



The Application of Learning Methods to Practical Subjects in Culinary Study Program

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ABSTRACT

The use of appropriate learning methods that suit school needs in the practical learning process can provide students with the ability to understand good concepts and learning materials, so that they will be able to train students and develop practical skills and scientific attitudes. The importance of learning methods in practical subjects lies in their ability to cater to a variety of learning styles, enhance the learning process, and contribute to the overall educational environment. By recognizing and utilizing different learning methods, teachers can create more effective and engaging learning experiences, resulting in better learning outcomes and increased student satisfaction.

Keywords: *Application, Learning Methods, Practical Subject.*

1. INTRODUCTION

Learning methods have an important role in the teaching and learning process because students influence how students understand, participate and absorb information so that they can increase student motivation. Learning styles is a field of research that has many useful implementations for both the learner and educator. Learning styles can be simply understood as the various techniques that students prefer to use to perceive and process information and interact with the learning environment. Identifying the various dimensions of learning styles provides educators with a greater awareness of the unique characteristics of learners. Educators can use this awareness to maximize student learning and support effective education by developing teaching methods that incorporate various learning styles [1]. Interesting and interactive learning methods can increase students' motivation and they will be more enthusiastic about learning if the methods are interesting and relevant. Good methods can help students understand the material better. In interactive methods, students often have to understand concepts and apply them, which supports deeper understanding. Choosing the correct method will make it easier for students, because each student has a different learning style. Varied and inclusive learning methods can accommodate various student learning styles, thereby enabling all students to learn effectively. Methods that focus on problem solving,

critical thinking, and arguing can develop students' thinking skills which are very important in everyday life.

Some learning methods involve students in group work or joint projects. This helps students develop social, communication, and cooperation skills. Methods that combine learning in contexts that are relevant to real life make it easier for students to see the relationship between learning material and its application in everyday life. Good learning methods allow educators to better measure student understanding. Educators can see how students answer questions, solve problems, and participate in learning activities. Students must fully understand the skills and techniques in question and must understand why they are using those skills (attitude change), the value of those skills, and how they can use those skills [2].

In an increasingly digitalized world, learning methods can utilize technology to provide additional resources, simulations, or access to a wider range of information. Good learning methods encourage students to become active lifelong learners. Students will have the skills and motivation to continue learning throughout their lives. By choosing appropriate learning methods, educators can utilize resources and time more efficiently, optimizing student learning outcomes. Each type of learning method has different applications depending on the type of data and task to be completed. Choosing the right method really depends on the context and problems encountered.

If learning strategies and methods have the importance of key qualifications, they should also be developed systematically so that learners have developed a repertoire of strategies by the time they leave school [3]

2. METHODS

This research has conducted a literature study by collecting 20 journals and 3 literature books obtained from the Google Scholar website using the keywords learning methods in the field of culinary arts. Of the 20 journals selected again, 12 journals met the criteria, namely journals published in 2014-2023 and according to keywords.

3. RESULTS AND DISCUSSION

3.1. Practical Learning

Practical learning is an approach to the learning process that emphasizes direct practice and real experience as the main way to understand and master a skill or concept. This approach is often in contrast to the theoretical approach which focuses more on explaining concepts or theories verbally or in writing. In learning practices, students actively engage in physical actions or skills related to the learning topic. The characteristic of learning practice is that students are directly involved in physical actions, such as experiments, experiments, simulations, exercises, or real work. Learning practices often involve problem solving, where students are faced with real situations or problems that students must solve through physical actions or the use of learned skills and students are actively involved in the learning process. Students can participate in observing, reflecting, and evaluating the results of student actions, as well as learning by doing, creating, and teaching these skills. Learning practices often create appropriate and real contexts for learning that students hope can teach students learning with real world situations. Students can observe the results of student actions and receive feedback on student performance. Learning practices require physical resources, such as equipment, materials, or facilities that support the learning process.

Practical learning has the benefit of allowing students to experience and understand concepts or skills directly, so it can be a very effective approach for most types of learning.

3.2. Types of Methods in Practical Learning

Practical subjects often require a more practical and applied learning approach. The following are several types of learning methods that are often used in the context of practical subjects:

3.2.1. Project-Based Learning (Project-Based Learning)

In project-based learning, students work on real projects that are relevant to the student's subject. Students learn by doing tasks that are similar to what students would encounter in the real world.

