



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Cakes and Pastries	8321102082		T=1 P=1 ECTS=3.18	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
.....	Dr. Hj. Sri Handajani, S.Pd., M.Kes.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
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	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	study of the concept and application of commercial western cake products in the food service industry. The discussion includes the basic concepts of cake and pastry, equipment for making dough from cake and pastry products, basic and additional ingredients and their functions in making dough from cake and pastry products, techniques and procedures for making batter, biscuit, cake and pastry dough using various forms of learning in the form of lectures, demonstrations, group discussions, designing, group practice using a problem-based learning model and ending with a competency test.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Annonimus. 2003. The Essence of Modern Bakery and Pastry Delicious. Jakarta:Trans. 2. Chung, Roy . 2002. US. Wheat Associates . Thailand. (Tidak dipublikasikan) 3. Crawford, Rick Douglas. 2014. Opening and Operating a Retail Bakery . New Jersey: John Wiley & Sons. 4. Gisslan, Wayne. 2005 . Proffesional Baking (Fourth Edition) . New York: John Wiley and Sons. 5. Harvey Lang, Jennifer. 1988 . Larousse Gastronomique. New York: Publishers, Inc. 6. Hawkins, Kathryn. 2012. Bread making: Self Sufficiency . London: New Holland Publishers Ltd. 7. Jeanne Himich Freeland, Graves and Peckham, Gladys. 1987 . Foundations of Food Preparation. New York:Macmillan Publishing Co. 8. Mc. Williams, Margaret. 1985 . Food Fundamentals . New York:John Wiley and Sons. 9. Masi, Noble. 2011. Baking Fundamentals . New York: Prentice Hall: Pearson 10. . The Culinary Institute of America. 2014. In the Hands of a Bakers . New Jersey: John Wiley & Sons. 11. . US. Wheat Association. 1983 . Pedoman Pembuatan Roti dan Kue . Jakarta: Djambatan 12. . Buku Ajar Bakery dan Pastry. <p>Supporters:</p>
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Supporting lecturer	Dra. Lucia Tri Pangesthi, M.Pd. Nugrahani Astuti, S.Pd., M.Pd. Annisa Nur'aini, S.Pd., M.Pd.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Able to understand the basic concepts of commercial continental cakes in the food service industry	1. Outline the chronological history of the development of bakery & pastry, 2. Describe the definition of cake and pastry 3. Classify the types of dough 4. Identify the characteristics of each type of dough 5. Describe the organizational structure of the bakery and pastry kitchen.	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Discussion 3. Question and answer 4. Assignment to work on LKM: Basic concepts of cake and pastry, which is shared in the Whatsapp group Cake and Pastry 2019 Class A and Class B 5. Reading the module: Basic concepts of cake and pastry shared in the Whatsapp group Cake and Pastry 2019 Class A and Class B 3 X 50			0%
2	Able to operate cake and pastry production equipment	1. Define the meaning of cake and pastry equipment 2. Classify the types of cake and pastry equipment 3. Explain the function of bakery and pastry equipment 4. Explain how to operate cake and pastry equipment	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture with synchronous (online) meeting via the Zoom platform (Privately owned, capacity of 100 people, unlimited time duration) 2. Discussion 3. Question and answer 4. Assignment to work on an LKM regarding identification of continental cake making equipment which is shared via the Whatsapp Cake group and Pastry classes A and B 5. Reading module: Cake and pastry equipment shared via the Whatsapp group Cake and Pastry classes A and B 3 X 50			0%

