



**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>              |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Pengel Indonesian Cakes and Drinks     | 8321103044  |  | T=3 P=0 ECTS=4.77                 | 5   | 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>                  | Case Studies  |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | PLO study program that is charged to the course   |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | Program Objectives (PO)   |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-PO Matrix   |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  |   | <table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table> |                                   |   |                                      |  | P.O                          |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| P.O                                    |   |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PO Matrix at the end of each learning stage (Sub-PO)  |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>   |  |                                   |   |                                      | P.O                                      | Week                         |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O                                    | Week  |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | 1   | 2  | 3                                 | 4   | 5                                    | 6  | 7                            | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Short Course Description</b>        | 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.   |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>                      | <b>Main :</b>   |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <ol style="list-style-type: none"> <li>1. Cahyadi, Wisnu. 2006. Analisis dan Aspek Kesehatan Bahan Tambahan Pangan . Jakarta: PT. Bumi Aksara.</li> <li>2. Ekadjati, Edi S, Tjetjep Rohendi R, dkk. 2001. Kemasan Tradisional Masyarakat Sunda. Bandung: ITB</li> <li>3. Ganie, Suryatini N. 2002. Upaboga Indonesia, Ensiklopedia Pangan &amp; Kumpulan Resep. Jakarta: PT. Grafika Multiwarna.</li> <li>4. Kristiastuti, Dwi dan C Anna N.A. 2015. Pengetahuan Dasar Kue dan Minuman Indonesia . Materi kuliah yang tidak dipublikasikan.</li> <li>5. Sa'adah, Naela. 2011. 191 Resep Wedang, Es &amp; Kolak . Yogyakarta: Syura Media Utama.</li> <li>6. Siahaan E.K. 1983. Wujud, Variasi dan Fungsinya serta Cara Penyajiannya Daerah Sumatera Utara. Depdikbud</li> <li>7. Suyitno dan Kamarijani. 1996. Dasar-Dasar Pengemasan . Jakarta: PT. Rineka Cipta.</li> <li>8. Yeti Herayati. 1986. Wujud, Variasi dan Fungsinya serta Cara Penyajiannya Pada Orang Sunda Daerah Jawa Barat. Depdikbud</li> <li>9. U.S. Wheat Associates. 1983. Pedoman Pembuatan Roti dan Kue . Jakarta: Djambatan</li> <li>10. Winarno, FG. 1993. Pangan: Gizi, Teknologi dan Konsumen . Jakarta: PT. Gramedia Pustaka Utama</li> <li>11. Yasa Boga. 1997. Kue-Kue Indonesia . Jakarta: PT. Gramedia Pustaka Utama</li> </ol> |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <b>Supporters:</b>  |  |                                   |   |                                      |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Dra. Dwi Kristiastuti Suwardiah, M.Pd.<br>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 basic concepts of Indonesian cakes and drinks | Explaining the meaning of cakes and drinks<br>Explaining the characteristics of cakes<br>Exploring examples of Indonesian cakes<br>Classifying Indonesian cakes  | <b>Criteria:</b><br>1. Correct answer score 5<br>2. Wrong answer score 0  | Lectures, discussions and questions and answers<br>3 X 50  |     |     | 0%  |
| 2   | Able to understand cake components                                   | Explaining the meaning of Indonesian cake components<br>Identifying Indonesian cake components<br>Studying the function of each cake component<br>Preparing a practical plan<br>Analyzing the finished cake from various ingredients<br>Preparing a practical report   | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0 | Direct learning, assignments, group discussions, questions and answers, and reflection<br>3 X 50 |     |     | 0%  |
| 3   | Able to understand cake components                                   | Explaining the meaning of Indonesian cake components<br>Identifying Indonesian cake components<br>Studying the function of each cake component<br>Preparing a practical plan<br>Analyzing the finished cake from various ingredients<br>Preparing a practical report   | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0 | Direct learning, assignments, group discussions, questions and answers, and reflection<br>3 X 50 |     |     | 0%  |
| 4   | Able to identify Indonesian cake production equipment                | Classifying Indonesian cake production equipment.<br>Analyzing the characteristics of special Indonesian cake equipment.<br>Exploring cake equipment that exists/is sold on the market   | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0 | Cooperative learning<br>3 X 50   |     |     | 0%  |
| 5   | Able to understand various types of cake dough                       | Explaining the meaning of dough.<br>Classifying Indonesian cake dough.<br>Analyzing the characteristics of each cake dough.<br>Explaining techniques for making cake dough.<br>Describe techniques for cooking/processing cakes<br>Prepare practice plans for unleavened cakes<br>Analyze the results of practice for unleavened cakes from various doughs<br>Prepare practice reports | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0 | Group discussion, question and answer, reflection and direct learning<br>3 X 50                  |     |     | 0%  |

