



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Indonesian Food Management	8321103045		T=3 P=0 ECTS=4.77	3	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																		
<b>Learning model</b>	<b>Case Studies</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>PLO-8</b>	Able to create works in the field of culinary arts based on local wisdom with an entrepreneurial outlook																																				
	<b>PLO-11</b>	Able to understand scientific concepts in the field of culinary arts																																				
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
	<table border="1" style="margin: auto;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 20%;">PLO-8</td> <td style="width: 20%;">PLO-11</td> <td colspan="3"></td> </tr> </table>					P.O	PLO-8	PLO-11																														
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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																						
<b>Short Course Description</b>	The course material consists of mastering concepts and skills in processing Indonesian dishes including: Characteristics of Indonesian dishes: staple foods, side dishes, various types of fish, meat and vegetable dishes, typical Indonesian kitchen spices, Indonesian food processing techniques and serving procedures.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Dwi Kristiastuti, 2015,HandOut Bahan Ajar Pengelolaan Makanan Indonesia.Tidak dipublikasikan</li> <li>2. Soemodidjojo. 1980.Betaljemur Ada Makna. Yogyakarta:Soemodidjojo Noeradyo Press. Koentjaraningrat, 2000.Manusia dan Kebudayaan diIndonesia. Jakarta</li> <li>3. Lalu Wacana. 1986.Makanan,Wujud, Variasi, dan Fungsinya serta Cara Penyajiannya Daerah Nusa Tenggara Barat. Departemen Pendidikan dan Kebudayaan Proyek Inventarisasidan Dokumentasi Kebudayaan Daerah.</li> <li>4. Siahaan E. K. 1983.Makanan, Wujud, Variasi, dan Fungsinya sertaCara Penyajiannya Daerah Sumatera Utara. Departemen Pendidikan dan Kebudayaan Direktorat Sejarah danNilai Tradisional Proyek Inventarisasidan Dokumentasi Kebudayaan Daerah. 6. Sri Owen. 1990.Indonesian Food and Cookery. Jakarta: Indah Grafika.</li> <li>5. Tuty Latief. 1977.Resep Masakan Daerah. Surabaya: PT. Bina Ilmu.</li> <li>6. Yeti Herayati. 1986.Makanan, Wujud, Variasi, dan Fungsinya serta Cara Penyajiannya Pada Orang Sunda Daerah Jawa Barat. Departemen Pendidikan dan Kebudayaan ProyekInventarisasi dan</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dra. Dwi Kristiastuti Suwardiah, M.Pd. Choirul Anna Nur Afifah, S.Pd., M.Si.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Able to understand the characteristics of Indonesian dishes	<ol style="list-style-type: none"> <li>1.Able to explain the characteristics of Indonesian dishes</li> <li>2.Able to explain the factors behind the formation of Indonesian food characteristics.</li> </ol>	<p><b>Criteria:</b> Full marks (20) are obtained if you do all the questions correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion and questions and answers 3 X 50			0%
2	Able to identify the concept of food patterns of Indonesian society	<ol style="list-style-type: none"> <li>1.2.1. Explain various typical Indonesian foods</li> <li>2.2.2. Classifying based on the types of various foods in various regions in Indonesia</li> </ol>	<p><b>Criteria:</b> Assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, Q&A, Presentation	Discussion, Q&A, Presentation		5%
3	Able to analyze Indonesian dish patterns	<ol style="list-style-type: none"> <li>1.Describe the pattern of Indonesian dishes</li> <li>2.Explain the classification of Indonesian dish patterns</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, Presentation, Question and Answer	Discussion, Presentation, Question and Answer		5%
4		<ol style="list-style-type: none"> <li>1.Understand about staple foods</li> <li>2.4.2. Identify various food ingredients as staple foods from various regions such as rice, corn starch, tubers</li> <li>3.4.3. Identify various dishes as staple foods based on corn starch tuber rice</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Case studies</li> <li>• Discussions in groups</li> <li>• Task-5: Make a report on the results of discussions accessing the internet about staple foods from various regions in Indonesia 3x50</li> </ul>	Discussion, Q&A, Presentation		0%
5		<ol style="list-style-type: none"> <li>1.Applying staple food processing techniques from various regions in Indonesia</li> <li>2.Serving staple foods from various regions in Indonesia</li> </ol>	<p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discovery Learning, Discussion in groups</li> <li>• Task-6: Make a portfolio report on basic food practices</li> <li>• Laboratory Practice</li> <li>• Problem Based Learning, Discussion in groups</li> <li>• Phase 1: Orientation of students on the problem Lecturer Activities: Lecturer asks: How to make and serve food staples of various regions in Indonesia? Student Activities: Students respond to the lecturer's questions in groups to observe the procedures for making dishes presented by the lecturer in the form of a recipe. Phase 2: Organizing students to learn Lecturer Activities: Lecturer ensures that each student in the group understands their respective assignments</li> </ul>	Discussion, Presentation, Question and Answer		0%

				<p>Student Activities: Students divide tasks to prepare the ingredients/tools needed to make staple foods</p> <ul style="list-style-type: none"> <li>• Phase 3: Guide individual and group investigations</li> </ul> <p>Activities Lecturer: Lecturer monitors student involvement in processing staple foods</p> <p>Student Activities: carries out processing and presentation and evaluates results in groups for group discussion</p> <ul style="list-style-type: none"> <li>• Phase 4: Develops and presents work results</li> </ul> <p>Lecturer Activities: monitors discussions and guides the creation of portfolio reports so that each group's portfolio report is ready to be presented.</p> <p>Student Activities: Students in groups hold discussions to produce problem solving solutions and the results are presented/presented in the form of a portfolio report.</p> <p>Phase 5: Analyze and evaluate the problem solving process.</p> <p>Lecturer Activities: The lecturer guides the presentation and encourages groups to give awards and input to other groups. The lecturer and students conclude the</p> <p>Student Activities material: Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups.</p> <p>3x50</p>			
6				Practice Making Dishes	Practice Making Dishes		0%
7				Questions and Answers, Discussions, Presentations	Questions and Answers, Discussions, Presentations		0%
8				2 X 50			0%
9				Questions and Answers, Discussion			0%
10				Questions and Answers, Discussion			0%
11			<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Practice, Discussion, Questions and Answers			0%
12				Practice, Discussion, Questions and Answers			0%
13				Practice, Discussion, Questions and Answers			0%

14				Discussion, Presentation, Question and Answer	Discussion, Presentation, Question and Answer		0%
15			<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Practice, Q&A			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
		10%

#### 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** 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.
- 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.