

**RENCANA PROGRAM DAN  
KEGIATAN PEMBELAJARAN SEMESTER  
(RPKPS)**



Sanitasi Lingkungan  
Semester 2/2 SKS/KUI-6241  
Program Studi S2 Ilmu Kesehatan Masyarakat

Oleh:

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**Universitas Gadjah Mada  
Fakultas Kedokteran, Kesehatan Masyarakat dan Keperawatan  
2019**



## Universitas Gadjah Mada

Fakultas Fakultas Kedokteran, Kesehatan Masyarakat, dan Keperawatan  
Departemen/Program Studi S2 Ilmu Kesehatan Masyarakat

### RENCANA PROGRAM DAN KEGIATAN PEMBELAJARAN SEMESTER (RPKPS)

Kode Mata Kuliah	Nama Mata Kuliah	Bobot (sks)	Semester	Status Mata Kuliah	Mata Kuliah Prasyarat																														
KUI-6241	Environmental Sanitation	2	2	Core	-																														
Capaian Pembelajaran Lulusan (CPL) yang dibebankan pada MK	<p><i>ELO 2. Able to analyze public health programs from 5 core public health principles</i>  <i>ELO 3. Able to conduct and publish research</i>  <i>ELO 4. Able to create effective, efficient and sustainable public health programs and health service deliveries</i></p>																																		
Capaian Pembelajaran Mata Kuliah (CPMK)	<b>CPMK1</b>	Able to understand the principles of environmental sanitation and its application in various settings.																																	
	<b>CPMK2</b>	Able to design research / analysis related to sanitation																																	
	<b>CPMK3</b>	Able to design a sanitation health program																																	
	<b>CPMK4</b>	Able to evaluate sanitation programs																																	
	<b>CPMK5</b>																																		
	<b>CPMK n</b>																																		
Pemetaan CPL dengan CPMK	<table border="1"> <thead> <tr> <th></th> <th>CPMK 1</th> <th>CPMK 2</th> <th>CPMK 3</th> <th>CPMK 4</th> </tr> </thead> <tbody> <tr> <td>ELO 2</td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>ELO 3</td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>ELO 4</td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> </tbody> </table>						CPMK 1	CPMK 2	CPMK 3	CPMK 4	ELO 2	X			X	ELO 3		x			ELO 4			x	x										
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ELO 2	X			X																															
ELO 3		x																																	
ELO 4			x	x																															
Deskripsi Singkat Mata Kuliah	<p>This lecture will provide opportunities for students to learn the theory of environmental sanitation and its application in a variety of scopes. Topics in the lectures include exposure to various types of environmental sanitation problems, sanitation standardization, management of assessment of environmental sanitation conditions both macro and micro, and interventions that can be applied to sanitation problems. This lecture will also discuss food sanitation which covers sanitation problems in livestock products to sanitation evaluation based on GMP and HACCP. Lectures are conducted with face-to-face lectures, group discussions, and practical sessions at the Faculty of Agriculture. Through this lecture, students are expected to be able to understand the principles of environmental sanitation and its application in a variety of settings. Students are expected to be able to conduct sanitation problem assessments, design interventions with appropriate methods, and run sanitation program evaluation programs.</p>																																		
Bahan Kajian/Materi Pembelajaran	<ol style="list-style-type: none"> <li>1. Introduction to Environmental Sanitation and its Relevance to Public Health</li> <li>2. Safe Sanitation System</li> <li>3. Risk Assessment in Sanitation</li> <li>4. Sanitation System Interventions</li> <li>5. Sanitation Behavioral Interventions</li> <li>6. Introduction to Food Sanitation</li> <li>7. Composition and Characteristics of Milk and Bacterial Detection as Indicators of Sanitation</li> <li>8. Evaluation of Milk Sanitation, GMP and HACCP</li> <li>9. Meat Sanitation, Standards of Meat Quality and Sanitation of Imported Meat</li> <li>10. Sanitation of Eggs and Chicken Coops</li> <li>11. Practical Session at the Faculty of Agriculture</li> <li>12. Practical Session at the Faculty of Agriculture</li> </ol>																																		
Metode Penilaian dan Kaitan dengan CPMK	<table border="1"> <thead> <tr> <th>Komponen Penilaian</th> <th>Persentase</th> <th>CPMK 1</th> <th>CPMK 2</th> <th>CPMK 3</th> <th>CPMK 4</th> </tr> </thead> <tbody> <tr> <td>Exam</td> <td>50%</td> <td>X</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>Assignment</td> <td>30%</td> <td></td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>Discussion</td> <td>10%</td> <td></td> <td>x</td> <td>x</td> <td>X</td> </tr> <tr> <td>Attendance</td> <td>10%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Komponen Penilaian	Persentase	CPMK 1	CPMK 2	CPMK 3	CPMK 4	Exam	50%	X			x	Assignment	30%		X	X		Discussion	10%		x	x	X	Attendance	10%				
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Daftar Bahan dan Referensi	<ol style="list-style-type: none"> <li>1. WHO. Guidelines on Sanitation and Health. 2018</li> </ol>																																		

