suharta, 1991
TEACHING EVENT UNIT

SUBJECT: Food Science and Technology
CODE: KUG332P
SCS: 3
LECTURER: Arihina Rahayani, STP., M.Pd.
Teguh Budiharjo, STP.
TIME: 4 hours
MEETING: XIII

A. INSTRUCTIONAL TARGET
1. TGI: This subject’s target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods.
2. TIK: Students can make processing/preservation product with heating and process combination (soy milk and tofu).

B. TOPIC: Processing/preservation product with heating and process combination (soy milk and tofu).

C. SUB TOPIC:
1. Make soy milk and tofu with various treatment
2. Perceiving soy milk and tofu product
3. Storage soy milk and tofu product
4. Perceiving soy milk and tofu product had been storage

D. ACTIVITY OF TEACHING: Practice

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute).</td>
<td>Answering salute. Respond to explanation.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Explain basic principle, practice procedure, treatment on soy milk and tofu product practice. 2. Perceiving soy milk and tofu product (rendemen, nature of organoleptic) 3. Storage product soy milk and tofu 4. Perceiving product soy milk and tofu had been storage to see change</td>
<td>Typing Asking Clarifying the explanation</td>
<td>White board and spidol OHP and OHT Food damage and quality handbook</td>
</tr>
<tr>
<td>CLOSING</td>
<td>Conclude the result of practice Close the class (giving salute)</td>
<td>Answering salute</td>
<td>white board and spidol</td>
</tr>
</tbody>
</table>

E. EVALUATION:
Observed understanding of student to mastery of meeting and ask about the topic.
F. REFERENCI:
1. Teknologi pengawetan pangan, Norman W. Desrosier, 1988
2. Ilmu Pangan, KA Buckle, 1988
3. Pengolahan pangan tingkat rumah tangga, Sri Anna, 1992
6. Teknologi pengolahan pasca panen, AG Karta Saputra, 1994
TEACHING EVENT UNIT

SUBJECT : Food Science and Technology
CODE : KUG332P
SCS : 3
LECTURER : Arintina Rahayuni, STP., M.Pd.
Teguh Budiharjo, STP.
TIME : 4 hours
MEETING : XIV

A. INSTRUCTIONAL TARGET
1. TGI : This subject's target is students can apply the principles of food science and technology to process and preserve the food and defence or increase the quality of foods
2. TSI : Students can make processing emulsion product and process combination (meat ball and nugget)

B. TOPIC : Processing emulsion product and process combination (meat ball and nugget)

C. SUB TOPIC :
1. Make meat ball and nugget with various treatment
2. Perceiving meat ball and nugget product
3. Storage meat ball and nugget product
4. Perceiving meat ball and nugget product had been storage

D. ACTIVITY OF TEACHING: Practice

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Open the class (giving salute).</td>
<td>Answering salute.</td>
<td>White board and spidol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to explanation.</td>
<td></td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Explain basic principle, practice procedure, treatment on meat ball and nugget product practice.</td>
<td>Typing</td>
<td>White board and spidol</td>
</tr>
<tr>
<td></td>
<td>2. Perceiving meat ball and nugget product (rendemen, nature of organoleptic)</td>
<td>Asking Clarifying the explanation</td>
<td>OHP and OHT Food damage and quality handbook</td>
</tr>
<tr>
<td></td>
<td>3. Storage product meat ball and nugget</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Perceiving product meat ball and nugget had been storage to see change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLOSING</td>
<td>Conclude the result of practice Close the class (giving salute)</td>
<td>Answering salute</td>
<td>white board and spidol</td>
</tr>
</tbody>
</table>

E. EVALUATION : Observed understanding of student to matery of meeting and ask about the topic.
F. REFERENCE:
1. Emulsi pangan instant berlesitin, AJ Hartomo, 1993
2. Buku I, II, III dan IV pangan dan gizi, LIPI, 2000
3. Ilmu Pangan, KA Buckle, 1988
4. Pengolahan pangan tingkat rumah tangga, Sri Anna, 1992
5. Food Processing Technology, PJ Fellows, 1988
7. Teknologi pengolahan pasca panen, AG Karta Saputra, 1994
OUTLINES PROGRAM OF EDUCATION

SUBJECT: FOOD CHEMISTRY
CODE/SCS: KUG224P / 3
SEMESTER: II

DESCRIPTION
This subject is one of the nutrition program with topic food chemistry. Topic of this subject contains macronutrient, micronutrient, additive and metabolite substance which associate with healthy foods and health problems.

TARGET OF GENERAL INSTRUCTIONAL
After follow this subject, students can understand about topic that related with food chemistrically.