3	Able to understand the basic ingredients of dough	1. Describe the meaning of basic ingredients 2. Classify basic ingredients based on function (cake frame forming ingredients, tenderizing ingredients, flavoring ingredients, raising ingredients) 3. Mention the types of basic dough ingredients 4. State the function basic ingredients for dough 5. Explain how to store basic ingredients for dough	Criteria: Full marks are obtained if you do all the questions correctly	1. Lectures with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Discussion 3. Question and answer 4. Assignment to work on LKM: identify ingredients in various continental cake mixes shared in the group whatsapp cake and patty Class A and B 3 X 50			0%
4	Able to understand additional dough ingredients	1. Explain the meaning of additional ingredients, 2. Classify additional dough ingredients (filling ingredients, covering/topping ingredients, flavoring and aroma ingredients, coloring ingredients, raising ingredients, emulsifiers, softening ingredients) 3. Mention the types of dough additives 4 . State the function of additional dough ingredients. 5. Explain how to store additional ingredients	Criteria: Full marks are obtained if you do all the questions correctly	1. Lectures with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Discussion 3. Questions and answers 4. Assignment to work on LKM: identify ingredients in various continental cake mixes shared on Whatsapp Cake and Pastry group classes A and B 5. Reading module: identify ingredients in various continental cake mixes shared on WhatsApp group Cake and Pastry classes A and B 3 X 50			0%

5	Able to understand the concept of batters	1. Explain the meaning of batter 2. Classify batter dough 3. Identify batter components 4. Explain the procedure for making batter 5. Explain how to serve various batter products	Criteria: Full marks are obtained if you do all the questions correctly	1. Lectures with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Discussion 3. Questions and answers 4. Assignment to work on LKM: batter dough which is shared on the whatsapp group Cake and pastry class A and B 5. Reading module: batter dough shared on whatsapp group Cake and pastry classes A and B 3 X 50			0%
6	Able to process various batter products	1. Preparing batter ingredients 2. Preparing equipment for making batter batter 3. Processing various batter batter products 4. Serving various batter products	Criteria: Full marks are obtained if you carry out the procedures for making various products from batter dough correctly	1. Presentation related to LKM: batter dough with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Direct learning model for practicing batter dough: - Carrying out activities to select materials for making batter products - Carrying out activities to select equipment for making batter products - Making batter products - Making batter practice reports with 3 X 50 asynchronous meetings			0%

7	Able to understand the concept of biscuit	1. Describe biscuits 2. Classify biscuits 3. Identify biscuit components 4. Explain biscuit making techniques 5. Explain biscuit making procedures	Criteria: Full marks are obtained if you do all the questions correctly	1. Lectures with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Discussion 3. Questions and answers 4. Assignment to work on LKM: biscuit dough which is shared on the whatsapp group Cake and pastry class A and B 5. Reading module: biscuit dough shared on WhatsApp group Cake and pastry classes A and B 3 X 50			0%
8	Midterm Exam		Criteria: 1.No 2.Indicator 3.Score 4.Rubric 5.A 6.Determine the cake recipe 7.10 8.There is a complete cake recipe, illustrated and accompanied by a site address 9.7.5 10.There is a complete cake recipe, no pictures but accompanied by a site address 11.5 12.There is a complete cake recipe, with pictures but without a website address 13.B 14.1 15. Identify flour components 16.7.5 17. There is an explanation of the type of flour and protein content of the type of flour used 18.5 19. There is an explanation of the types of flour with characteristics other than the protein content of the type of flour used 20.2.5 21. There is an explanation of the type of flour used 22.2 23. Identify flour components 24.10 25. There is a	Implementation was carried out by holding a synchronous meeting via the zoom platform and continuing to share the UTS questions on the WhatsApp group Cake and Pastry classes A and B. The exam results were sent to the lecturer's email according to the time limit set in the instructions for completing the UTS questions. 3 X 50			0%

complete explanation of the components of flour along with the reasons
26.7.5
27. There is an incomplete explanation of the components of flour along with the reasons
28.5
29. There is a complete explanation of the components of flour without providing a reason
30.2.5
31. There is an incomplete explanation of flour components without a reason
32.3
33. Identify types of sugar
34.10
35. There is an identification of the type of sugar with the reasons for choosing it correctly
36.7.5
37. There is an identification of the type of sugar with the reason that the selection is not appropriate
38.5
39. There is an identification of the type of sugar without giving a reason for the choice
40.2.5
41. There are reasons for choosing the type of sugar without stating the type of sugar
42.4
43. Identify the properties of sugar based on its role in the dough
44.10
45. There are complete characteristics of sugar according to the type of dough with explanations
46.7.5
47. There are properties of sugar according to the type of dough reaching 75% along with explanations
48.5
49. There are properties of sugar according to the type of dough reaching