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Nama Dosen Pengampu ( <i>Team Teaching</i> )	Prof. Dr. dr. Adi Heru Sutomo, M.Sc Prof. Dr. Ir. Nurliyani, MS			
<b>Otorisasi</b>	Tanggal Penyusunan	Koordinator Mata Kuliah  <i>Tanda Tangan</i> <i>Nama Terang</i>	Koordinator Bidang Keahlian (Jika Ada)  <i>Tanda Tangan</i> <i>Nama Terang</i>	Ketua Program Studi  <i>Tanda Tangan</i> <i>Nama Terang</i>

## Rencana Kegiatan Pembelajaran Mingguan (RKPM)

Minggu Ke-	Sub-CPMK (Kemampuan Akhir yang Direncanakan)	Metode Penilaian			Bahan Kajian (Materi Pembelajaran)	Metode Pembelajaran	Beban Waktu Pembelajaran	Pengalaman Belajar Mahasiswa	Media Pembelajaran	Pustaka dan Sumber Belajar Eksternal
		Indikator	Komponen	Bobot (%)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Students are expected to explain the impact of sanitation on health	Answering exam questions correctly  Active in discussion, appropriate content in discussion	Exam  Discussion	4%  1%	Introduction to Environmental Sanitation and its Relevance to Public Health	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	WHO. Guidelines on Sanitation and Health. 2018
2	Students are expected to be able to identify sanitation problems in the urban setting	Answering exam questions correctly  Active in discussion, appropriate content in discussion	Exam  Discussion	4%  1%	Safe Sanitation System	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	WHO. Guidelines on Sanitation and Health. 2018

3	Students are expected to be able to design a risk assessment method for sanitation problems	Answering exam questions correctly  Active in discussion, appropriate content in discussion	Exam  Discussion	4%  1%	Risk Assessment in Sanitation	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	WHO. Guidelines on Sanitation and Health. 2018  Almedom, A. Hygiene Evaluation Procedures: Approaches and Methods for Assessing Water – and Sanitation – related Hygiene Practices (1997)
4	Students are expected to be able to explain various types of sanitation interventions.	Answering exam questions correctly  Active in discussion, appropriate	Exam  Discussion	4%  1%	Sanitation System Interventions	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	WHO. Guidelines on Sanitation and Health. 2018

	Students are expected to be able to design health programs for sanitation problems	te content in discussion								Clasen TF, Bostoan K, Schmidt WP, Boisson S, Fung ICH, Jenkins MW, Scott B, Sugden S, Cairncross S. Interventions to improve disposal of human excreta for preventing diarrhoea. Cochrane Database of Systematic Reviews 2010, Issue 6. Art. No.: CD007180. DOI: 10.1002/14651858.CD0
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5	Students are expected to be able to explain	Answering exam	Exam	4%	Sanitation Behavioral Interventions	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	WHO. Guidelines

	various types of sanitation interventions.  Students are expected to be able to design health programs for sanitation problems	questions correctly  Active in discussion, appropriate content discussion	Discussion	1%						on Sanitation and Health. 2018  Hans-Joachim Mosler (2012) A systematic approach to behavior change interventions for the water and sanitation sector in developing countries: a conceptual model, a review, and a guideline, International Journal of Environmental Health Research, 22:5, 431-
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										449, DOI: 10.1080/09 603123.201 1.650156
6	Students are expected to be able to explain the principle of sanitation in food	Answering exam questions correctly  Active in discussion, appropriate content in discussion	Exam  Discussion	4%  1%	Introduction to Food Sanitation	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Mariott, S., Schilling, W., Gravani, R. Principles of Food Sanitation Sixth Ed. Switzerland: Springer; 2018
7	Students are expected to be able to analyze the quality of milk and milk products	Answering exam questions correctly  Active in discussion, appropriate content in discussion	Exam  Discussion	4%  1%	Composition and Characteristics of Milk and Bacterial Detection as Indicators of Sanitation	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Mariott, S., Schilling, W., Gravani, R. Principles of Food Sanitation Sixth Ed. Switzerland: Springer; 2018