<table>
<thead>
<tr>
<th>No.</th>
<th>Target of Specific Instructional</th>
<th>Topic</th>
<th>Sub Topic</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students can explain definition, natures and advantages of water to life and health.</td>
<td>Water</td>
<td>- Water chemistry.</td>
<td>FG. Winarno (1992)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Water in food ingredient.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Atpulating water content.</td>
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<tr>
<td>2.</td>
<td>Students can explain definition, classification, source and advantages of carbohydrate, can explain and write structure, nomenclature and nature of carbohydrate.</td>
<td>Carbohydrate</td>
<td>- Classification, nomenclature, isomerisation, and source of carbohydrate.</td>
<td>Arun Bahl (1979)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Simple carbohydrate</td>
<td>Edwin,TM (1960)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Complex carbohydrate</td>
<td>Kroschwitz,JL (1990)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Carbohydrate Identiifikation</td>
<td>West and Todd (1961)</td>
</tr>
<tr>
<td>3.</td>
<td>Students can explain definition, classification, nature of amino acid and can write structure, and nomenclature of amino acid.</td>
<td>Amino acid</td>
<td>- Definition of amino acid, structure and nomenclature</td>
<td>Arun Bahl (1979)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Classification of amino acid</td>
<td>Edwin,TM (1960)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Nature of amino acid (physic and chemist).</td>
<td>Kroschwitz,JL (1990)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>West and Todd (1961)</td>
</tr>
<tr>
<td>4.</td>
<td>Students can explain definition, classification, nature of protein and the role to organism. Explain and write various protein bond.</td>
<td>Protein</td>
<td>- Definit, protein classification</td>
<td>Arun Bahl (1979)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Type of bond in polipeptide chain / protein</td>
<td>Edwin,TM (1960)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Nature of amino acid (physic and chemist)</td>
<td>Kroschwitz,JL (1990)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Role of Protein</td>
<td>West and Todd (1961)</td>
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<tr>
<td></td>
<td></td>
<td>Lipid</td>
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</tr>
</tbody>
</table>
| 5. | Students can explain definition, classification, nature of lipid and the role to organism. Explain and write structure and nomenclature and lipid analysis. | - Substances that form lipid and structure of lipid  
- Classification and nomenclature of lipid  
- Nature of amino acid (physic and chemist)  
- Lipid analysis | Arun Bahl (1979)  
Edwin,TM (1960)  
Kroschuitz,IL (1990)  
West andTodd (1961) |
| 6. | Students can explain about micronutrient. | - Fat soluble vitamins  
- Water soluble vitamins  
- Vitamin function as coenzyme | FG . Winarno (1992)  
John,M.de Man (1997) |
| 7. | Students can explain definition, classification, advantages and samples of mineral to organism. | - Macro mineral  
John,M.de Man (1997) |
| 8. | Students can explain definition, classification, advantages, dangerous of contaminant in food Students can write the examples. | - Natural contaminant  
- Contamination during food processing  
- Contamination because of microorganism  
- Contamination because of polution | Belitz,HDet all (2000)  
Sudarmadji,Slamet,dkk (1989)  
Anom,(1989) |
| 9. | Students can explain definition, classification, advantages, dangerous of additive in food Students can give the examples. | - Preservatives  
- Stabilizers  
- Thickening agents  
- Flavor enhancers  
- Beverages  
- Coloring agents | Belitz,HDet all (2000)  
Sudarmadji,Slamet,dkk (1989)  
Anom,(1989) |
| 10. | Students can explain definition, classification, advantages, dangerous of metabolite substances in food Students can give the examples. | - Useful metabolite substances  
- Uselessful metabolite substance | Belitz,HDet all (2000)  
Sudarmadji,Slamet,dkk (1989)  
Anom,(1989) |
TEACHING CONTRACTS

SUBJECT : Food Chemistry
CODE : KUG224P
SCS : 3
SEMESTER : II
SUBJECT SUPERVISOR :
LECTURER : Tim teaching
DAY / TIME : Monday
LOCATION : Class D

1. ADVANTAGE OF SUBJECT
Food is one of important human basic need. During food production and consumption, many changes event possitive or negative. Half of that changes because of chemistry reaction in food or because of changes of environment. Food chemistry is very important so students suggested can learn to contribute another subject.

2. SUBJECT DESCRIPTION
In this subject will explained about macro nutrient, micro nutrient, contaminant, additive, and metabolite substance.

3. INTRUCTIONAL TARGET
TARGET OF GENERAL INSTRUCTIONAL
After finish this subject students can resume association food chemistry other nutrition science branches.
TARGET OF SPECIFIC INSTRUCTIONAL
After finish this subject students can:
1. Explain about macro nutrient
2. Explain about micro nutrient
3. Explain about contaminant
4. Explain about additive
5. Explain about metabolite substance

4. TEACHING STRATEGY
To reach the target of this subject, arranged various method and medium of education. Teaching methods will be used are:
  Discourse and discussion.
In few times of meeting gave discourse than test.
This assignment according to theory during class and literature.

5. REFERENCE
Literature of this subject are:

6. ASSIGNMENT
   1. Students must do food chemistry practice following pre-test.
   2. Students must make practical report (objective, theory and conclusion).

