



**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
Management of Indonesian Cakes and Drinks	8321103052		T=3	P=0	ECTS=4.77	2	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Hj. Sri Handajani, S.Pd., M.Kes.	

Learning model	Case Studies																																	
Program Learning Outcomes (PLO)	PLO study program that 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: 20px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> <td style="width: 20px; height: 20px; text-align: center;">6</td> <td style="width: 20px; height: 20px; text-align: center;">7</td> <td style="width: 20px; height: 20px; text-align: center;">8</td> <td style="width: 20px; height: 20px; text-align: center;">9</td> <td style="width: 20px; height: 20px; text-align: center;">10</td> <td style="width: 20px; height: 20px; text-align: center;">11</td> <td style="width: 20px; height: 20px; text-align: center;">12</td> <td style="width: 20px; height: 20px; text-align: center;">13</td> <td style="width: 20px; height: 20px; text-align: center;">14</td> <td style="width: 20px; height: 20px; text-align: center;">15</td> <td style="width: 20px; height: 20px; text-align: center;">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 Conduct studies and provide an understanding of the concept of Indonesian cakes and drinks, equipment, types of dough, dough making techniques and packaging. Preparing plans, managing the production of cakes and drinks from various doughs as well as preparing reports on Indonesian cake and drink practices. Learning is carried out by applying direct and cooperative learning models. Learning activities include face-to-face in the form of questions and answers, group discussions and reflections as well as independent practice in the laboratory.

References	<p>Main :</p> <ol style="list-style-type: none"> 1. Kristiastuti, Dwi dan C Anna N.A. 2016. Pengetahuan Dasar Kue dan Minuman Indonesia. Surabaya: University Press. 2. Cahyadi, Wisnu. 2006. Analisis dan Aspek Kesehatan Bahan Tambahan Pangan. Jakarta: PT. Bumi Aksara. 3. Ekadjati, Edi S, Tjetjep Rohendi R, dkk. 2001. Kemasan Tradisional Masyarakat Sunda. Bandung: ITB. 4. Ganie, Suryatini N. 2002. Upaboga Indonesia, Ensiklopedia Pangan & Kumpulan Resep. Jakarta: PT. Grafika Multiwarna. 5. Sa'adah, Naela. 2011. 191 Resep Wedang, Es & Kolak. Yogyakarta: Syura Media Utama. 6. Siahaan E.K. 1983. Wujud, Variasi dan Fungsinya serta Cara Penyajiannya Daerah Sumatera Utara. Depdikbud 7. Suyitno dan Kamarjani. 1996. Dasar-Dasar Pengemasan. Jakarta: PT. Rineka Cipta. 8. Yetti Herayati. 1986. Wujud, Variasi dan Fungsinya serta Cara Penyajiannya Pada Orang Sunda Daerah Jawa Barat. Depdikbud 9. U.S. Wheat Associates. 1983. Pedoman Pembuatan Roti dan Kue. Jakarta: Djambatan 10. Winarno, FG. 1993. Pangan: Gizi, Teknologi dan Konsumen. Jakarta: PT. Gramedia Pustaka Utama 11. Yasa Boga. 1997. Kue-Kue Indonesia. Jakarta: PT. Gramedia Pustaka Utama <p>Supporters:</p>
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Supporting lecturer Dra. Dwi Kristiastuti Suwardiah, M.Pd.
Choirul Anna Nur Afifah, S.Pd., M.Si.

