



**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 |
|---------------------|------------|---------------|-----------------------|----------|------------------|
| Food Technology II* | 8321102075 | | T=2 P=0 ECTS=3.18 | 5 | July 18, 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 that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|--|-----|------|---|---|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">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: 30px; height: 30px;">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 | | | | | | | | | | | | | | | | | | |

| Short Course Description | Provide an understanding of the application of food technology concepts and practice processing various food products originating from vegetable and animal sources by referring to the concept of quality control and appropriate sensory methods. Learning is carried out by applying a constructivist approach with a practical learning model. The learning activity ends with a group presentation and reflection |
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| References | Main : <ol style="list-style-type: none"> 1. Desrosier, W. 1988. Teknologi Pengawetan Pangan. UI Press. Jakarta. 2. Potter, N.N. 1995. Food Science. Chapman & Hall. New York. 3. Purnomo, H. 1996. Dasar-dasar Pengolahan dan Pengawetan Daging. Gramedia Widiasarana Indonesia. Jakarta. 4. Soeparno. 2005. Ilmu dan Teknologi Daging. Gadjah Mada University Press. Yogyakarta. 5. Sulandari, L dan Pangesthi, L.T. 2013. Teknologi Tepat Guna Pengolahan Pangan Kernet Dengan Angkak Dan Salpeter Penelitian Hibah Bersaing 6. Sulandari, L dan Pangesthi, L.T. 2014. Teknologi Tepat Guna Pengolahan Pangan Sosis Dengan Angkak Dan Salpeter Luaran Penelitian Hibah Bersaing. 7. Pudjimulyani, D. 2009. Teknologi Pengolahan Sayur-sayuran dan Buah-buahan. Graha Ilmu. Yogyakarta. |
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| | Supporters: |

| Supporting lecturer | Dr. Ir. Asrul Bahar, M.Pd. Ita Fatkhur Romadhoni, 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) |

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| 1 | Able to understand the characteristics and quality of animal and vegetable food products; techniques for preserving and processing vegetable and animal foods | <ol style="list-style-type: none"> 1.Explain plant and animal foods 2.Explain the characteristics and quality of animal and vegetable food products 3.Explains techniques for preserving and processing plant and animal foods | Criteria: <ol style="list-style-type: none"> 1.Written test assessment rubric: 2.If all questions are answered correctly it has a weight of 10 If one wrong answer has a weight of 8 If two wrong answers have a weight of 6 If three wrong answers have a weight of 4 If more than three wrong answers have a weight of 2 If all the answers are wrong have a weight of 0 | Presentation, group discussion and reflection 2 X 50 | | 0% |
| 2 | Students are able to understand meat preservation and processing techniques (corned beef and sausage) | <ol style="list-style-type: none"> 1.Explain the basic principles of meat processing 2.Explain the quality of corned beef and sausage products 3.Explain the ingredients and their functions in processing corned beef and sausages 4.Explain processing techniques for corned beef and sausage products | Criteria: <ol style="list-style-type: none"> 1.Written test assessment rubric: 2.If all questions are answered correctly it has a weight of 10 If one wrong answer has a weight of 8 If two wrong answers have a weight of 6 If three wrong answers have a weight of 4 If more than three wrong answers have a weight of 2 If all the answers are wrong have a weight of 0 | Group discussion 2 X 50 | | 0% |
| 3 | Students are able to carry out meat preservation and processing techniques (Corned Beef and Sausage) | Carry out the process of making corned beef and sausages | Criteria: <ol style="list-style-type: none"> 1.Performance Assessment Rubric 2.Preparation of Materials and Tools a. Material 3.All materials are ready before the practicum Criteria for materials according to provisions Quantity according to requirements Score: All aspects fulfilled (score 10) 4.One aspect is not fulfilled (score 8) 5.Two aspects are not met (score 6) 6.All aspects are not met (score 4) 7.b. Tool 8.Tools are ready before practicum. Number and type of tools according to provisions Score: Meets all aspects (score 10) 9.One aspect is fulfilled (score 8) 10.All aspects are not met (score 6) 11.2. Practical implementation 12.Following all | Cooperative learning, practicum and reflection 2 X 50 | | 0% |

procedures and treatments
Accuracy in working methods
Accurate use of tools Complete observation and recording of results Complete work clothes Work safety fulfilled
Cleanliness of tools, work table and room Score: All aspects fulfilled (score 40)

13. One aspect is not met (score 35)

14. Two aspects not met (score 30)

15. More than two aspects are not met (score 25)

16. 3. Observation of Practical Results

17. Observe practicum results Record observation results Record discussion results Draw conclusions Score: All aspects fulfilled (score 10)

18. One aspect is not met (score 8)

19. Two aspects are not met (score 6)

20. More than two aspects are not met (score 2)

21. 4. Practical Report

22. The contents of the report are complete according to the format. Presentation of the results of the observations is good. Review of the discussion is good, equipped with theory from library sources. Conclusions according to the objectives. Bibliography of at least 3 sources. Score: All aspects are fulfilled (score 30)

23. One aspect is not met (score 25)

24. Two aspects are not met (score 20)

25. More than two aspects are not met (score 15)

26. Guidelines for writing a practicum report are as follows:

27. Introduction, contains the background to the practicum, the reasons for selecting materials and the treatments used. In the last paragraph, the practical

