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## Standardization of Basic Pastry Techniques for Beginners: A Theoretical and Practical Review in the Development of a Guidebook

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### Abstract

The art of pastry making is often considered the most intimidating culinary branch for beginners because it requires temperature precision, accurate folding techniques, and a deep understanding of ingredient characteristics. This study aims to describe the background and urgency of compiling the guidebook “Various Pastry Preparations for Beginners” as an applicable culinary literacy instrument. The method used is descriptive qualitative through observing culinary market trends and analyzing the need for independent learning resources. The results of the discussion show that the low success rate of beginners in making pastry is caused by the fragmentation of information on digital media that does not present standard basic techniques. The preparation of this book is intended to fill this gap by simplifying the methodology without reducing the quality of the final product. Through an instructional visual approach and validated (fail-proof) recipe formulations, this book not only serves as a hobby guide but also as a stimulus in building readers' self-efficacy to enter the MSME-based creative economy sector. In conclusion, strengthening literacy through a structured guidebook is a key factor in transforming amateur skills into professional competence in the pastry field.

**Keywords:** culinary literacy, pastry, beginner, guidebook, basic techniques, MSMEs

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### INTRODUCTION

The rapid growth of the culinary industry has spurred increasing public interest in cooking skills, including in the field of *pastry*. *Pastry* is a branch of the culinary arts with distinctive characteristics—in terms of preparation techniques, ingredient composition, and the final product<sup>1</sup>. However, the complexity of *pastry-making* techniques often poses a challenge for beginners, making it necessary to have a learning resource that is systematic, practical, and easy to understand<sup>2</sup>.

Cookbooks, as a form of learning resource, play a vital role in helping individuals understand the cooking process step by step. Especially for beginners, a well-structured cookbook serves not only as a practical guide but also as a tool for grasping the fundamental concepts of food preparation.<sup>3</sup> In this context, the creation of the cookbook “Various *Pastry* Recipes for Beginners” is relevant to address this need.

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<sup>1</sup> Aziz Fitri Profita Aznam and Winda Rosita Dewi, “The Contribution of Pastry and Bakery Product Variations as Added Value to the Stay Experience at a Five-Star Hotel,” *Mabha Journal* 5, no. 2 (2024): 83–95, <https://doi.org/10.70018/mb.v5i2.89>.

<sup>2</sup> Nasfati Iktarastiwi, “Evaluation of the Implementation of Mini-Research Assignments in Pastry Courses in Culinary Education,” *Journal Central Publisher* 3, no. 3 (2025): 3312–23, <https://doi.org/10.60145/jcp.v3i3.618>.

<sup>3</sup> Oky Mauludya Sudradjat and Mila Rahnia, “Designing an Educational Medium: An Illustrated Recipe Book for Cooking Activities at Rumah Hasanah in Bandung for Students Aged 12–18 in the Basic Skills Class,” *In Search* 21, no. 2 (2022): 240–47, <https://doi.org/10.37278/insearch.v21i2.645>.

In addition, practice-based learning (*“learning by doing”*) has proven effective in improving culinary skills.<sup>4</sup> With clear and systematic guidance, readers can immediately apply theory to practice, making the learning process more effective and meaningful.

Therefore, presenting recipes accompanied by explanations of basic techniques, the functions of ingredients, and practical tips is a crucial aspect in the compilation of this book.

Based on this background, this article aims to examine the development of a *pastry* recipe book for beginners from the perspectives of concept, presentation structure, and its implications for the culinary learning process. This study is expected to contribute to the development of innovative and practical learning materials, particularly in the culinary field.

## METHOD

This study employs a qualitative, descriptive approach aimed at examining the development of the recipe book “Various *Pastry* Creations for Beginners” as a culinary learning medium. The data used consist of primary data obtained from the recipe development and testing process, as well as secondary data derived from a literature review on basic *pastry* techniques, the functions of ingredients, and practice-based learning.

