



The Development of Tutorial Video Media Learning in Specialty Food Subject

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Abstract. The objectives of this study are: (1) to create learning media based on tutorial video for Specialty Foods subject, (2) to determine the adequacy level of Specialty Food tutorial video media according to material experts, (3) to determine the adequacy level of Special Food tutorial video media according to media experts, (4) to determine the adequacy level of Special Food tutorial video media based on student assessments. The type of research applied in this study is R&D (Research and Development with a 4D development model (Define, Design, Develop, and Disseminate). The learning media development procedures are carried out through: (1) Preliminary study stage. (2) The development stage is conducted through a model design drafting/planning which is divided into 3 parts including: compiling materials, making scripts and preparing storyboards, taking videos and editing videos. Furthermore, a validation process is performed towards material experts' assessments, media experts' assessments, and adequacy assessment by students, to assess the adequacy of the learning media. By integrating tutorial video on how to make tumpeng and tumpeng pungkur as learning media in Specialty Food subjects, the results of the study indicates; adequacy level score of 109 based on material experts' assessment and therefore belongs to very adequate category, adequacy level score of 65 based on media experts' assessment and therefore belongs to very adequate category, adequacy level score of 4928 based on students' assessment and therefore belongs to very adequate category.

Keywords: Development · Tutorial Video · Specialty Food Subject

1 Introduction

Specialty Food subject is a subject that studies about food served at Javanese traditional ceremonies. The subject is provided to semester VI students and is a compulsory subject. The materials covered in this Specialty Food subject is relatively numerous, including dishes for religious rituals (Eid al-Fitr, Eid al-Adha, Vesak, Nyepi and Chinese New Year), dishes for traditional ceremonies of suran, muludan, ruwahan, dishes for wedding ceremonies (srah srahan, pasang tarub, siraman, midodareni), dishes for pregnancy, ngupati, 7 bulan, procotan, birth and death. With so many materials being discussed

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in this subject, the learning methods and media used by the lecturers greatly affect the understanding level of students participating in the subject.

The interview results with lecturers and several students participating in the Specialty Food subject (who have graduated), the learning media commonly used in class is Power Point media. Some topics in the Specialty Food subject have a high level of difficulty in their delivery, for example, the material on making tumpeng selamatan mitoni (seventh month pregnancy ceremony/baby-shower).

Mitoni is a ceremony performed in the seventh month of Javanese pregnancy [1]. Difficulties in delivering this material include the completeness of the mitoni ceremony, wherein there are many dishes that must be prepared, namely: tumpeng mitoni, baro baro porridge, procot porridge, nasi aking, tumpeng robyong, penyon, sampora and bambu serumpun/pring sapur [2, 3]. These types of foods that must be served are not sold in the market and need to be prepared. Most of the students have never prepared dishes for such occasions, thus they find it difficult to prepare material associated with mitoni dishes.

In addition, in “Specialty Food” subject material there is a dish in the form of tumpeng. Tumpeng is big cone-shaped rice dish accompanied with side dishes like vegetables and meat originating from Javanese cuisine [4–6]. Tumpeng is served for various occasions, namely, tumpeng robyong, tumpeng gundul, tumpeng pungkur, tumpeng slamet, tumpeng megono, tumpeng mitoni, and tumpeng nasi kuning [7–10].

Based on experience so far, students are having difficulty in crafting these types of tumpeng and consequently the results are not optimal. Practical lectures for the “Specialty Food” subject are conducted in groups, and each group is assigned with different topics, considering that there are many materials that must be exercised and also taking into account the cost. This circumstance results in different experiences in preparing dishes for each individual.

In order to achieve optimal results (students understand the subject material well), all learning components should not be put aside (should get optimal attention too). One of the learning components that need attention in class is learning media [11–13]. PPT media that are commonly used in learning have not been able to achieve optimal results in the “Specialty Food” subject learning.

Based upon the research team’s discussion with the lecturers and student feedback, in order to improve students’ understanding in undertaking the Specialty Food lecture, it was concluded that it was necessary to use more interactive learning media. Using interactive learning media, learning will be more appealing, easy to understand and effective [14–16].

Concerning the learning media agreed between the research team and the subject lecturers in order to improve student understanding is Tutorial Video Media. By using tutorial video media learning process, material delivery is expected to be more interesting and fun, while being helpful for students who have different learning styles and students can learn independently. The problem being examined in this research is how to develop

a suitable tutorial video learning media in Specialty Food subject according to material experts, media experts and users (students participating in the lectures). This study aims: 1) to develop tutorial video media for Specialty Food learning, 2) to find out the adequacy of Specialty Food tutorial video media according to material experts, 3) to find out the adequacy of Specialty Food tutorial video media according to media experts, 4) to find out the adequacy of Specialty Food tutorial video media according to students. The tutorial media being developed in order to facilitate the “Specialty Food” subject is limited to tutorials in making tumpeng and tumpeng pungkur.