7. SCORING
<table>
<thead>
<tr>
<th>Value</th>
<th>Point</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>=======</td>
</tr>
<tr>
<td>AB</td>
<td>3,5</td>
<td>=======</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>=======</td>
</tr>
<tr>
<td>BC</td>
<td>2,5</td>
<td>=======</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>=======</td>
</tr>
<tr>
<td>CD</td>
<td>1,5</td>
<td>=======</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
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</tr>
<tr>
<td>E</td>
<td>0</td>
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</tr>
</tbody>
</table>

To determine final score, will used:
- Practice test ...... %
- Mid test ...... %
- Final test + assignment ...... %

8. TEACHING SCHEDULE
<table>
<thead>
<tr>
<th>MEETING</th>
<th>TOPIC</th>
<th>LECTURER</th>
</tr>
</thead>
<tbody>
<tr>
<td>II &amp; III</td>
<td>Protein</td>
<td>Drs. Gunardi, MS., Apt.</td>
</tr>
<tr>
<td>IV &amp; V</td>
<td>Vitamin</td>
<td>Dr. Aryoko Widodo</td>
</tr>
<tr>
<td>VIII</td>
<td>Mid Test</td>
<td>Tim</td>
</tr>
<tr>
<td>XI</td>
<td>Mineral</td>
<td>Dr. Aryoko Widodo</td>
</tr>
<tr>
<td>XII</td>
<td>Contaminant</td>
<td>Drs. Gunardi, MS., Apt.</td>
</tr>
<tr>
<td>XV</td>
<td>Metabolite substances</td>
<td>Drs. Gunardi, Ms., Apt.</td>
</tr>
<tr>
<td>XVI</td>
<td>Final Test</td>
<td>Tim</td>
</tr>
</tbody>
</table>
TEACHING EVENT UNIT

SUBJECT : Food chemistry
CODE : KUG224 P
SCS : 3
DAY : Monday
MEETING : 1

A. INSTRUCTIONAL TARGET
TARGET OF GENERAL INSTRUCTIONAL
After finish this subject students can explain definition of water, bonds in water, water in foods, and water content analysis.
TARGET OF SPECIFIC INSTRUCTIONAL
Students can write water molecule structure, covalent bond, and water molecule interaction, type of water, solution in water, water content analysis.

B. TOPIC : WATER

C. SUB TOPIC :
1. Water chemistry.
2. Covalent bond, and water molecule interaction.
3. Solution in water.
4. Water in food.
5. Water content analysis.

D. ACTIVITY OF TEACHING

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>1. Explain definition of water, source and used in food. 2. Explain competence, TGI and TSI</td>
<td>Focus, write, ask</td>
<td>Whiteboard, spidiol &amp; OHP</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Water chemistry, chemical structure, electrons in water substances. Write water chemical structure. 2. Explain water covalent bond. Explain water molecule interaction. Pictures of bonds. Types of water: water in ice, water became gas, dispersi. 3. Water in food: according to water interaction degree: Type I, II, III, IV.</td>
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<tr>
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<td>4. Water content analysis: drying, distillation, use refractometer.</td>
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<td>--------</td>
<td>-------------------------------------------------------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| CLOSING| 1. Ask to students about the topic.  
|        | 2. Explain the answer of students to judge successfully teaching.  
|        | 3. Correct the answer.                                            | Answer, typing, focus |

E. EVALUATION: Multiple choice test and assay.

F. REFERENCE:
2. PT Gramedia Pustaka Utama, Jakarta.
4. (Alih bahasa Padmawinata, Kosasih, Kimia Makanan), Edisi ke 2
   ITB Bandung, Bandung.
A. INSTRUCTIONAL TARGET
TARGET OF GENERAL INSTRUCTIONAL
After finish this topic, students know about vitamin in food.
TARGET OF SPECIFIC INSTRUCTIONAL
Students can explain definition, classification, types and use of vitamin in food.

B. TOPIC : Vitamin chemistry

C. SUB TOPIC : 1. Fat soluble vitamin
                2. Water soluble vitamin

D. ACTIVITY OF TEACHING

<table>
<thead>
<tr>
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<th>ACTIVITY OF STUDENTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>1. Explain definition and advantages of vitamin.</td>
<td>Focus, write, ask</td>
<td>Whiteboard, spidol &amp; OHP</td>
</tr>
<tr>
<td></td>
<td>2. Explain competence, TGI and TSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Fat soluble vitamin, Explain structure, chemical type and the role from vitamin A, D, E, K in food.</td>
<td>Focus, write, ask</td>
<td>Whiteboard, spidol &amp; OHP</td>
</tr>
<tr>
<td></td>
<td>2. Water soluble vitamin, Explain structure, chemical type and the role from vitamin B, C in food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLOSING</td>
<td>1. Ask to students about the topic.</td>
<td>Focus, typing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Explain the answer of students to judge successfully teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Correct the answer.</td>
<td></td>
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</tr>
</tbody>
</table>

E. EVALUATION : Multiple choise test and assay
F. REFERENCE :
TEACHING EVENT UNIT

SUBJECT: Food chemistry
CODE: KUG224 P
SCS: 3
DAY: Monday
MEETING: VII, VIII

A. INSTRUCTIONAL TARGET
   TARGET OF GENERAL INSTRUCTIONAL
   After finish this topic, students can explain about definition, source, and use of carbohydrate.
   TARGET OF SPECIFIC INSTRUCTIONAL
   Students can classify, write nomenclature, isomerization, and identify carbohydrate.

