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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Culinary Arts	8321102140	Study Program Elective Courses	**T=2**	**P=0**	**ECTS=3.18**	2	September 14, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-8	Able to create works in the field of culinary arts based on local wisdom with an entrepreneurial outlook
	PLO-11	Able to understand scientific concepts in the field of culinary arts
	Program Objectives (PO)	
	PO - 1	Have knowledge about food decorations and can make practical plans for various food decorations
	PO - 2	Have skills in various culinary decorations for various occasions.
	PO - 3	Have a responsible attitude in carrying out training and practice in making various kinds of food decorations including: arranging flowers, making garnishes and plating, carving fruit, making folded leaves and garlands, decorating cakes, making food models from clay.
	PLO-PO Matrix	

P.O	PLO-8	PLO-11
PO-1		
PO-2		
PO-3		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

Short Course Description	The lecture material consists of the basic concepts of food decoration, elements and principles of design and their implementation in the art of food decoration, including flower arranging decoration, making garnishes and arranging food (food plating), carving fruit (fruits carving), techniques for making various types of folded leaves for delivery, cake decoration, and clay food models. PBM is carried out using various forms of learning in the form of lectures, demonstrations, design, practice and using various learning methods in the form of project-based learning applying a constructivist approach and group practice.

References	**Main :**	
	1. Clifton,Claire, 1988, The Art of Food. New Jersey : Wellflect Press	
	Supporters:	

1. Atisah Sipahelut, Petrussumadi, 1991. Dasar-Dasar Disain.Jakarta : Depdikbud
2. Elaine Mac Gregor. 1988 Wedding Cakes. London : Merchust Limited
3. Wilton. 2012. Cake Decoration. New Jersey
4. Lily T Erwin. Dekorasi Lipat Daun untuk Jamuan Pesta Oleh: Gramedia Pustaka
5. Djufriah, Shindo, Mucshin. (2006).Ikebana Seni Merangkai Bunga Gaya Jepang: PT. Grasindo
6. Wahyudi, Lusy. (2008). Panduan Merangkai Bunga. Jakarta: PT.Gramedia Pustaka Utama.
7. Aminuddin, Lia. (1991). Membuat dan Merangkai Bunga Kering. Jakarta: PT. Gramedia Apriani Vena
8. Agromedia, R. 2009. Buku Pintar Budi Daya Tanaman Buah Unggul Indonesia. Jakarta. Agromedia
9. Satuhu, S., 1994. Penanganan dan Pengolahan Buah. Penebar Swadaya. Jakarta Setyawan, Budi. 2015
10. FAO. The State of Food and Agriculture 2019 ; Moving Forward on Food Loss and Waste Reduction 2019
11. Seni Lipatan Daun sebagai Wadah Antaran. Jakarta: PT Gramedia Pustaka Utama. Fadhli, A. (2013)

Supporting lecturer	Dra. Dwi Kristiastuti Suwardiah, M.Pd. Dr. Hj. Sri Handajani, S.Pd., M.Kes.

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 analyze the basic concepts of culinary arts, principles and elements of design and their implementation	Can explain the concept of culinary arts/food. Master the concepts of various culinary arts	**Criteria:** It is very good if you answer correctly	• Project Based Learning, Discussion in groups • Task 1: Analyze food decorations according to design elements and principles 2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
2	Students master the concept of design elements and principles. Students master the implementation of the concept of design principles and elements in culinary arts	Can explain and understand the concept of design principles and elements. Can implement these concepts in culinary arts	**Criteria:** Very good marks if the answer is answered correctly	Discussion and direct learning, practice 2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
3	1. Students understand the concept of the art of flower arranging 2. Students are able to arrange flowers well according to the model shown	1. Students can explain the concept of the art of flower arranging. Students can practice flower arranging well according to the assigned model	**Criteria:** Very good if all the answers are correct	Direct learning/ practice 2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
4	Students can make garnishes	1. Able to select and determine materials and tools for garnish2. Able to make garnishes	**Criteria:** It is very good if the results match the specified criteria	Direct learning 2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
5	Able to carve fruit	1. Explain the meaning of carving fruit. Explain fruit carving equipment 3. Explain the requirements for materials that can be engraved 4. Explains the techniques/steps for carving fruit	**Criteria:** Very good, good, and less	Hands-on learning, 2 X 50 demonstration	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
6	Can make a dish serving dish decorated with folded leaves	Students are able to explain the requirements for materials and tools to make a container decorated with leaf folds. Students master the technique of making leaf folds. Students can explain the criteria for good practice results.	**Criteria:** very good, good, and poor	Direct learning 2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%

7	Students can arrange delivery parcels	1. Can explain the conditions for delivery parcels2. Can practice how to arrange delivery as a parcel3. Can determine criteria for practice results	**Criteria:** Very good, good, Poor	direct learning 2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
8	Midterm exam		**Criteria:** ABCDE	2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
9	Master the concept of cake decoration			2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
10	Can make basic cake decorations			2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
11	Skilled in making food models from clay			2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
12	Can make 5 kinds of food models from clay			2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
13	Able to evaluate practice results			2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
14	Able to evaluate practical results			2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
15	Able to evaluate practical results			2 X 50	Vinesa (Synchronous, Asynchronous) 2 x 50		0%
16					Vinesa (Synchronous, Asynchronous) 2 x 50		0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

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