50% along with explanations
50.2.5
51. There are properties of sugar according to the type of dough reaching 25% along with explanations
52.5
53. Explain how to store sugar
54.5
55. There are ways to store sugar related to its properties
56.2.5
57. There are ways to store sugar without being linked to its properties
58.6
59. Identify the type of shortening
60.10
61. There is an identification of the type of shortening along with the correct reasons
62.7.5
63. There is an identification of the type of shortening accompanied by an inaccurate reason
64.5
65. There is an identification of the type of shortening accompanied by an incorrect reason
66.2.5
67. There is an identification of the type of shortening without a valid reason
68.7
69. Explain the parts of eggs and their role in making dough
70.10
71. There is an explanation of the parts of eggs and their role in making dough correctly
72.7.5
73. There is an explanation of the parts of eggs and their role in making dough, but it is not precise
74.5
75. There is an explanation of the role of eggs in making dough correctly
76.2.5
77. There is an explanation of the

exact part of eggs
in making dough
without explaining
their role in
making dough
78.8
79.Explain how to
store eggs with
reasons
80.7.5
81.There is an
explanation of
how to store eggs
with the right
reasons
82.5
83.There is an
explanation of
how to store eggs
with reasons that
are not correct
84.2.5
85.There is an
explanation of
how to store eggs
without including
a reason
86.9
87.Explain the
relationship
between the shelf
life of eggs and
their function in
dough with
examples of
dough
88.10
89.There is an
explanation of the
relationship
between the shelf
life of eggs and
their function in
the dough,
accompanied by
appropriate
examples
90.7.5
91.There is an
explanation of the
relationship
between the shelf
life of eggs and
their function in
the dough, along
with examples
that are not quite
right
92.5
93.There is an
explanation of the
relationship
between the shelf
life of eggs and
their function in
the dough without
examples
94.2.5
95.There is an
explanation of the
correct dough
example
96.10
97.Choosing a
chemical
developer with
reasons
98.10
99.There is an
explanation of the
choice of type of
chemical
developer with
appropriate
reasons
100.7.5

			<p>101. There is an explanation of the choice of type of chemical developer with inaccurate reasons</p> <p>102.5</p> <p>103. There is an explanation of the choice of type of chemical developer without any reasons</p> <p>104.2.5</p> <p>105. There is an explanation of the reasons for choosing an inappropriate chemical</p>			
9	Able to process various biscuit products	<p>1. Preparing biscuit ingredients</p> <p>2. Preparing biscuit dough making equipment</p> <p>3. Processing various biscuit dough products</p> <p>4. Serving various biscuit products</p>	<p>Criteria</p> <p>Developer</p> <p>Full marks are obtained if you carry out the procedures for making various products from biscuit dough correctly</p>	<p>1. Presentation related to LKM: biscuit dough with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration)</p> <p>2. Direct learning model for practicing biscuit dough: -</p> <ul style="list-style-type: none"> - Carrying out activities to choose ingredients for making biscuit products - Carrying out activities to select equipment for making biscuit products - Making biscuit products - Making biscuit practice reports with <p>3 X 50 asynchronous meetings</p>		0%

