





SEMESTER LESSON PLAN (RPS)

(BG 205 BAKERY)



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CULINARY EDUCATION STUDY PROGRAM
DEPARTMENT OF FAMILY WELFARE EDUCATION
FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION
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SEMESTER LESSON PLAN (RPS)		
1. Course Identity Name of Study Program : Culinary Education Name of Course : Bakery Code of Course : BG 205 Group of Course : MKKIPS SKS weight : 3 SKS Level : S1 Semester : Even Prerequisite : - Status (mandatory/optional) : Mandatory Lecturer name and code : Dr. Sri Subekti, M.Pd Dr. Cica Yulia, S.Pd., M.Si.		

2. Lecture Description

This is the Study Program Expertise Course (MKKIPS) to be taken by all students in the S-1 Culinary Education program. After completing this course, students are able to understand the basic concepts of bakery; classification of bakery products; types of bakery products; Ingredients and function of bakery product ingredients; Tools and functions of tools in the manufacture of bakery products; Characteristics of bakery products based on the type of dough; Methods of making bakery products; Calculations in the manufacture of bakery and bakery product evaluation (failure factors in the manufacture of bakery products). Expository and inquiry learning approaches in the form of lectures, discussions, daily assignments, and practicums related to the problems discussed in accordance with developments in the field. The student mastery stage is evaluated through attendance, assignments, practicum, practicum exams, Mid-Semester exams (UTS) and Semester Final Exam (UAS).

3. Outcomes of Referenced Study Program Learning (RSPL)

S	Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics
P3	Proficient in theoretical concepts of Culinary Education
KU	Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that pays attention to and applies humanities values corresponding their area of expertise.
KK3	Can apply various food processing in accordance with food processing principles

4. Course Learning Outcomes (CLO)

- M1 Understand Lecture Overview.
- M2 Understand the basic concepts of bakery (definition, terms, and history of bakery).

M3	Understand the classification of bakery products and the types of bakery products
M4	Understand the equipment in making bakery
M5	Understand the classification of cake products, cake making methods, and cake quality.
M6	Understand and apply the method of making bread.
M7	Analyze the failure and success factors of bakery products
M8	Apply the method of making bread on various bakery products
M9	Students can imitate the practice of Quick bread, Bread, Sweet Bread, French Bread, and Convenience Food.

2. Description of Learning Plan

Meeting	SUB-CLO and Course Learning Outcomes Indicators	Study Modules	Learning Format	Time	Assignment and Evaluation	References
1	<p>Sub-CLO : Understanding Overview of the course Bakery.</p> <p>● Indicators</p> <ol style="list-style-type: none"> Students can explain the course syllabus. (C1) Students can understand the goals and scope of lectures. (C2) 	<ol style="list-style-type: none"> Lecture Syllabus Goals and scope of study Main source books Lecture rules and procedures Lecture assignments Course Exam 	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Lecturers provide explanations, discussions,</p>	150 minutes	-	Lecture Syllabus

	<p>3. Students can explain the source books used. (C3)</p> <p>4. Students can apply the rules and procedures of lectures.</p> <p>5. Students can carry out coursework. (C3)</p> <p>6. Students can Solve course exams. (C4)</p>		Question and answer			
2	<p>Sub-CLO : Students can understand the basic concepts of bakery (definition, terms, and history of bakery).</p> <p>● Indicators</p> <p>1. Students can explain the description of Bakery (C1)</p> <p>2. Students can explain the</p>	<p>1. Definition of bakery</p> <p>2. History of bakery</p> <p>3. Bakery terminologies</p> <p>4. Bakery functions</p> <p>5. Baking principles</p>	<p>Learning format:</p> <p><i>Synchronous:</i> Virtual meeting via zoom</p> <p><i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Lecturers give explanations, discussions, question and</p>	150 minutes	<p>Seek some discussion about the basics of bakery and make a power point about bakery</p> <p>Evaluation of the oral quiz at the end of the lecture</p>	(a, b, c, d, e, f, g, h, i, j)

	<p>history of Bakery (C1)</p> <p>3. Students can identify the bakery terminologies (C1)</p> <p>4. Students can explain the function of bakery products. (C2)</p> <p>5. Students can apply the principles of bakery products. (C3)</p>		answer, and do assignments			
3	<p>Sub-CLO : Students can understand the classification of bakery products and types of bakery products.</p> <p>● Indicators</p> <p>1. Students can describe the classification of bakery products (C2)</p>	<p>1. Classification of bakery products</p> <p>2. Types of bakery products</p> <p>3. Characteristics of bakery</p>	<p>Learning format: <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Lectures, discussions, questions and answers, and do assignments</p>	150 minutes	Perform product analysis of bakery products, then make reports for presentation	(a, b, c, d, e, f, g, h, i, j)