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 Indonesian cakes and drinks	Explaining the meaning of cakes and drinks Explaining the characteristics of cakes Exploring examples of Indonesian cakes Classifying Indonesian cakes	Criteria: Assessment rubric: Question number 1 has a weight of 10 if answered correctly Question number 2 has a weight of 10 if answered correctly	Lectures, discussions and questions and answers 3 X 50			0%
2	Able to understand cake components	Explaining the meaning of Indonesian cake components. Identifying components of Indonesian cake. Studying the function of each cake component. Developing a practical plan	Criteria: Correct answer score = 20 Wrong answer score = 0	Assignments, group discussions, questions and answers 3 X 50			0%
3	Able to make cakes from various ingredient components	Develop a practice plan. Analyze the finished cake from various ingredients. Prepare a practice report	Criteria: Performance assessment rubric: Planning and preparing tools well has a weight of 20. Planning and preparing ingredients well has a weight of 20. Planning and carrying out work procedures/steps well has a weight of 40. Serving dishes well has a weight of 20.	Direct learning 3 X 50			0%
4	Able to identify Indonesian cake production equipment	Classifying Indonesian cake production equipment. Analyzing the characteristics of special Indonesian cake equipment. Exploring cake equipment that exists/is sold on the market.	Criteria: If the answer is correct you get a score of 10. If the answer is wrong you get a score of 0	Cooperative learning 3 X 50			0%
5	Able to understand various types of cake dough	Explaining the meaning of dough. Classifying Indonesian cake dough. Analyzing the characteristics of each cake dough. Explaining techniques for making cake dough. Describes cake cooking/processing techniques	Criteria: 1.If the question is answered correctly, you get a score of 5 2.If the question is answered incorrectly, you get a score of 0	Question and answer group discussion and reflection 6 X 50			0%
6							0%
7	Able to make unleavened Indonesian cakes from various doughs	Prepare a practice plan for unleavened cakes from various doughs Analyze the results of practice for unleavened cakes from various doughs Prepare a practice report	Criteria: 1.Planning and preparing tools well has a weight of 20. 2.Planning and preparing materials well has a weight of 20 3.Planning and carrying out work procedures/steps well has a weight of 40. 4.Serving a dish well weighs 20.	Hands-on learning 6 X 50			0%
8							0%
9			Criteria: Correct answers have a weight of 2 to 7	Giving written test (UTS) 3 X 50			0%

10	Capable of producing Indonesian yeast cakes	<ol style="list-style-type: none"> 1. Develop a practice plan 2. Analyzing the finished yeast cake 3. Prepare practice reports 	Criteria: <ol style="list-style-type: none"> 1. Performance assessment rubric: 2. Planning and preparing tools well has a weight of 20. 3. Planning and preparing materials well has a weight of 20 4. Planning and carrying out work procedures/steps well has a weight of 40. 5. Serving a dish well weighs 20. 	Direct learning 3 X 50			0%
11	Able to understand Indonesian pastries	<ol style="list-style-type: none"> 1. Explain the meaning of Indonesian pastries 2. Analyze the characteristics of dry cakes 3. Develop a practice plan 4. Analyze the finished cake results 5. Prepare practice reports 	Criteria: <ol style="list-style-type: none"> 1. Written test 2.- The correct answer gets a score of 20 3.- Wrong answers get a score of 0. Performance assessment rubric: <ol style="list-style-type: none"> 4. Planning and preparing tools well has a weight of 20. Planning and preparing ingredients well has a weight of 20. Planning and carrying out work procedures/steps well has a weight of 40. Serving dishes well has a weight of 20. 	Reflection question and answer group discussion and direct learning 6 X 50			0%
12							0%
13	Able to understand Indonesian cake and drink packaging	<ol style="list-style-type: none"> 1. Explain the meaning of packaging 2. State the purpose and terms of packaging 3. Identify the types of packaging 4. Analyze the characteristics of each packaging material 5. Practicing basic cake packaging techniques 6. Designing cake and drink packaging 	Criteria: <ol style="list-style-type: none"> 1.- The correct answer gets a score of 10 2.- Wrong answers get a score of 0 	Reflection question and answer group discussion 3 X 50			0%

14	Able to understand and produce Indonesian drinks	<ol style="list-style-type: none"> 1. Learn the functions and benefits of drinks 2. Identify beverage components 3. Classifying types of Indonesian drinks 4. Develop a practice plan 5. Analyzing the finished product of Indonesian drinks/porridge 6. Prepare practice reports 	Criteria: <ol style="list-style-type: none"> 1. Written test 2.- Correct answers and correct reasons get a score of 125 3.- Correct answers and wrong reasons get a score of 5 4.- Wrong answers and wrong reasons get a score of 0 5. Performance assessment rubric: 6. Planning and preparing tools well has a weight of 20. Planning and preparing ingredients well has a weight of 20. Planning and carrying out work procedures/steps well has a weight of 40. Serving dishes well has a weight of 20. 	Direct learning, group discussion, question and answer and reflection 6 X 50			0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

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.