B. TOPIC: Carbohydrate
C. SUB TOPIC:
   1. Classification, nomenclature, isomerisation, and source of carbohydrate.
   2. Simple carbohydrate
   3. Complex carbohydrate
   4. Carbohydrate Identification

D. ACTIVITY OF TEACHING

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>1. Explain definition of carbohydrate, the source and use on health science and association with another science. 2. Explain competence, TGI and TSI.</td>
<td>Focus, write, ask</td>
<td>Whiteboard, spidol &amp; OHP</td>
</tr>
<tr>
<td>TEACHING</td>
<td>1. Classification, nomenclature, isomerisation, and source of carbohydrate. Explain Classification of carbohydrate following nomenclature and examples. Write examples, enansioner, diastereoisomer, emimer and anomere from monosakaride. Explain source of common carbohydrate from plant and animal.</td>
<td>Focus, write, ask</td>
<td>Whiteboard, spidol &amp; OHP</td>
</tr>
</tbody>
</table>
2. Simple carbohydrate. Differentiate aldosa and ketosä following examples. Write oksidation reactions, reduction and dehidration from monosacarides. Explain roud form of monosakarida.

3. Complex carbohydrate. Differentiate oligosakarida and polisakarida following examples. Write and type nature of sakarosa, maltosa, sellbobiosa and iaktosa. Differentiate pentosan and heksosa following examples. Explain structure and how to use amyllum, glycogen, and sellulosa. Explain amyllum hydrolisa.


<table>
<thead>
<tr>
<th>CLOSING</th>
<th>Focus, typing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask to students about the topic.</td>
<td></td>
</tr>
<tr>
<td>2. Explain the answer of students to judge successfully teaching.</td>
<td></td>
</tr>
<tr>
<td>3. Correct the answer.</td>
<td></td>
</tr>
</tbody>
</table>

E. EVALUATION : Multiple choise test and assay

F. REFERENCE :


OUTLINES PROGRAM OF EDUCATION

SUBJECT: Research Methodology
CODE/SCS: KUG224P / 3
SEMESTER: II

DESCRIPTION
In this subject learned basics of basic research methodology which apply to research proposal.

TARGET OF GENERAL INSTRUCTIONAL
After follow this subject, students can arrange research proposal.

<table>
<thead>
<tr>
<th>No.</th>
<th>Target of Specific Instructional</th>
<th>Topic</th>
<th>Sub Topic</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can explain how important nutrition research on nutrition science and technology development</td>
<td>Definition and scope of nutrition research.</td>
<td>1.1. Research definition</td>
<td>- Sastroasmoro S. Dasar-dasar metodologi penelitian klinis, 2002.</td>
</tr>
<tr>
<td>2.</td>
<td>Can explain how to arrange research proposal</td>
<td>How to arrange research proposal</td>
<td>2.1. Research steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.2. How to arrange good research proposal</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Can explain problem formulation and research objective</td>
<td>Problem formulation and research objective</td>
<td>3.1. Definition of research problem</td>
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<td></td>
<td></td>
<td></td>
<td>3.2. Formulate research problems correctly.</td>
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<td></td>
<td></td>
<td></td>
<td>3.3. The important of research objective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.4. Formulate research objective</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Target of Specific Instructional</td>
<td>Topic</td>
<td>Sub Topic</td>
<td>Literature</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4.  | Can explain theory framework, concept framework, variable, and research hypothesis | Theory framework, concept framework, variable, and research hypothesis | 4.1. Theory framework  
4.2. Concept framework  
4.3. Definition of variable  
4.4. Definition of hypothesis |                                                                 |
| 5.  | Can explain various research planning                               | Research planning                               | 5.1. Definition of research planning  
5.2. Survey research planning  
5.3. Interventional/eksperimental research planning |                                                                 |
| 6.  | Can explain population and sample                                   | Population and sample                           | 6.1. Definition of population and sample  
6.2. Some way to choose sample |                                                                 |
| 7.  | Can explain research instrument and data collecting                | Research instrument and data collecting         | 7.1. Definition of research instrument  
7.2. Data collecting technique |                                                                 |
| 8.  | Can explain processing and data analysis                            | Processing and data analysis                    | 8.1. Data collecting  
8.2. Data Analysis |                                                                 |
9.2. How to write research report  
| 10. | Can arrange research proposal presentation                         | Research proposal presentation                  | 10.1. Research proposal presentation of each student | |
TEACHING EVENT UNIT

SUBJECT : Research Methodology
CODE : KUG241
SCS : 2
TIME : 2 x 50 min
MEETING : 1

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can explain definition and scope of nutrition research methodology (80% correct).

B. Topic : Definition and scope of nutrition research methodology.

C. Sub topic :
   1. Research definition
   2. Research objective
   3. Nutrition research scope

D. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
</table>
| Opening  | 1. Explain topic of meeting 1
          | 2. Explain the advantage of nutrition research methodology
          | 3. Explain competition, TGI and TSI | Focus            |
          |                      |                      | • OHP/Transparancy |
          |                      |                      | • OHP/Transparancy |
          |                      |                      | • OHP/Transparancy |
| Teaching  | 1. Research definition  
  - Ask about definition of research nutrition  
  - Write student answer on whiteboard  
  - Give comment and conclude definition of research nutrition  
  2. Research objective  
  - Ask about objective of research nutrition  
  - Write student answer on whiteboard  
  - Give comment and conclude objective of research nutrition  
  3. Nutrition research scope  
  - Ask about scope of research nutrition  
  - Write student answer on whiteboard  
  - Give comment and conclude scope of research nutrition  | Answer and ask  
Focus and answering question  |  - OHP/transparency  
- Whiteboard  |
|------------|-------------------------------------------------|-----------------|
| Closing    | Close class:  
  - Give question to 3-4 students about the topic.  
  - Give clarification to student answer.  
  - Ask to student about unclear lesson.  
  - Give more explanation  
  - Give short explanation about next meeting. | Answer question  
Focus and comment  |  - Whiteboard  
- OHP/transparency  |

E. Reference:

TEACHING EVENT UNIT

SUBJECT: Research Methodology
CODE: KUG241
SCS: 2
TIME: 2 x 50 min
MEETING: II

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can explain how to arrange research proposal (80% correct).