3.2.2. Case-Based Learning (Case-Based Learning)

This method requires students to solve problems or tasks based on real cases or existing scenarios. This helps students connect theory with practice.

3.2.3. Simulation-Based Learning (Simulation-Based Learning)

In simulation-based learning, students interact with simulations or methods that simulate real situations.

3.2.4. Collaborative Learning (Collaborative Learning)

Students work together in groups to complete a specific assignment or project. This allows students to learn from each other and develop social skills.

3.2.5. Internships or Work Practices (Internships or Work-Based Learning)

In the context of practical subjects, internships or work practice in the workplace are actually very useful learning methods. Students gain practical experience in the field and understand the job firsthand.

3.2.6. Exercise-Based Learning (Exercise-Based Learning)

Students practice a particular skill or task repeatedly to strengthen student understanding. This learning method is widely used in subjects such as art, sports, or music.

3.2.7. Virtual Simulation-Based Learning (Virtual Simulation-Based Learning)

Students interact with virtual simulations or digital environments to develop skills and understanding in practical contexts.

3.2.8. Work-Based Learning (Job-Embedded Learning)

This method involves learning that occurs in the everyday workplace. This learning is often used in professional training.

3.2.9. Problem-Based Learning (Problem-Based Learning)

Students are faced with complex problems and must find solutions through research, experiments, or other methods.

3.2.10. Experience Based Learning (Experiential Learning)

Students gain understanding and skills through hands-on experiences, such as field trips or practical outdoor activities.

3.3. Data Application of Learning Methods to Practical Subjects in the Culinary Study Program

Choosing a learning method depends on the type of practical subject being taught, learning objectives, and available resources. Combination of the above approaches can often provide a richer and more applied learning experience. The following is the application of several learning methods in practical subjects.

3.3.1. CTL (Contextual Teaching and Learning) learning method.

The CTL (Contextual Teaching and Learning) learning method is a learning approach that aims to make learning more relevant and meaningful for students by linking learning material to real-world contexts and their life experiences. This method was developed to improve students' understanding and application of concepts and skills in real situations. Research conducted by [4], data collection used teacher observation methods, written tests and practical tests. The research was carried out in 2 cycles. Each cycle involves planning, implementing actions, observing and reflecting, where each cycle holds 2 meetings. Judging from the results of class research actions in improving students' skills in the first cycle, there was an increase where in the initial test the score was 60%, at the 1st meeting it was 78% and at the 2nd meeting it was 80%. Meanwhile in cycle II there was an increase in students' skills in processing continental dishes from seafood reaching 5% from 81% at meeting 1 to 86% at meeting 2. From the implementation of cycles I and cycle II it can be concluded that the research increased students' skills in processing continental dishes from Seafood has increased 26% from before action was taken. Because the increase has been successful, the 3rd cycle of action is not needed.

3.3.2. Demonstration Learning Method

The demonstration learning method is a teaching approach in which the teacher or instructor directly shows students how a task, skill, or process is performed.

This method is carried out in a practical form so that students see directly what is being studied. This method is usually more interesting and makes students focus more on the lesson material. The research conducted [5] took the object of this research as 34 people. Research subjects include observation results, document analysis results and assessment results practice. Applying this method will make a big contribution, especially to improving skills. From the results of observation in cycle I, it was obtained that 50% of students completed, meanwhile cycle II 97.06% student completion. Here there was an increase of 47.06% in student completion. The use of the demonstration method does not only extend to cycle II, but can be used continuously to obtain maximum results. Using this method can improve students' skills in basic culinary subjects. Every assignment given must be submitted on time and checked carefully. Creating structured worksheets maximizes the level of perfect work and minimizes errors in practice.

3.3.3. Learning Methods Examples Non Examples

The "Examples-Non-Examples" Learning Method is an approach used in teaching to help students understand concepts or information by presenting positive examples (examples) and negative examples (non-examples) to clarify students' understanding. Based on data from classroom action research [6] starting from the pre-cycle, Cycle I and Cycle II, it can be concluded that the use of the Examples and Non-examples method can increase productive lesson learning outcomes, this can be seen from the following data: Learning Completeness, In pre-cycle the amount of student learning completeness was 48.39%, in cycle I it increased to 74.19%, while in cycle II it increased to 87.10%. Absorption capacity of students. In the pre-cycle the amount of absorption capacity of students was 65.32%, in cycle I it increased to 69.68%, while in cycle II it increased to 79.19%. It can be concluded that the use of the Examples and Non examples method can increase productive lesson learning outcomes