|    |  |   |   |   |  |  |    |
|----|--|---|---|---|--|--|----|
| 6  | 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. Describe techniques for cooking/processing cakes Prepare practice plans for unleavened cakes Analyze the results of practice for unleavened cakes from various doughs Prepare practice reports | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0   | Group discussion, question and answer, reflection and direct learning<br>3 X 50 |  |  | 0% |
| 7  | 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. Describe techniques for cooking/processing cakes Prepare practice plans for unleavened cakes Analyze the results of practice for unleavened cakes from various doughs Prepare practice reports | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0   | Group discussion, question and answer, reflection and direct learning<br>3 X 50 |  |  | 0% |
| 8  | 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. Describe techniques for cooking/processing cakes Prepare practice plans for unleavened cakes Analyze the results of practice for unleavened cakes from various doughs Prepare practice reports | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0   | Group discussion, question and answer, reflection and direct learning<br>3 X 50 |  |  | 0% |
| 9  |  |   |   | 3 X 50  |  |  | 0% |
| 10 | Capable of producing Indonesian yeast cakes    | Prepare a practical plan for yeast cakes. Analyze the finished results of yeast cakes. Prepare a practice report  |   | Direct learning<br>3 X 50   |  |  | 0% |
| 11 | Able to understand Indonesian pastries         | Explain the meaning of Indonesian pastries. Analyze the characteristics of pastries. Develop a plan. practice Analyzing the finished cakes Compiling a practice report  | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Correct answer score 0 | Group discussion, question and answer, reflection and direct learning<br>3 X 50 |  |  | 0% |
| 12 | Able to understand Indonesian pastries         | Explain the meaning of Indonesian pastries. Analyze the characteristics of pastries. Develop a plan. practice Analyzing the finished cakes Compiling a practice report  | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Correct answer score 0 | Group discussion, question and answer, reflection and direct learning<br>3 X 50 |  |  | 0% |

|    |  |  |   |   |  |  |    |
|----|--|--|---|---|--|--|----|
| 13 | Able to understand Indonesian cake and drink packaging | - Explaining the meaning of packaging - Explaining the purpose and requirements of packaging - Identifying types of packaging - Analyzing the characteristics of each packaging material - Practicing basic cake packaging techniques - Designing cake and drink packaging - Analyzing finished packaging products - Compiling a packaging practice report | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Wrong answer score 0   | Group discussion, question and answer, reflection and direct learning<br>3 X 50     |  |  | 0% |
| 14 | Able to understand Indonesian drinks                   | Studying the functions and benefits Identifying drink components Classifying types of Indonesian drinks Preparing practice plans Analyzing finished Indonesian drinks/porridge Compiling practice reports  | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Correct answer score 0 | Direct learning, group discussions, questions and answers, and reflection<br>3 X 50 |  |  | 0% |
| 15 | Able to understand Indonesian drinks                   | Studying the functions and benefits Identifying drink components Classifying types of Indonesian drinks Preparing practice plans Analyzing finished Indonesian drinks/porridge Compiling practice reports  | <b>Criteria:</b><br>1. Correct answer score 10<br>2. Correct answer score 0 | Direct learning, group discussions, questions and answers, and reflection<br>3 X 50 |  |  | 0% |
| 16 |  |  |   |   |  |  | 0% |

#### 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** 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.