Data collection techniques included literature review, observation, and documentation. Subsequently, the data were analyzed using a qualitative descriptive method, emphasizing the alignment between theory and practice, the systematic presentation of recipes, and the ease of understanding for beginners. Data validity was ensured through source triangulation by comparing the results of observations, documentation, and the references used.

## RESULTS AND DISCUSSION

### Analysis of Culinary Literacy Needs for Beginners

Culinary literacy in this context is not merely defined as the ability to follow recipes procedurally but encompasses a conceptual understanding of techniques, ingredients, and scientific principles that underlies the food processing.<sup>5</sup> This perspective aligns with Harold McGee’s view, which emphasizes that success in culinary practice is greatly influenced by an understanding of the chemical and physical aspects of food ingredients.<sup>6</sup> Therefore, a systematic educational approach is crucial in building basic competencies for beginners.

The growing interest in *home baking*—particularly following the *COVID-19 pandemic*—reflects a shift in domestic activities and consumer patterns. This activity serves not only to meet food needs but also as a form of recreation and self-expression.<sup>7</sup> According to Michael Pollan, direct involvement in the cooking process can increase an individual’s awareness of food quality and foster a more reflective relationship with food.<sup>8</sup> However, the growing number of “amateur bakers” is not always accompanied by adequate technical understanding, leading to a high potential for failure in practice. This situation highlights the need for literacy resources that are not only practical but also educational and comprehensive.

On the other hand, the availability of culinary information in the digital age is abundant but not systematically structured. Most sources merely present procedural steps without accompanying explanations of the underlying fundamental principles.<sup>9</sup> This causes beginners to struggle with

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<sup>4</sup> A Rahmawati, “Bomboloni Culinary Training as a Medium for Culinary Literacy Education and Strengthening Local Gastronomic Tourism,” *Jurnal Pitutur Abdi Masyarakat* 2, no. 1 (2026): 1–9.

<sup>5</sup> Heni Adhianata, Elma Sulistiya, and Zaldy Iskandar, “Improving Culinary Arts Students’ Nutritional Knowledge Through the Integration of the Learning Process in the Course ‘Nutrition for Culinary Professionals,’” *Journal of Culinary Arts* 2, no. 1 (2026).

<sup>6</sup> Harold McGee, *\*On Food and Cooking: The Science and Lore of the Kitchen\**, Revised Edition (New York: Scribner, 2004).

<sup>7</sup> Tri Wahyuni Indah Permata and Melisa Olivia, “Strategies for Developing Baking Courses During the Pandemic at Olivia Kursus,” *JCOMENT (Journal of Community Empowerment)* 4, no. 2 (2023): 92–104, <https://doi.org/10.55314/jcoment.v4i2.632>.

<sup>8</sup> Michael Pollan, *\*Cooked: A Natural History of Transformation\** (New York: Penguin Press, 2013).

<sup>9</sup> Julita et al., *Production Management and Business Development for Rural Entrepreneurs in the Culinary Sector* (Central Java: CV Eureka Media Aksara, 2025).

understanding the logic behind each processing stage. For example, the difference between puff pastry and shortcrust pastry lies not only in the composition of the ingredients but also in processing techniques such as lamination, fat distribution, and temperature control.

In this context, culinary practices are part of a contextual and structured knowledge system, thus requiring a more systematic learning approach than merely conveying instructions.<sup>10</sup>

Given these conditions, the urgency of standardizing techniques is an aspect that cannot be overlooked in developing culinary literacy for beginners. This standardization includes the creation of structured guidelines regarding ingredient measurements, mixing techniques, and the control of temperature and time during the baking process. The primary goal of this standardization is to minimize technical errors and improve the consistency of the final product.<sup>11</sup> Auguste Escoffier emphasized that systematization in culinary practice is the cornerstone of achieving quality and consistency.<sup>12</sup> Thus, standardized guidelines not only help beginners follow procedures but also understand the fundamental principles underlying each technique.