	<p>2. Students can describe the types of bakery products (C2)</p> <p>3. Students can explain the characteristics of bakery products (C2)</p>					
4	<p>● Sub-CLO: Students can understand the equipment in making bakery.</p> <p>● Indicators</p> <p>1. Students can explain the tools used in bakery products (C2)</p> <p>2. Students can determine the function of the tool in the manufacture of bakery products (C3)</p> <p>3. Students can classify tools and their functions according to their</p>	<p>1. Tools used in bakery products</p> <p>2. Functions of tools in the manufacture of bakery products</p> <p>3. Application of tools and their functions according to their category in making bakery products</p>	<p>Learning format: <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Lectures, discussions, questions and answers, and do assignments</p>	150 minutes	<p>● Make an inventory list of tools (equipment and utensil) for making bakery products</p>	

	categories in the manufacture of bakery products (C3)					
5	<p>Sub-CLO : Students can understand the classification of cake products, methods of making cakes, and quality of cakes.</p> <p>● Indicators</p> <ol style="list-style-type: none"> 1. Students can explain the classification of cake products (C2) 2. Students can classify the method of making cake (C3) 3. Students can describe the quality of cake products (C3) 4. Students can find success factors 	<ol style="list-style-type: none"> 1. Cake product classification 2. Cake making method 3. Cake quality 4. Success factors and failure factors in making cake products 	<p>Learning format: <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Discussions, Questions and answers, and do assignments</p>	150 minutes	Perform an analysis of failure factors in making bakery, then making a report for presentation	(a, b, c, d, e, f, g, h, i, j)

	and failure factors in making cake products. (C4)					
6	<p>Sub-CLO : Students can understand and apply the method of making Quick bread products, the function of materials, tools and methods in making Quick bread products.</p> <p>● Indicators</p> <ol style="list-style-type: none"> 1. Students can explain the meaning of Quick bread (C2) 2. Students can explain the method of making Quick Bread products (C2) 3. Students can show materials for making Quick bread products (C3) 4. Students can show the tools used in 	<ol style="list-style-type: none"> 1. Definition of Quick Bread 2. The Method of Making Quick bread products 3. Quick bread product processing equipment and materials 4. Quick bread product serving equipment and materials 5. Analysis of ingredients and tools in making Quick bread 	<p>Learning format: <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Lecturers give explanations, discussions, question and answer, and do assignments</p>	150 minutes	<ul style="list-style-type: none"> ● Analyze the method of making Quick bread products ● Make a list of tools and materials based on the grouping of preparation, processing, and serving tools in Quick bread products ● Make a paper report for presentation 	(a, b, c, d, e, f, g, h, i, j)

	quick bread products (C3) 4. Students can analyze materials and tools in making Quick bread (C5)					
7	<p>Sub-CLO : Students can understand the method of making bread</p> <p>● Indicators</p> <ol style="list-style-type: none"> 1. Students can describe the method of making bakery products (C2) 2. Students can describe the various methods of making bread (C2) 3. Analyze the advantages and disadvantages of each type of bread making method 	<ol style="list-style-type: none"> 1. Understanding the method of making bread 2. Various methods of making bread 3. Disadvantages and advantages of each type of bread making method 	<p>Learning format: <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Methods: discussion, question and answer, and do assignments</p>	150 minutes	<ul style="list-style-type: none"> ● Make a resume about the method of making bread from reading sources ● Analyze the method of making breads 	(a, b, c, d, e, f, g, h, i, j)
8	Students can complete the mid-study evaluation	Implementation of Mid-Term Exam	Test via SPOT	150'		

9 - 10	<p>Sub-CLO : Students can imitate the practice of Cake Making</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can design job sheet planning in Cake practice 2. Students can identify recipes for Cake practice 3. Students can practice various types of cake products 4. Students can demonstrate Cake products 5. Students can explain the presentation of each cake product 6. Students can listen to evaluations 	Practice different types of Cake	<p>Learning format: <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>- Cake making exercise</p>	<p>150'</p> <p>510 minutes</p>	<ul style="list-style-type: none"> - Make a practice plan. - Product practice - Make a report - Presentation of practice results - Making product photos and in frames 	(a, b, c, d, e, f, g, h, i, j)
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	about various cake products					
11	<p>Sub-CLO : Students can apply the method of making bread, functions, ingredients, and tools in making bakery products.</p> <p>● Indicators</p> <p>5. Students can apply the method of making bread products (C2)</p> <p>6. Students can describe the ingredients in making bread products (C2)</p> <p>7. Students can explain the tools used in making bread</p> <p>8. Students can classify the function of bread product ingredients (C3)</p>	<p>4. Equipment and materials for preparing bakery products</p> <p>5. Bakery product processing equipment and materials</p> <p>6. Equipment and materials for serving bakery products</p> <p>7. The function of tools and materials in the manufacture of bakery products according to the classification</p> <p>8. Bread Products Manufacturing Method</p>	<p>Learning format: <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu</p> <p>Method: Lecturers give explanations, discussions, question and answer, and do assignments</p>	150 minutes	<ul style="list-style-type: none"> ● Analyze the method of making bakery products ● Make a list of tools and materials based on the grouping of tools for preparation, processing, and serving in bakery products ● Make a paper report for presentation 	(a, b, c, d, e, f, g, h, i, j)