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| | | | <p>objectives are written</p> <p>28. Basic Theory, contains theories related to practical material. Practical Activities, contains: tools and materials used, equipped with specifications and quantities; the working method is written according to what is done. Results and discussion, containing the results of practical observations and discussion. Observation results are presented briefly, easy to read and contain all practical observation results. The discussion contains a review of the practicum results accompanied by reasons or arguments supported by theory and literature. The discussion refers to the treatment applied in relation to the observation variables. Conclusions and Suggestions, written briefly and referring to the practicum objectives. Bibliography, consisting of at least 3 sources and written in accordance with applicable provisions (Author's name, year, title, city of publisher and name publisher)</p> | | | |
| 4 | Students are able to carry out milk preservation and processing techniques: Butter and Cheese | <ol style="list-style-type: none"> 1. Explain the basic principles of milk processing 2. Explain the quality of cheese and butter products 3. Explain the ingredients and their functions in processing cheese and butter 4. Explain cheese and butter processing techniques | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Written test assessment rubric: 2. If all questions are answered correctly it has a weight of 10 If one wrong answer has a weight of 8 If two wrong answers have a weight of 6 If three wrong answers have a weight of 4 If more than three wrong answers have a weight of 2 If all the answers are wrong have a weight of 0 | Group discussion 2 X 50 | | 0% |

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| 5 | Students are able to perform milk preservation and processing techniques (butter and cheese) | Carry out the process of making butter and cheese | Criteria: Same as meeting 3 | Cooperative learning, practicum and reflection 2 X 50 | | | 0% |
| 6 | Students are able to understand egg preservation and processing techniques: Salted eggs with various flavors | <ol style="list-style-type: none"> 1.Explain the basic principles of processing salted eggs 2.Explain the quality of salted egg products 3.Explain the ingredients and their functions in making salted eggs 4.Explain the technique for making salted eggs | Criteria: <ol style="list-style-type: none"> 1.Written test assessment rubric: 2.If all questions are answered correctly it has a weight of 10 If one wrong answer has a weight of 8 If two wrong answers have a weight of 6 If three wrong answers have a weight of 4 If more than three wrong answers have a weight of 2 If all the answers are wrong have a weight of 0 | Group discussion 2 X 50 | | | 0% |
| 7 | Students are able to make salted eggs of various flavors | Carrying out the process of making salted eggs | Criteria: Same as meeting 3 | Cooperative learning, practicum and reflection 2 X 50 | | | 0% |
| 8 | UTS | | | 2 X 50 | | | 0% |
| 9 | Students are able to understand fish preservation and processing techniques: shredded meat and nuggets | <ol style="list-style-type: none"> 1.Explain the basic principles of processing shredded meat and nuggets 2.Explain the quality of shredded and nugget products 3.Explain the ingredients and their functions in making shredded meat and nuggets 4.Explains techniques for making shredded meat and nuggets | Criteria: <ol style="list-style-type: none"> 1.Written test assessment rubric: 2.If all questions are answered correctly it has a weight of 10 If one wrong answer has a weight of 8 If two wrong answers have a weight of 6 If three wrong answers have a weight of 4 If more than three wrong answers have a weight of 2 If all the answers are wrong have a weight of 0 | Group discussion 2 X 50 | | | 0% |
| 10 | Students are able to make processed fish: shredded meat and nuggets | Carry out the process of making shredded meat and nuggets | Criteria: Same as meeting 3 | Cooperative learning, practicum and reflection 2 X 50 | | | 0% |

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| 11 | Students are able to understand techniques for preserving and processing fruit and vegetables | 1.Explain the basic principles of fruit and vegetable processing 2.Explain the quality of processed fruit and vegetable products 3.Explain the ingredients and their functions in processing fruit and vegetables 4.Explain fruit and vegetable processing techniques | Criteria: 1.Written test assessment rubric: 2.If all questions are answered correctly it has a weight of 10 If one wrong answer has a weight of 8 If two wrong answers have a weight of 6 If three wrong answers have a weight of 4 If more than three wrong answers have a weight of 2 If all the answers are wrong have a weight of 0 | Group discussion 2 X 50 | | | 0% |
| 12 | Students are able to make processed fruit and vegetables | Carry out the process of making processed fruit and vegetables | Criteria: Same as meeting 3 | Cooperative learning, practicum and reflection 2 X 50 | | | 0% |
| 13 | Students are able to understand techniques for preserving and processing spices and tubers | 1.Explain the basic principles of processing spices and tubers 2.Explain the quality of spice and tuber products. Explain the ingredients and their functions in processing spices and tubers 3.Explains techniques for processing spices and tubers | Criteria: 1.Written test assessment rubric: 2.If all questions are answered correctly it has a weight of 10 If one wrong answer has a weight of 8 If two wrong answers have a weight of 6 If three wrong answers have a weight of 4 If more than three wrong answers have a weight of 2 If all the answers are wrong have a weight of 0 | Group discussion 2 X 50 | | | 0% |
| 14 | Students are able to make processed spices and tubers | Carry out the process of making processed spices and tubers | Criteria: Same as meeting 3 | Cooperative learning, practicum and reflection 2 X 50 | | | 0% |
| 15 | Students are able to make processed animal and vegetable by-products | Carry out the process of making processed animal and vegetable by-products | Criteria: Same as meeting 3 | Cooperative learning, practicum and reflection 2 X 50 | | | 0% |
| 16 | UAS | | | 2 X 50 | | | 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.

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.