B. Topic: How to arrange research proposal.

C. Sub topic:
   1. Research steps
   2. How to arrange good research proposal

D. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
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<td>2. Explain the advantage of nutrition research methodology</td>
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<td>OHP/Transparency</td>
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<tr>
<td></td>
<td>3. Explain competition, TGI and TSI</td>
<td></td>
<td>OHP/Transparency</td>
</tr>
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<td>Teaching</td>
<td>1. Research steps</td>
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<tr>
<td></td>
<td>• Ask about research steps of research nutrition</td>
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<tr>
<td></td>
<td>• Write student answer on whiteboard</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Give comment and conclude research steps of research nutrition</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>2. How to arrange good research proposal</td>
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<td>• Ask about how to arrange good research proposal</td>
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<td>• Write student answer on whiteboard</td>
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<td></td>
<td>• Give comment and conclude how to arrange good research proposal</td>
<td></td>
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<tr>
<td>Closing</td>
<td>Close class:</td>
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<td></td>
<td>• Give question to 3-4 students about the topic.</td>
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<td>• Give clarification to student answer.</td>
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<td></td>
<td>• Ask to student about unclear lesson.</td>
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<td>• Give more explanation</td>
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<td></td>
<td>• Give short explanation about next meeting.</td>
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</tbody>
</table>

Answer and ask
Focus on answering question
- OHP/transparency
- Whiteboard

Answer question
Focus and comment
- Whiteboard
- OHP/transparency

E. Reference:
TEACHING EVENT UNIT

SUBJECT: Research Methodology
CODE: KUG241
SCS: 2
TIME: 2 x 50 min
MEETING: III

A. Instructional Target
   1. TARGET OF GENERAL INSTRUCTIONAL
      After follow this subject, students can arrange research proposal without view class note.
   2. TARGET OF SPECIFIC INSTRUCTIONAL
      Students can explain problem formulation and research objective (80% correct).

B. Topic: Problem formulation and research objective.
C. Sub topic:
   1. Definition of research problem.
   2. Research problems formulation.
   3. Research objective formulation.

E. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>1. Explain topic of meeting III</td>
<td>Focus</td>
<td>• OHP/Transparancy</td>
</tr>
<tr>
<td></td>
<td>2. Explain the advantage of nutrition research methodology</td>
<td></td>
<td>• OHP/Transparancy</td>
</tr>
<tr>
<td></td>
<td>3. Explain competence, TGI and TSI</td>
<td></td>
<td>• OHP/Transparancy</td>
</tr>
</tbody>
</table>
| Teaching | 1. Definition of research problem.  
- Ask about research problem of research nutrition  
- Write student answer on whiteboard  
- Give comment and conclude research problem of research nutrition  
2. Research problems formulation.  
- Ask about problems formulation of research nutrition  
- Write student answer on whiteboard  
- Give comment and conclude problems formulation of research nutrition  
3. Research objective formulation.  
- Ask about objective formulation of research nutrition  
- Write student answer on whiteboard  
- Give comment and conclude objective formulation of research nutrition  | Answer and ask  
Focus and answering question  | • OHP/transparency  
• Whiteboard |
|---|---|---|---|
| Closing | Close class:  
- Give question to 3-4 students about the topic.  
- Give clarification to student answer.  
- Ask to student about unclear lesson.  
- Give more explanation  
- Give short explanation about next meeting. | Answer question  
Focus and comment  | • Whiteboard  
• OHP/transparency |

E. Referensi:  
- Singarimbun M. Metode penelitian survai, 1989.  
TEACHING EVENT UNIT

SUBJECT: Research Methodology
CODE: KUG241
SCS: 2
TIME: 2 x 50 min
MEETING: IV

A. Instructional Target
   1. TARGET OF GENERAL INSTRUCTIONAL
      After follow this subject, students can arrange research proposal without view class note.
   2. TARGET OF SPECIFIC INSTRUCTIONAL
      Students can explain theory framework, concept framework, variable, and research hypothesis (80% correct).