8	<p>Students understand the standard of sanitation for milk</p> <p>Students are expected to be able to evaluate milk sanitation</p>	<p>Answering exam questions correctly</p> <p>Active in discussion, appropriate content in discussion</p>	<p>Exam</p> <p>Discussion</p>	<p>4%</p> <p>1%</p>	<p>Evaluation of Milk Sanitation, GMP and HACCP</p>	<p>Face to face lecture and discussion</p>	<p>2 x 50 minutes</p>	<p>Discussion</p>	<p>Powerpoint presentation</p>	<p>Mariott, S., Schilling, W., Gravani, R. Principles of Food Sanitation Sixth Ed. Switzerland: Springer; 2018</p> <p>Arvanitoyannis, I. HACCP and ISO 22000: Application to Foods of Animal Origin. Singapore: Wiley-Blackwell; 2019</p>
9	<p>Students are expected to be able to assess the quality of meat</p>	<p>Answering exam questions correctly</p> <p>Active in discussion</p>	<p>Exam</p> <p>Discussion</p>	<p>4%</p> <p>1%</p>	<p>Meat Sanitation, Standards of Meat Quality and Sanitation of Imported Meat</p>	<p>Face to face lecture and discussion</p>	<p>2 x 50 minutes</p>	<p>Discussion</p>	<p>Powerpoint presentation</p>	<p>Mariott, S., Schilling, W., Gravani, R. Principles of Food</p>

		n, appropriate content in discussion								Sanitation Sixth Ed. Switzerland: Springer; 2018
10	Students are expected to be able to assess the sanitation of eggs and cages	Answering exam questions correctly  Active in discussion, appropriate analysis in discussion	Exam  Discussion	4%  1%	Sanitation of Eggs and Chicken Coops	Face to face lecture and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Mariott, S., Schilling, W., Gravani, R. Principles of Food Sanitation Sixth Ed. Switzerland: Springer; 2018
11	Students are expected to be able to demonstrate skills in environmental sanitation programs for livestock	Answering exam questions correctly  Demonstrates appropriate skills in practical assignments	Exam  Assignment	4%  15%	Practical Session at the Faculty of Agriculture	Practical session	2 x 50 minutes	Practice	Agricultural tools	Mariott, S., Schilling, W., Gravani, R. Principles of Food Sanitation Sixth Ed. Switzerland: Springer; 2018

12	Students are expected to be able to demonstrate skills in environmental sanitation programs for livestock	Answering exam questions correctly  Demonstrates appropriate skills in practical assignments	Exam  Assignment	4%  15%	Practical Session at the Faculty of Agriculture	Practical session	2 x 50 minutes	Practice	Agricultural tools	Mariott, S., Schilling, W., Gravani, R. Principles of Food Sanitation Sixth Ed. Switzerland: Springer; 2018
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**Keterangan :**

**Penilaian pembelajaran (3), (4), (5) dapat berupa:**

Metode:

Tatap muka: observasi, tes tertulis, kuis, dsb

Daring: tugas *essay*, *feedback*, penilaian teman sejawat, penyusunan proposal, penyusunan paper, dsb

Instrumen

Tatap muka: soal *essay*, dsb

Daring: pilihan ganda, dsb

Bobot nilai

**Bahan kajian (6) dapat berupa:**

Sumber belajar yang diberikan oleh pengampu MK, jelaskan substansinya

Sumber belajar yang diperoleh mahasiswa secara online dalam bentuk teks, *slides*, *audio*, *video* dsb, jelaskan substansinya.

**Metode pembelajaran (7) dapat berupa:**

Metode tatap muka: pemaparan, *collaborative learning*, *problem based learning*, dsb

Metode daring: *self learning*, tugas terstruktur, *essay writing*, dsb

**Beban waktu pembelajaran (8):**

Tatap muka 2 x 50 menit, atau

Daring 2 x 60 menit belajar mandiri, 2 x 60 menit tugas terstruktur

**Pengalaman belajar/aktivitas mahasiswa (9) dapat berupa:**

Tatap muka: belajar berkelompok, berdiskusi, berdebat secara konstruktif, pemecahan masalah, dsb

Daring: belajar mandiri, berlatih mengkaji literature, berlatih menulis *essay*, dsb

**Media pembelajaran (10) dapat berupa:**

Tatap muka: computer, in focus, alat tulis, alat peraga, dsb

Daring: computer, *gadget*, akses internet, dsb