	9. Students can determine the function of tools in bakery products (C3)					
12	<p>Sub-CLO : Students can imitate and make White Bread.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can design job sheet planning in white bread practice (P2) 2. Students can identify recipes for white bread practice (P2) 3. Students can practice various types of white bread products (P2) 4. Students can demonstrate white bread products. (P2) 5. Students can explain the presentation of 	<p>Practice different types of white bread products:</p> <ol style="list-style-type: none"> 1. White bread 2. Whole bread 	<ul style="list-style-type: none"> - Observe the practical modules explained by the lecturer - Observe the steps of each bakery product - Group discussion - Question and answer - Do assignments 	510'	<ul style="list-style-type: none"> - Make a practice plan. - Product practice - Make a report - Presentation of practice results - Make product photos and in frames 	(a, b, c, d, e, f, g, h, i, j)

	<p>each practiced white bread product. (P4)</p> <p>6. Students can listen to evaluations about various practiced white bread products. (P4)</p>					
13	<p>Sub-CLO : Students can imitate the practice of sweet bread.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can design job sheet planning in sweet bread exercise. (P2) 2. Students can identify recipes for sweet bread exercise. (P2) 3. Students can rehearse various types of sweet bread products. (P2) 	<p>Rehearse different types of sweetbread products:</p> <ol style="list-style-type: none"> 1. Shredded bread rolls 2. Cheese bread 3. Chocolate bread 4. Banana bread 5. Sarikaya Bread 6. Sausage Bread 	<ul style="list-style-type: none"> - Observe the practical modules explained by the lecturer - Observe the steps for each product of making sweet bread - Group discussion - Question and answer - Do assignments 	510 minutes	<ul style="list-style-type: none"> - Make a practice plan. - Product practice - Make a report - Presentation of practice results - Make product photos and in frames 	(a, b, c, d, e, f, g, h, i, j)

	<p>4. Students can demonstrate sweet bread products.. (P2)</p> <p>5. Students can explain the presentation of each practiced sweet bread product. (P4)</p> <p>6. Students can listen to evaluations about various practiced sweet bread products. (P4)</p>					
14	<p>Sub-CLO : Students can imitate the practice of French bread.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Students can design job sheet planning in French bread practice (P2) 2. Students can identify recipes 	<p>Practice various types of quick bread products</p> <ul style="list-style-type: none"> - Scones - Muffins - Corn bread - Orange nut bread - Banana bread - Date nut bread - Popovers - Gingerbread 	<ul style="list-style-type: none"> - Observe the practical modules explained by the lecturer - Observe the steps for each product making Quick Bread - Group discussion - Question and answer 	510'	<ul style="list-style-type: none"> - Make a practice plan. - Product practice - Make a report - Presentation of practice results - Make product photos and in frames 	(a, b, c, d, e, f, g, h, i, j)

	<p>for Quick Bread practice (P2)</p> <p>3. Students can Practice various types of Quick Bread (P2) products</p> <p>4. Students can demonstrate Quick Bread products. (P2)</p> <p>5. Students can explain the presentation of each practiced Quick Bread product. (P4)</p> <p>6. Students can listen to evaluations about various practiced Quick Bread products. (P4)</p>	- Soda bread	- Do assignments			
15	Sub-CLO : Students can analyze failures in making bread	Miscellaneous failures and causes of failure in bread making	Learning format: <i>Synchronous:</i> Virtual meeting via zoom	150 minutes		(a, b, c, d, e, f, g, h, i, j)

			<i>Asynchronous:</i> Self-study via spot.upi.edu Method: Lecturers give explanations, discussions, question and answer, and do assignments			
16	Students can complete the Final evaluation of the study	Implementation of the Final Semester Exam	Exam via SPOT	150'	-	

3. References

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4. Appendix-1 Teaching and Practical Modules

5. Appendix-2 Evaluation Instrument