B. Topic: Theory framework, concept framework, variable, and research hypothesis.

C. Sub topic:
   1. Theory framework
   2. Concept framework
   3. Definition of variable
   4. Definition of hypothesis

F. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>1. Explain topic of meeting IV</td>
<td>Focus</td>
<td>• OHP/Transparency</td>
</tr>
<tr>
<td></td>
<td>2. Explain the advantage of nutrition research methodology</td>
<td></td>
<td>• OHP/Transparency</td>
</tr>
<tr>
<td></td>
<td>3. Explain competence, TGI and TSI</td>
<td></td>
<td>• OHP/Transparency</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td><strong>Answer and ask</strong></td>
<td><strong>OHP/transparency</strong></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
| 1. Theory framework  
  - Ask about theory framework of research nutrition  
  - Write student answer on whiteboard  
  - Give comment and conclude theory framework of research nutrition | Focus and answering question | Whiteboard |
| 2. Concept framework  
  - Ask about concept framework of research nutrition  
  - Write student answer on whiteboard  
  - Give comment and conclude concept framework of research nutrition | | |
| 3. Definition of variable  
  - Ask about variable definition of research nutrition  
  - Write student answer on whiteboard  
  - Give comment and conclude variable definition of research nutrition | | |
| 4. Definition of hypothesis  
  - Ask about hypothesis definition of research nutrition  
  - Write student answer on whiteboard  
  - Give comment and conclude hypothesis definition of research nutrition | | |
| **Closing** | **Answer question** | **Whiteboard** |
| Close class:  
  - Give question to 3-4 students about the topic.  
  - Give clarification to student answer.  
  - Ask to student about unclear lesson.  
  - Give more explanation  
  - Give short explanation about next meeting. | Focus and comment | OHP/transparency |
E. Reference:

TEACHING EVENT UNIT

SUBJECT: Research Methodology
CODE: KUG241
SCS: 2
TIME: 2 x 50 min
MEETING:

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can explain various research planning (80% correct).

B. Topic: Research planning

C. Sub topic:
   1. Definition of research planning
   2. Survey research planning
   3. Interventional/eksperimental research planning

D. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td></td>
<td>Focus</td>
<td>• OHP/Transparancy</td>
</tr>
<tr>
<td></td>
<td>1. Explain topic of meeting V</td>
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<td>• OHP/Transparancy</td>
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<tr>
<td></td>
<td>2. Explain the advantage of nutrition research methodology</td>
<td></td>
<td>• OHP/Transparancy</td>
</tr>
<tr>
<td></td>
<td>3. Explain comptetention, TGI and TSI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Teaching

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Answer and ask</th>
<th>Support Material</th>
</tr>
</thead>
</table>
| 1.   | Definition of research planning  
- Ask about definition of research planning of research nutrition  
- Write student answer on whiteboard  
- Give comment and conclude definition of research planning of research nutrition | Focus and answering question | OHP/transparency  
Whiteboard |
| 2.   | Survey research planning  
- Ask about survey research planning of research nutrition  
- Write student answer on whiteboard  
- Give comment and conclude survey research planning of research nutrition | | |
| 3.   | Intervensional/eksperimental research planning  
- Ask about intervenional/eksperimental research planning of research nutrition  
- Write student answer on whiteboard  
- Give comment and conclude intervenional/eksperimental research planning of research nutrition | | |

### Closing

| Close class:  
- Give question to 3-4 students about the topic.  
- Give clarification to student answer.  
- Ask to student about unclear lesson.  
- Give more explanation  
- Give short explanation about next meeting. | Answer question  
Focus and comment | Whiteboard  
OHP/transparency |

### Reference:

TEACHING EVENT UNIT

SUBJECT : Research Methodology
CODE : KUG241
SCS : 2
TIME : 2 x 50 min
MEETING : VI

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can explain population and sample (80% correct).

B. Topic : Population and sample
C. Sub topic :
   1. Definition of population and sample
   2. How to chose sample

D. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
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</thead>
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<tr>
<td>Opening</td>
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<td>Focus</td>
<td>OHP/Transparency</td>
</tr>
<tr>
<td>1.</td>
<td>Explain topic of meeting VI</td>
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<td>OHP/Transparency</td>
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<tr>
<td>2.</td>
<td>Explain the advantage of nutrition research methodology</td>
<td></td>
<td>OHP/Transparency</td>
</tr>
<tr>
<td>3.</td>
<td>Explain competention, TGI and TSI</td>
<td></td>
<td>OHP/Transparency</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Answer and ask</td>
<td>• OHP/transparency</td>
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<td></td>
</tr>
<tr>
<td>1. Definition of population and sample</td>
<td>Focus and answering question</td>
<td>• Whiteboard</td>
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</tr>
<tr>
<td>• Ask about definition of population and sample of research nutrition</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Write student answer on whiteboard</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Give comment and conclude definition of population and sample of research nutrition</td>
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<tr>
<td>2. How to choose sample</td>
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<tr>
<td>• Ask about how to choose sample of research nutrition</td>
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<tr>
<td>• Write student answer on whiteboard</td>
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<tr>
<td>• Give comment and conclude how to choose sample of research nutrition</td>
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<tr>
<td><strong>Closing</strong></td>
<td>Answer question</td>
<td>• Whiteboard</td>
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<tr>
<td>Close class:</td>
<td>Focus and comment</td>
<td>• OHP/transparency</td>
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<tr>
<td>• Give question to 3-4 students about the topic.</td>
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<tr>
<td>• Give clarification to student answer.</td>
<td></td>
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</tr>
<tr>
<td>• Ask to student about unclear lesson.</td>
<td></td>
<td></td>
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<tr>
<td>• Give more explanation</td>
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<tr>
<td>• Give short explanation about next meeting.</td>
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<td></td>
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</table>

E. Reference:

TEACHING EVENT UNIT

SUBJECT: Research Methodology
CODE: KUG241
SCS: 2
TIME: 2 x 50 min
MEETING: VII

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can explain research instrument and data collecting (80% correct).