Overall, this discussion confirms that the development of a culinary literacy book for beginners is a relevant need in addressing contemporary challenges. The book serves as an educational tool capable of bridging the gap between the public's high interest in *home baking* and their limited technical understanding, thereby supporting continuous and systematic skill development.

### Classification and Characteristics of Pastry Products

The classification and characteristics of *pastry* products are fundamental components in developing culinary literacy materials for beginners, as they provide a systematic conceptual framework regarding product types, processing techniques, and the relationship between ingredients and the final product. This understanding is not only descriptive but also analytical, enabling readers to internalize fundamental principles that are applicable in practice. From a food science perspective, the structure and texture of *pastry* are determined by the interaction between proteins, fats, and thermal conditions during the processing, as explained by Harold McGee.<sup>13</sup>

### Identification of Pastry Types

Pastry is generally classified into two main categories with distinct technical characteristics and final results, namely laminated dough and non-laminated dough.

Laminated dough: this type of dough is formed through a process of repeated layering of dough and fat, known as the lamination technique. This process produces a *flaky* structure that is characteristic of certain *pastry* products.

- a) Examples: *croissants*, *Danish pastries*
- b) Key characteristics: layered, light, crispy
- c) Key factors: *folding*, *rolling*, and temperature control
- d) Risk of failure: the fat melts before lamination is complete, so the layers do not form

Non-laminated dough: this type does not undergo the lamination process but relies on specific mixing methods and proofing techniques.

- a) Examples: *choux pastry*, *tartlets*
- b) Main characteristics: soft texture (*choux*) or flaky texture (*tart*)
- c) Leavening mechanism: water vapor (in *choux*) or fat-flour structure (in *tart*)
- d) Advantages: simpler process compared to laminated dough

This classification is important because it helps beginners understand that each type of *pastry* has different technical principles, as pointed out by Wayne Gisslen.<sup>14</sup>

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<sup>10</sup> Amanda Ramadhani Safitri et al., "The Influence of Zero-Waste Food Knowledge on Implementation in Culinary Practice Activities by Undergraduate Students in the Home Economics and Culinary Arts Program," *SENTRI: Journal of Scientific Research* 4, no. 12 (2025): 4465–77, <https://doi.org/10.55681/sentri.v4i12.5200>.

<sup>11</sup> Fuad Aditya Efendi et al., "Education on Production Processes and Quality Control in Maintaining the Consistency of Bakpia Wong Keraton Products," *JBIMA: Journal of Community Service* 3, no. 1 (2026): 45–54, <https://doi.org/10.64109/k94bjv70>.

<sup>12</sup> Auguste Escoffier, *\*Le Guide Culinaire\** (New York: John Wiley & Sons, 2002).

<sup>13</sup> McGee, H., *Op. Cit.*, pp. 538–545.

<sup>14</sup> Gisslen, W. (2013). *Professional Baking* (6th ed.). John Wiley & Sons, pp. 255–258.

### The Functions of Basic Ingredients in *Pastry*

Basic ingredients in *pastry* making have specific functions that determine the final quality of the product. An analysis of these ingredients covers several key aspects, namely wheat flour, fat, and liquids and temperature.

Wheat flour is high protein: a) produces strong and elastic gluten (a firmer structure), b) medium/low protein, produces a softer and more crumbly texture. Its primary role is forming the structural framework of the dough. Fat: a) shortening, high melting point, stable for lamination, produces consistent layers, b) butter, provides a distinctive aroma and flavor, but is more sensitive to temperature, c) main role, creates layers, inhibits excessive gluten formation, and improves texture. Liquids and temperature: a) water, plays a role in gluten formation and produces steam during baking, b) cold temperature, maintains fat stability during the lamination process, c) high temperature, triggers expansion through steam and baking reactions

### Technical and Temperature Manipulation

Control techniques and temperature are crucial in determining the success of *pastry* products, which include:

1) Dough temperature control

Maintaining a low temperature to prevent the fat from melting before the lamination process is complete

