



**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>		
Kitchen Knowledge and Kitchen Equipment	8321103060		T=3	P=0	ECTS=4.77	2	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>	<b>Case Studies</b>								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>								
	<b>Program Objectives (PO)</b>								
	<b>PLO-PO Matrix</b>								
		P.O							
<b>Short Course Description</b>	This course material consists of basic concepts about commercial kitchens and production equipment in food service businesses, including basic concepts, professional kitchen planning, kitchen layout, heat sources, production equipment, and materials; implementing accumulated skills in producing food, carrying out assessments, and analysis.								
<b>References</b>	<b>Main :</b>								
	<ol style="list-style-type: none"> <li>1. Anonimus. 1980. Mengenal Barang. Jakarta: Kantor Pusat DJBC</li> <li>2. Beumer, BJM. 1980. Pengetahuan Bahan. Jakarta: Bharata karya Aksara.</li> <li>3. Birchfield, John C. 2008. Design and Layoutof Foodservice Facilities. Hoboken, New Jersey: John Wiley &amp; Sons, Inc.</li> <li>4. Hillman. Howard. 2003. The New Kitchen Science. New York: Houghton Mifflin Company 215 Park Avenue South.</li> <li>5. Katsigris, Costas &amp; Thomas, Chris. 2009. Design and Equipment for Restaurants and Foodservice A Management View. THIRD EDITION. Hoboken, New Jersey: John Wiley &amp; Sons, Inc.</li> <li>6. Kotschevar, Lendal H &amp;Terrel, Margaret E. 1986. Food Service Planning, Layout and Equipment. New York: John Willey &amp; Sons.</li> <li>7. Peet, Louise Jenison; Pickett, Marry S. &amp; Arnold, Mildred G. 1979. Household Equipment. New York: John Willey &amp; Sons</li> <li>8. Trotter, Charlie; Wareing, Marcus; Hill, Shaun; Hall, Lyn. Knife In The Kitchen. New York: 375 Hudson Street, New York, 10014</li> </ol>								
	<b>Supporters:</b>								
<b>Supporting lecturer</b>	Prof. Dr. Any Sutiadiningsih, M.Si. Mauren Gita Miranti, S.Pd., M.Pd.								
<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 a culinary kitchen intelligently, honestly and responsibly.	<p>1.Explaining the meaning of a commercial catering kitchen, the benefits of studying DPP knowledge, the scope of DPP dilemmas in using kitchen equipment</p> <p>2.Explain matters relating to kitchen safety/security.</p> <p>3.Explain the important factors that must be considered when selecting kitchen equipment.</p>		Presentation on reading the 3 X 50 Question and Answer and reflection module			0%
2	Able to understand the concept of commercial kitchen planning as a basis for analyzing food lab conditions carefully, honestly and responsibly and presenting clearly and independently.	<p>a. Explain the forms of commercial catering kitchens</p> <p>b. Express the definition of ergonomics and its scope correctly.</p> <p>c. Explain the requirements for a commercial kitchen in terms of physical and non-physical aspects</p> <p>d. Analyze the condition of the food lab in terms of safety and health aspects</p>		Presentation reading the Q&A and reflection module. 3 X 50			0%
3	Have the ability to identify important factors in layout as a basis for sketching kitchen layouts (main kitchen and pastry & bakery kitchen).	<p>a. Understand the provisions that must be considered in the layout/layout of a commercial kitchen. b. Determining the area of the commercial kitchen space c. Identify activity centers in each section of the culinary industry kitchen d. Determine the expected work flow and space e. Designing a catering kitchen layout</p>		<p>1. Lecture 2. Reading a module about Basic Commercial Kitchen Concepts 3. Questions and answers 4. Discussion in working on LKM 5. Giving students the opportunity to observe analysis and write reports 3 X 50</p>			0%
4	Have the ability to identify production equipment (preparation for serving processing) and the basic principles of equipment selection as a reference for determining production equipment according to needs independently and responsibly.	<p>a. Identify kitchen equipment and utensils (preparation for serving) according to their section. b. Explain the basic principles of equipment and utensil selection</p>		<p>1. Lecture 2. Discussion 3. Explore kitchen equipment 4. Give students the opportunity to observe analysis and write a report 3 X 50</p>			0%
5							0%