B. Topic: Research instrument and data collecting

C. Sub topic:
   1. Definition of research instrument
   2. Data collecting technique

D. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
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<tbody>
<tr>
<td>Opening</td>
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<td>Focus</td>
<td>• OHP/Transparency</td>
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<tr>
<td></td>
<td>2. Explain the advantage of nutrition research methodology</td>
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<td>• OHP/Transparency</td>
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<tr>
<td></td>
<td>3. Explain competition, TGI and TSI</td>
<td></td>
<td>• OHP/Transparency</td>
</tr>
</tbody>
</table>
### Teaching

1. **Definition of research instrument**
   - **Ask about definition of research instrument of research nutrition**
   - Write student answer on whiteboard
   - Give comment and conclude definition of research instrument of research nutrition

2. **Data collecting technique**
   - **Ask about data collecting technique of research nutrition**
   - Write student answer on whiteboard
   - Give comment and conclude data collecting technique of research nutrition

### Closing

**Close class:**
- Give question to 3-4 students about the topic.
- Give clarification to student answer.
- Ask to student about unclear lesson.
- Give more explanation
- Give short explanation about next meeting.

### Answer and ask
- Focus and answering question

### Answer question
- Focus and comment

### Reference:

TEACHING EVENT UNIT

SUBJECT : Research Methodology
CODE : KUG241
SCS : 2
TIME : 2 x 50 min
MEETING : VIII

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can explain processing and data analysis (80% correct).

B. Topic : Processing and data analysis

C. Sub topic :
   1. Data collecting
   2. Data Analysis

D. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
</tr>
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</table>
| Opening  | 1. Explain topic of meeting VIII  
2. Explain the advantage of nutrition research methodology  
3. Explain competention, TGI and TSI | Focus | • OHP/Transparancy  
• OHP/Transparancy  
• OHP/Transparancy |
### Teaching

1. Data collecting
   1. Ask about data collecting of research nutrition
   2. Write student answer on whiteboard
   3. Give comment and conclude definition of research instrument of research nutrition

2. Data analysis
   - Ask about data analysis of research nutrition
   - Write student answer on whiteboard
   - Give comment and conclude data analysis of research nutrition

### Closing

Close class:
- Give question to 3-4 students about the topic.
- Give clarification to student answer.
- Ask to student about unclear lesson.
- Give more explanation
- Give short explanation about next meeting.

Answer question
Focus and comment

- OHP/transparency
- Whiteboard

### Reference:


TEACHING EVENT UNIT

SUBJECT : Research Methodology
CODE : KUG241
SCS : 2
TIME : 2 x 50 min
MEETING : IX

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can explain how to write research report (80% correct).

B. Topic : How to write research report

C. Sub topic :
   1. Report Systematic
   2. How to write research report
   3. How to write bibliography

D. Activity of Teaching

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
<th>TOOLS OF TEACHING</th>
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<tbody>
<tr>
<td>Opening</td>
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### Teaching

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<td>- Give comment and conclude report systematic of research nutrition</td>
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<td>- Give question to 3-4 students about the topic.</td>
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<td>- Give clarification to student answer.</td>
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<td>- Ask to student about unclear lesson.</td>
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<td>- Give more explanation</td>
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<td>- Give short explanation about next meeting.</td>
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### E. Reference:


TEACHING EVENT UNIT

SUBJECT : Research Methodology
CODE : KUG241
SGS : 2
TIME : 2 x 50 min
MEETING : X, XI, XII, XIII, XIV, XV

A. Instructional Target

1. TARGET OF GENERAL INSTRUCTIONAL
   After follow this subject, students can arrange research proposal without view class note.

2. TARGET OF SPECIFIC INSTRUCTIONAL
   Students can arrange research proposal (80% correct).

B. Topic : Arrange research proposal

C. Sub topic :
   1. Arrange research proposal
   2. Research proposal presentation

D. Activity of Teaching

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<tr>
<th>ACTIVITY</th>
<th>ACTIVITY OF LECTURER</th>
<th>ACTIVITY OF STUDENTS</th>
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</table>
| 1. Guiding student about research proposal presentation  
- Ask about research proposal content of research nutrition  
- Write student answer on whiteboard  
- Give comment and conclude research proposal content of research nutrition | Close class:  
- Give question to 3-4 students about the topic.  
- Give clarification to student answer.  
- Ask to student about unclear lesson.  
- Give more explanation  
- Give short explanation about next meeting. | Answer and ask  
Focus and answering question | Answer question  
Focus and comment |

**E. Reference:**


OUTLINES PROGRAM EDUCATION
GARIS-GARIS BESAR PROGRAM PENGAJARAN

SUBJECT: Determination of Nutrition Status
CODE/SCS: KUG334P / 3 SCS
SEMESTER: III

DESCRIPTION
This subject study about basic concept, principal, & way to score nutrition status and its applying on people and group of society

GENERAL INSTRUCTIONAL TARGET
After finishing this study students are expected can make scoring nutrition status and its applying on people and group of society

<table>
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<th>Sub topic</th>
<th>Time estimation</th>
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| 1  | - Explain reality of nutrition status  
- Explain reality of nutrition status scoring  
- Explain influencing factors of nutrition status | Reality of nutrition status & scoring of nutrition status | - definition & nutrition status principal  
- definition & scoring of nutrition status principal  
- influencing factors of nutrition status  
- method of nutrition status scoring | 20 | 1. Almastier Prinsip Dasae Ilmu Gizi, Gramedia, Jakarta  
| 2  | - Explain natural history of nutrition problem  
- Explain agent of nutrition problem | Problem of nutrition & its relation with agent, host, & environment | -host  
-environment | 50 | 1. Oxford University New York  
2. Gibson RS, 1990. Principles of |
| 3  | - Explain reality of growth  
- Explain type of growth | Growth as | - basic concept of | 30 | 1. Oxford University New York  
2. Gibson RS, 1990. Principles of |
| 4 | Explain reality of anthropometric parameter |
| 5 | Explain reality of anthropometric index |
| 6 | Explain mistakes in measuring |

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<td>Mention according to used of nutrition status scoring in hospital</td>
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CONTRACT LECTURING.