This problem is very essential to be examined so that learning in the “Specialty Food” subject can be optimal and therefore improves student competency. In consequence this condition needs to be addressed immediately and thereby problems that have a broad impact on the lack of understanding of students graduating from the Culinary Arts Study Program (prospective teachers) do not continue to occur.

The targeted output is a tutorial video on how to make tumpeng and tumpeng pungkur. The results of this tutorial video can be used by students in e-learning classes.

2 Method

The type of research and development applied in this study is Research and Development (R&D) from Sugiyono [17]. The model employed is 4D (Define, Design, Development and Disseminate).

a. “Define” Step

It covers problem identification/concept analysis.

b. “Design” Step

Media/video selection and design.

c. “Develop” Step

This step aims to obtain empirical data as a basis for improvement. The development step consists of expert assessment and development testing.

d. “Disseminate” Step

This step covers product dissemination activities that have been tested and developed to be widely used by others.

Figure 1 is the 4D model chart in this study.

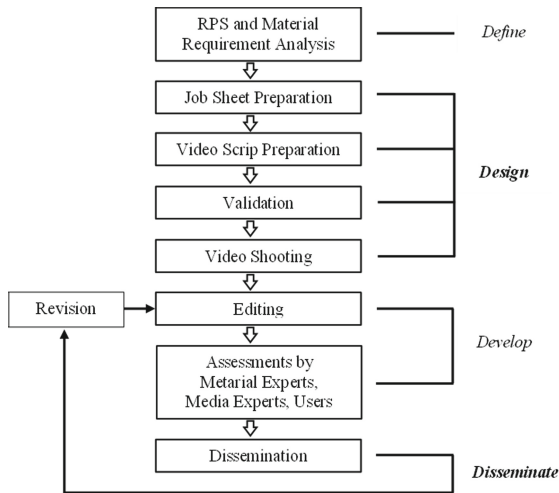


Fig. 1. Model 4D

3 Result and Discussion

3.1 Result

The research data description is displayed in the steps of 4D model development as follows: 1.) Define step, specifying the material on how to make tumpeng and tumpeng pungkur; 2.) Design step, organizing the tumpeng and tumpeng pungkur material into video script; 3.) Develop step, producing learning video in the form of tumpeng and tumpeng pungkur making tutorial video. At this step, the tumpeng and tumpeng pungkur tutorial video learning media are assessed for its adequacy by Material Experts, Media Experts, and students. 1.) The average assessment score result by the Material Expert is 41, which belongs into very adequate criteria; 2.) The average assessment score result by media experts is 65, which belongs into very adequate criteria; 3.) And the assessment score result by 52 students can be explained as follows; 50% stating adequate, 45% stating very adequate, 5% stating inadequate. Overall, the total score obtained is 4928, and if being consulted with the table, it belongs into very adequate criteria, hence the tumpeng and tumpeng pungkur tutorial video learning media are concluded to be very adequate to use; 4.) Disseminate step, dissemination of learning videos on how to make tumpeng and tumpeng pungkur in the Specialty Food subject, and being used in Specialty Food subject e-learning.

3.2 Discussion

The results of this study are in line with the standpoint of Karim [18] in which the tumpeng learning video contributes to the development of e-learning media for the Specialty Food subject that is interactive, having visualization that attract interest and facilitating students to learn. They are confirmed by the assessment results from Material Expert and Media Expert with very adequate criteria. Additionally, the students as users

of the e-learning media also consider the tumpeng and tumpeng pungkur tutorial video learning media to be very adequate to use, interesting to watch, and easy to understand.

Derived from the results of interviews with students to support the results of this study, they state that they feel motivated to participate in Specialty Food subject, and in fact repeatedly play the tumpeng and tumpeng pungkur tutorial videos. This is in line with the previous study [19] stating that in general students feel more motivated to participate in learning activities if each class is complemented with the use of interactive learning media. The tumpeng and tumpeng pungkur tutorial videos increase student engagement and facilitate students to implement learning strategies that lead to improving student learning outcomes.

4 Conclusion

Based on the conducted study, it can be concluded that the tumpeng and tumpeng pungkur tutorial video learning media production is very adequate to be utilized as students' assistance in their Specialty Food subject learning activities. Furthermore, it will be included in the Specialty Food subject e-learning.

The results of this study clarify that the tumpeng and tumpeng pungkur making tutorial video learning in Specialty Food subject is very adequate to be utilized as students' assistance in their Specialty Food subject learning activities. However, its implementation has not been tested yet. Therefore, the suggestion for this study is to try out tumpeng and tumpeng pungkur making tutorial video in the Specialty Food subject learning process.

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