6	Have expertise in using production equipment	a. Choosing the right cutting and peeling tools for vegetables b. Cut and peel vegetables with the right tools and techniques c. Choosing the right file tool for fish and poultry d. Filling fish and poultry with the right tools and techniques		1. Practicum 2. Question and answer 3 X 50			0%
7	Have an understanding of heat sources (gas and electricity) as a reference in processing food which is related to the type & material of processing equipment and food ingredients	a. Explain the various heat sources b. Explain measures to prevent electrical and gas accidents c. Calculate the costs of using electricity and gas.		1. Lecture 2. Reading the module 3. Discussion on the LKM 4. Presentation 3 X 50			0%
8	U.S.S			2 X 50			0%
9	Explain the characteristics of basic equipment materials and how to care for metal kitchen tools	a. Explain the various metals used for kitchen utensils (stainless steel, aluminum and copper, etc.) b. Explain the characteristics of various metals c. Explains how to care for metal equipment, including how to use it, clean it and store it.		1. Lecture 2. Reading the module 3. Discussion working on the LKM 4. Presentation of discussion results 3 X 50			0%
10	Understand the characteristics of basic equipment materials and how to care for them: non-metal	a. Explain the meaning of non-metal b. Explain the various non-metallic materials used for kitchen utensils c. Explain the characteristics of non-metallic materials d. explains how to care for equipment made from non-metallic materials: various types of plastic and ceramics, glass and wood		1. Lecture 2. Reading the module 3. Discussion working on the LKM 4. Presentation of discussion results 3 X 50			0%

11	Have expertise in selecting and using heat sources as well as selecting and using processing equipment made from metal and non-metal materials	<ol style="list-style-type: none"> <li>1. Able to select and use heat sources according to the characteristics of processing equipment and characteristics of food ingredients</li> <li>2. Able to choose metal and non-metal processing and serving preparation equipment according to the characteristics of food ingredients</li> <li>3. Able to use metal and non-metal processing and serving preparation equipment according to the characteristics of food ingredients</li> </ol>		<ol style="list-style-type: none"> <li>1. Practicum</li> <li>2. Presentation of results</li> <li>3. Question and answer</li> </ol> 3 X 50			0%
12	Have mastery of operation and maintenance of portable electric food appliances (PEFA)	<ol style="list-style-type: none"> <li>a. Explain the meaning of portable electric food appliances (PEFA)</li> <li>b. Explain the types of portable electric food appliances (PEFA) and their main components</li> <li>c. Operate and maintain portable electric food appliances (PEFA)</li> </ol>		<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Reading the module</li> <li>3. Discussion on working on the LKM</li> <li>4. Presentation of the results of the discussion</li> </ol> 3 X 50			0%
13	Mastering the types and main components; how to operate and how to maintain large equipment (range oven range with china range)	<ol style="list-style-type: none"> <li>a. Explain the meaning of large equipment components (range oven range with china range)</li> <li>b. Explain the components of the range oven range with china range</li> <li>c. Explains how to operate and how to maintain a range oven with a china range oven</li> </ol>		<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Reading the module</li> <li>3. Discussion on working on the LKM</li> <li>4. Presentation of the results of the discussion</li> </ol> 3 X 50			0%
14	Mastering the types and main components; how to operate and how to maintain large equipment; dough mixer proofing baking oven	<ol style="list-style-type: none"> <li>a. Explain the components of a dough mixer proofing baking oven</li> <li>b. Explains how to operate and maintain the dough mixer proofing baking oven</li> </ol>		<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Reading the module</li> <li>3. Discussion working on the LKM</li> <li>4. Presentation of discussion results</li> </ol> 3 X 50			0%

15	Have mastery of the types of use and maintenance of large equipment (tilting pan rice cooker gas steamer salamander) and large equipment (freezer refrigerator and dishwasher)	a. Explain the components of the tilting pan rice cooker gas steamer salamander b. Explain how to operate and maintain the tilting pan rice cooker gas steamer salamander c. Explain the difference between freezer & refrigerator, meaning dishwasher d. Identify freezer & refrigerator dishwasher components based on their use e. How to use and care for the freezer & refrigerator dishwasher		1. Lecture 2. Reading the module 3. Discussion on working on the LKM 4. Presentation of the results of the discussion 3 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.
- 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.