



**Universitas Negeri Surabaya
Faculty of Vocational Studies
D4 Culinary Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date		
Pastry and Bakery Decoration	6230503083		T=3 P=0 ECTS=4.77	5	July 17, 2024		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
		Lilis Sulandari, S.Pt., M.P.		
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	The lecture material consists of the basic concepts of pastry and bakery decoration, design elements and principles and their implementation in the art of pastry and bakery decoration, including decoration equipment, basic decorations, making flowers, cake layers / icing, decorating cut cakes, decorating cakes with a certain theme, decorating congratulation theme pastry, decorating wedding/bridal pastry, making decorative ornaments from plastic icing.						
	<p>References</p> <p>Main :</p> <ol style="list-style-type: none"> 1. Atisah Sipahelut, Petrussumadi, 2000. Dasar-Dasar Disain .Jakarta : Depdikbud 2. Elaine Mac Gregor. 1988 Wedding Cakes . London : Merchust Limited 3. Wilton.2009-2010. Cakes Decorating . USA : Wilton Enterprises Inc 4. Berbagai literature lain yang menunjang mata kuliah Dekorasi Kue <p>Supporters:</p>						
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	Have the ability to understand the basic concepts of Pastry and Bakery decoration	a. Explain the meaning of pastry and bakery decoration b. Explain the purpose and benefits of pastry and bakery decoration c. Explain the scope of decoration	Criteria: Very good if everything is correct	Presentations, discussions and questions and answers 3 X 50			0%

2	Have the ability to understand the concept of design elements and principles.	a. Explain the concept of design elements and principles b. Implementation of element concepts and design principles in pastry and bakery decoration	Criteria: Very good if: smooth presentation and quick response to all questions	Presentations, discussions and questions and answers 3 X 50			0%
3	Have skills regarding equipment for pastry and bakery decoration	1. Definition of decoration equipment. 2. Explain the types of equipment for decorating pastries and bakeries and their functions	Criteria: Very good if everything is correct	Presentations, discussions and questions and answers 3 X 50			0%
4	Mastering the concept of Icing	a. Explain the meaning of icing/cake layers and their functions. b. Explain the classification of icing and icing recipes c. Explains the use of icing and examples in pastry and bakery decoration	Criteria: Very good value if everything is correct	Presentations, discussions, questions and answers, and assignments 3 X 50			0%
5	Have the skills and ability to make basic decorations for pastry and bakery.	a. Explain the various basic decorations on pastry. b. Explains techniques for making basic decorations. on pastry c. Skilled in making various basic decorations on pastry (Pie, Choux Pastry, Cake)	Criteria: 1.- Very good 2.- Good 3.- Enough 4.- Deficiencies/improvements	Presentation, discussion, question and answer, direct learning (practice) 3 X 50			0%
6	Have the ability and skill to make icing for pastry layers and decorations	a. Explains the Icing recipe. b. Explain icing ingredients c. Explain the functions of various types of icing. d. Explain how to make/procedure for making icing e. Skilled at making icing.	Criteria: 1.A, if the practice results are very good and there are no mistakes 2.B, If the practice results are good and the error rate is low 3.C, If the results are good enough there are some mistakes made during practice 4.D, not enough and have to repeat because there are many mistakes during practice	Presentations, discussions, questions and answers, and direct learning 3 X 50			0%
7	Have the skills to decorate pastry and bakery with icing	a. Explains techniques for decorating the edges of pastry. b. Skilled in making decorations on pastry and bakery.	Criteria: 1.A, If the results are good without errors 2.B. if the results are good the error is very small 3.C, If the results are not good and there are some errors 4.D, If the results are not good, there will be many mistakes and you will have to repeat it	Presentations, discussions, questions and answers, direct learning 3 X 50			0%
8	Can take UTS		Criteria: A B C D	-Test 3 X 50			0%
9	Skilled in making decorations of various kinds of flowers/roses and other flowers to decorate the center of the cake.	a. Explains techniques for making rose decorations and various flowers to decorate the center of cakes/pastry. b. Able to serve various cakes/pastry with various flower decorations	Criteria: 1.A If the product is very good 2.B. If the product is good 3.C. If the product is good enough 4.D. If the product must be repeated	Direct learning, presentations, discussions and questions and answers 3 X 50			0%

10	Have the ability and skills to decorate pastry and cut cakes	a. Explain techniques for decorating pastry and cut/small cakes b. Explains models of pastry decoration and cut/small cakes. c. Can decorate pastries and cut/small cakes	Criteria: 1.A. if very good 2.B. If good 3.C. If it is good enough 4.D. If you repeat making the same product	- Direct learning, - Presentations, discussions, questions and answers, - 3 X 50 assignments and exercises			0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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