SUBJECT : Determination of Nutrition Status
CODE : KUG334P
SCS : 3 SCS
SEMESTER : III
SUPERVISOR : Ali Rosidi, SKM, M Si
SCHEDULE : Wednesday 14.00-17.00
MEETING PLACE : Room F

1. BENEFIT
Quality of human resource is not quit of its health. Healthy Body human being need various type of nutrient to execute its everyday activity. Health coming from pattern food consumptio or life style in consuming everyday food, to look in the form of situation of status or nutrition. Because its problem, this study require to be submitted to utilize to assist student obtain the understanding of comprehensive and also can apply it in scoring status of nutrition to society group and also individual.

2. DESCRIPTION
This study including matery of basic concept, principal & way to scoring nutrition status and its applyng to society & indivudu. Each topic will be submitted by relate it or giving examples of problem that happened in society.

3. INSTRUCTIONAL TARGET
TIU
Having completed this subject, student expected can unite elementary concept nutrition science to constitute and formulate concept in next nutrition science

TIK
After following this study student will be able to :

1. explain basic concept nutrition status scoring
2. apply principal of nutrition status scoring on individu & society

4. LECTURING STRATEGY
The method of this study are discoursing, strategy of active learning & strategy of collaborative cooperative study

5. Book / fundamental reading in this lecturing are:

6 DUTY
There are some certain topic which oblige student make duty, that is in the form of handing out, made to team each 3 student. Each student given time 3 day of to finish the duty.

7 ASSESSMENT CRITERIA
Assessment is conducted according to regulation from Program Study.
Absence : 5%
Group duty : 15%
Individual duty : 20%
Activity in class : 10%
UTS : 20%
UAS : 30%

8 SCHEDULE

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<td>Growth as basic of nutrition anthropometri</td>
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<td>Parameter anthropometri &amp; measurement of body composition</td>
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<td>Index of Nutrition anthropometri</td>
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<td>Technique accounting of anthropometri nutrition index</td>
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UNIT of EVENT INSTRUCTION
(SATUAN ACARA PENGAJARAN/SAP)

SUBJECT : Determination of Nutrition Status
CODE : KUD334P
SCS (System Credit Semester) : 3 SCS
TIME MEETING : 3 X 60 Minutes
MEETING : 1,2

A. INSTRUCTIONAL TARGET
1. TIU: student can execute nutrition status scoring to individual or society
2. TIK (meeting 1)
   a. After following this study student can explain reality of nutrition status
   b. After following this study student can explain reality of nutrition status scoring
   c. After following this study student can explain factors which influence nutrition status
   d. After following this study student can explain method of nutrition status scoring
   e. After following this study student can explain nature history of nutrition status
   f. After following this study student can explain agent of nutrition status problem
   g. After following this study student can explain host of nutrition status problem
   h. After following this study student can explain environment of nutrition status problem

TIK (meeting 2)

   a. After following this study student can explain basic concept of growth
   b. After following this study student can explain type of growth
   c. After following this study student can explain reality of antropometri
   d. After following this study student can explain type of measurement
   e. After following this study student can explain benefit & loss of antropometri measurement
   f. After following this study student can explain reality of antropometri parameter
   g. After following this study student can explain type of antropometri parameter
h. After following this study student can explain measurement method

B  TOPIC
1  Reality of nutrition status scoring & relation between nutrition problem with host, agent, & environment
2  Growth, antropometri, & Measurement of Body Composition

C  SUB TOPIC
1.1 Definition & Principal of Nutrition Status Scoring
1.2 Factors which influence Nutrition Status
1.3 Method of Nutrition Status Scoring
1.4 Nature history of nutrition problem
1.5 Agent of nutrition problem
1.6 Host of nutrition problem
1.7 Environment of nutrition problem

2.1 Basic concept of growth
2.2 Type of growth
2.3 Definition & antropometri principal
2.4 Type of antropometri measurement
2.5 Benefit & loss of PSG antropometricaly
2.6 Definition & antropometri principal & measurement of body composition
2.7 Type of antropometri parameter & measurement of body composition
2.8 Measurement Method of each parameter & measurement of body composition

D  LECTURING ACTIVITY

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<th>Lecturer activity</th>
<th>Student Activity</th>
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**E  EVALUATION**

1.1 Explain influencing factors of nutrition status
1.2 Mention method of nutrition status
1.3 Mention agent, host, and environment of nutrition problem
1.4 Mention type of growth
1.5 Explain definition of antropometri principal
1.6 Mention parameter of antropometri & measurement of body composition

**F  REFERENCE**

1. AlmastierPrinsip Dasae Ilmu Gizi. Gramedia, Jakarta