10	Able to understand the concept of cake	1. Describe the meaning of cake 2. Classify cake 3. Identify cake components 4. Explain cake making techniques 5. Explain cake making procedures based on	Criteria: Full marks are obtained if you do all the questions correctly	1. Lectures with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Discussion 3. Questions and answers 4. Assignment to work on LKM: cake dough which was shared on the whatsapp cake and pastry group for classes A and B 5. Reading the module: cake dough which was distributed on the whatsapp group for cake and pastry classes A and B 3 X 50			0%
11	Able to process various Swiss roll products, chiffon cake, Lapis Surabaya	1. Preparing ingredients for Swiss roll, chiffon cake, Lapis Surabaya 2. Preparing equipment for making Swiss roll dough, chiffon cake Lapis Surabaya, 3. Processing various Swiss roll dough products, chiffon cake, Lapis Surabaya 4. Serving various Swiss roll products, chiffon cake, Lapis Surabaya	Criteria: Full marks are obtained if you carry out the procedures for making Swiss roll, chiffon cake, Lapis Surabaya correctly	1. Presentation related to LKM: cake dough (Swiss roll, chiffon cake, Lapis Surabaya) with synchronous (online) meetings via the Zoom platform (Privately owned, capacity of 100 people, unlimited time duration) 2. Direct learning model for practicing dough cake: - Carry out activities to select ingredients for making Swiss roll products, chiffon cake, Lapis Surabaya - Carry out activities to select equipment for making Swiss roll products, chiffon cake, Lapis Surabaya - Make Swiss roll products, chiffon cake, Lapis Surabaya - Make Swiss roll practice reports, chiffon cake, Lapis Surabaya with 3 X 50 asynchronous meetings			0%

12	Able to process various fruit cake, chocolate cake, cheese cake products	1. Prepare ingredients for fruit cake, chocolate cake, cheese cake 2. Prepare equipment for making fruit cake, chocolate cake, cheese cake dough 3. Process various fruit cake, chocolate cake, cheese cake dough products 4. Serve various fruit cake, chocolate cake products , cheesecake	Criteria: Full marks are obtained if you carry out the procedures for making fruit cake, chocolate cake, cheese cake correctly	1. Presentation related to LKM: cake dough with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Direct learning model for practicing cake dough: - Carrying out activities to select ingredients for making cake products - Carrying out activities to select equipment for making cake products - Making cake products - Making cake practice reports with asynchronous meetings. 3 X 50			0%
13	Able to understand the concept of pastry	1. Describe the meaning of pastry 2. Classify pastry 3. Identify the components of pastry 4. Explain pastry making techniques 5. Explain the procedure for making pastry	Criteria: Full marks are obtained if you do all the questions correctly	1. Lectures with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Discussion 3. Questions and answers 4. Assignment to work on LKM: pastry dough which is shared on the class WhatsApp group Cake and Pastry A and B 5. Reading the module: pastry dough shared on the WhatsApp group Cake and Pastry classes A and B 3 X 50			0%

14	Able to process various short crust pastry products, choux paste	1. Prepare ingredients for short crust pastry and choux paste 2. Prepare equipment for making short crust pastry and choux paste 3. Process various short crust pastry dough products crust pastry and choux paste 4. Serve various short crust pastry and choux paste and choux paste products	Criteria: Full marks are obtained if you carry out the procedures for making various products from short crust pastry dough and choux paste correctly	1. Presentation related to LKM: pastry dough with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Direct learning model for practicing short crust pastry and choux paste: - Carrying out choosing activities short crust pastry and choux paste ingredients - Carrying out activities to select equipment for making short crust pastry and choux paste - Making short crust pastry products - Making short crust pastry practice reports which are carried out asynchronously. 3 X 50			0%
15	Able to process various puff pastry products	1. Prepare puff pastry ingredients 2. Prepare puff pastry dough making equipment 3. Process various puff pastry dough products 4. Serve various puff pastry products	Criteria: Full marks are obtained if you carry out the procedures for making various products from puff pastry dough correctly	1. Presentation related to LKM: pastry dough with synchronous (online) meetings via the Zoom platform (Privately owned, capacity 100 people, unlimited time duration) 2. Direct learning model for practicing puff pastry: - Carrying out activities to choose puff pastry ingredients - Carrying out activities to select puff pastry making equipment - Making choux paste products - Making choux paste practice reports carried out asynchronously 3 X 50			0%

16	Final exams			The implementation was carried out by holding a synchronous meeting via the zoom platform and continuing to share US questions on the WhatsApp group Cake and Pastry classes A and B. The exam results were sent to the lecturer's email according to the time limit set in the instructions for working on US questions. 3 X 50			0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.