2) Processing techniques

- a) *Folding*: forming repeated layers
- b) *Rolling*: ensuring even fat distribution
- c) *Mixing*: determining gluten formation

3) Impact on the final product

- a) Unstable temperature: layers fail to form
- b) Improper technique: the texture becomes hard or uneven. In this regard, Auguste Escoffier emphasizes that the systematization of and process control are key factors in achieving consistency and quality in culinary products.<sup>15</sup>

Thus, an understanding of the classification and characteristics of *pastries*, supplemented by an analysis of ingredients and processing techniques, provides a strong conceptual foundation for beginners. This enables the learning process to proceed in a focused manner, while also enhancing the ability to adapt various techniques in the professional practice of *pastry* making

### Methodology for Compiling and Curating Recipes

The methodology for developing and curating recipes is a crucial aspect in the creation of culinary literacy books for beginners, as it determines the level of comprehensibility, relevance, and effectiveness of knowledge transfer to readers. This process involves not only selecting recipes but also adapting the content to align with the target readers' cognitive capacity and technical skills.<sup>16</sup> In a pedagogical context, simplifying the material must preserve its conceptual essence and the quality of the final outcome.<sup>17</sup> This aligns with Jerome Bruner's perspective, which emphasizes that effective learning occurs when material is presented in a gradual and structured manner according to an individual's level of understanding.<sup>18</sup>

The principle of simplification is applied as a strategy to adapt complex recipes so that they are easier for beginners to understand and put into practice, without compromising the quality of the final product.<sup>19</sup> This process involves several approaches, including:

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<sup>15</sup> Escoffier, A., *Op. Cit.*, pp. 3–7.

<sup>16</sup> Putu Ari Nugraha et al., *Culinary Tourism: Challenges and Opportunities in Indonesian Gastronomy* (Yogyakarta: Star Digital Publishing, 2025).

<sup>17</sup> Z Hamidi et al., "The Application of the Process Approach in Deep Learning at Madrasahs," *Jurnal Ilmiah Nusantara* 3, no. 4 (2026): 123–43, <https://doi.org/10.61722/jinu.v3i4.10188>.

<sup>18</sup> Jerome S. Bruner, *\*The Process of Education\** (Cambridge, MA: Harvard University Press, 1960).

<sup>19</sup> Tarma, Rahma Shabrina Oktarianti, and Prastiti Laras Nugraheni, "Adaptive Strategies for Securing Halal Food Among Indonesian Migrant Families in Japan: A Review of Halal Food Literacy," *Journal of Social Humanities and Education* 1, no. 4 (2026): 296–304, <https://doi.org/10.65310/qnwvsj71>.

- a. Reducing the complexity of work steps: recipes are organized into more concise and logical steps, avoiding ambiguous or open-to-interpretation instructions.
- b. Use of operational terminology: technical terms are explained simply or accompanied by brief definitions to ensure they are easily understood.
- c. Adaptation of tools and ingredients: common kitchen equipment and readily available ingredients are used.
- d. Standardization of measurements and times: consistent use of units and clear time instructions to minimize misinterpretation.

This approach does not aim to eliminate complexity entirely, but rather to present it in a more structured and step-by-step format. Thus, beginners can still understand the basic principles behind each process, as emphasized by Harold McGee: understanding the process is more important than simply following instructions.<sup>20</sup>

### Turning a Hobby into an Entrepreneurial Opportunity

The development of a culinary literacy book for beginners is ultimately not only oriented toward achieving technical competencies in the domestic sphere but also has a strategic dimension as a catalyst for the creative economy.<sup>21</sup> A crucial point underpinning the validity of the material in this book is that its development is grounded in the results of fieldwork (PKL) that has already been conducted. Through direct observation and active involvement in the industry ecosystem during practical training in the culinary field, a gap was identified between academic theory and on-the-ground reality, particularly regarding the technical challenges frequently faced by entry-level workers or amateur practitioners. Thus, the structured knowledge on *pastry* preparation presented in this book is not merely a theoretical compilation but a reflection of practical experience that has been tested for reliability. This serves as a fundamental foundation for individuals to transform their hobbies into productive micro-businesses, while simultaneously reducing *barriers to entry* for the general public seeking to enter the professional-standard *bakery* industry.

In addition to the empowerment aspect, integrating the results of fieldwork into culinary literacy plays a vital role in managerial aspects, particularly regarding production efficiency and cost control. Data and findings gathered during the internship provide a concrete picture of the main causes of *product failure*, which lead to financial losses. Through a deep understanding of ingredient functions and temperature control—validated by this practical experience—aspiring entrepreneurs can minimize *food waste*, as production processes become more measurable and consistent. This efficiency, rooted in real-world field experience, not only impacts business sustainability from a financial perspective but also enables MSME entrepreneurs to innovate products with high added value while remaining price-competitive in the local market.<sup>22</sup>

Furthermore, the systematic learning process through guidelines developed based on industry experience contributes significantly to enhancing self-efficacy and an entrepreneurial mindset. Success in independently producing high-quality *pastries*—meeting standards that approach those of the professional industry as observed during the internship—builds individuals' confidence to begin marketing their products. From a cognitive psychology perspective, belief in one's own competence is a determining factor in the willingness to take business risks.<sup>23</sup> In today's digital age, *pastry* products with high aesthetic value and standardized quality offer a competitive advantage in visual marketing across various digital platforms.<sup>24</sup> Thus, the compilation of this guidebook is a concrete step toward bridging the gap between public interest and sustainable economic opportunities, reinforced by an empirical foundation rooted in real-world field practices.

<sup>20</sup> McGee, H., *Op. Cit.*, pp. 4–6.

<sup>21</sup> S. E. Ismail, *The Halal Culinary Creative Industry: Development Models and Strategies Within the Framework of Maqashid al-Sharia* (Merdeka Kreasi Group, 2024).

<sup>22</sup> S. Hidayatulla, "The Product Innovation Race in Enhancing the Competitiveness of MSMEs," *Journal of Applied Economics and Business Global* 1, no. 1 (2025): 16–23.

<sup>23</sup> Muhammad Alfatih Sallim et al., "Understanding Entrepreneurship Through a Psychological Perspective," *Orbit: Jurnal Ilmu Multidisiplin Nusantara* 1, no. 4 (2025): 155–63.

<sup>24</sup> Suswanto and Agung Yuliyanto Nugroho, "A Comparison of Visual Appeal and Taste Between Artisan Pastries and Commercial Pastries," *Journal of Education and Development* 14, no. 1 (2026): 373–77, <https://doi.org/10.37081/ed.v14i1.7641>.

## CONCLUSION

Based on the analysis presented, it can be concluded that the compilation of the book “Various Pastry Recipes for Beginners” is a solution to the significant discrepancy between domestic enthusiasm for *home baking* and the availability of credible technical knowledge. Culinary literacy, within this framework, is positioned as an educational tool that integrates conceptual aspects of ingredients, methodological precision, and thermal control. Through a systematic classification of *dough*—including both *laminated* and *non-laminated* categories—readers are provided with a structural understanding that enables the minimization of production anomalies in independent practice.

The significance of this book lies in the application of a simplification methodology that breaks down complex techniques into operational instructions without compromising the quality standards of the final product. The integration of data and observations from fieldwork (PKL) provides empirical validity to each topic, ensuring that the resulting knowledge has functional relevance to professional culinary industry standards. This practical foundation ensures that every recipe formulation has undergone an accurate field verification process.

Overall, the publication of this guide has strategic implications for strengthening the creative economy sector. Mastery of standardized techniques and an understanding of material efficiency are key determinants in facilitating the transformation of individual skills into competitive micro-businesses. Thus, the promotion of structured culinary literacy is a fundamental factor in sustainably enhancing the technical competencies and economic self-reliance of communities in the creative industries sector.

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