3.3.4. Inquiry Learning Method

The Inquiry Learning Method is a learning approach that is centered on questions, exploration and discovery by students. Based on research results [7] it can be concluded that practical learning outcomes can be improved by applying the Inquiry learning method. Application of this method in stages: Orientation in the form of apperception, explaining the objectives and learning materials; The core activities include identifying problems, formulating hypotheses, collecting data, analyzing data and testing hypotheses; The final activity is drawing conclusions. Student learning outcomes based on the class average increased by 22.06% in cycle I with an initial condition of 55.35 increasing to 77.41. Cycle II

learning results increased by 55.93% with an initial condition of 49.07 increasing to 84.27. Students' attitudes increased from cycle I to cycle II. Students' attitudes in the classroom were responsible, cooperative, self-confident, tolerant and honest with an average student attitude of 85.8% in cycle I. In cycle II student attitudes increased with an average student attitude of 94.4% in cycle II. The increase in student attitudes from cycle I to cycle II was 6.4%.

3.3.5. *Research and Development (R&D)*

Method

The Research and Development (R&D) method is a systematic approach used in the world of education to develop, design and test new products, services or programs. This discovery learning-based e-module is designed to increase student understanding so that it can improve student learning outcomes. The method in this research uses Research and Development (R&D) with 4-D development procedures (Define, Design, Develop, Disseminate). The data analysis technique used is a descriptive analysis technique to describe the validity, practicality and effectiveness of the e-module. The results obtained from research into the development of the Validity of Discovery Learning-based e-modules were declared valid in terms of media and materials. The practicality of the Discovery Learning-based e-module was stated by teachers and students to be very practical. The effectiveness of Discovery Learning-based e-modules is stated to be effective in improving learning outcomes. Based on the research results, it can be concluded that Discovery Learning-based e-modules are valid, practical and effective to use as learning aids in basic culinary arts subjects [8].

The development of electronic modules developed in this study is in the form of electronic modules based on websites or pages. This electronic module can be used both independently and with a companion, in this case, the teacher, and can be accessed through devices from computers, mobile phones, and other devices anywhere and anytime only with internet data. This research uses Research and Development (R&D) research methods with the ADDIE model. Based on the findings of this development research, the development of electronic modules of speech listening skills in BIPA 1 learners for children with Indonesian culinary content gets an average percentage of 87%, which means it is very worthy with a very good predicate. Therefore, the development of the electronic module of speech listening skills is in accordance with the demands of BIPA 1 learners for children [9].

3.3.6. *Contextual Method*

The Contextual Method is an approach in education that emphasizes the importance of linking learning to

real-world contexts and students' life experiences. The results of research [10] show that student activity in restaurant learning has increased, as can be seen from the first cycle data, 47.5% of students paid attention to the teacher's explanation, 25% of students answered questions by giving examples in daily life, 12 students expressed opinions, 5% and 15% of students made presentations, in cycle II student learning activity increased by 52.5%, paying attention to teacher explanations, answering questions increased by 12.5%, expressing opinions increased by 50%, and presentation activities increased by 10% and the level of student knowledge the restaurant learning material increased, it can be seen from the first cycle data, 10% of students got very good grades, 50% of students got good grades, 15% of students got enough, and 25% of students got poor grades, in cycle II, student learning outcomes in the cycle II is 62.5% of students got very good grades and 37.5% of students got good grades.

3.3.7. *Explicit Instruction Learning Method*

The Explicit Instruction Learning Method is a highly structured and teacher-centered teaching approach designed to provide students with a clear understanding of a particular concept or skill. The results of research [11] show the implementation of practical learning in the subject Serving Food and Drinks by applying the Explicit Instruction learning method with two cycles and there is an increase in learning outcomes in practical learning in the subject Serving Food and Drinks class for breakfast and sub-indicators for setting the table for lunch for cycle II by applying the Explicit Instruction learning method. This can be seen from the class average score from cycle I of 67.83 for pre test I and 85.45 for post test I. Meanwhile for cycle II it was 75.90 for pre test II and 88.28 for post test II. If the percentage increase in student learning achievement increased in the first cycle, it was 67.5% and in the second cycle, it was 75%. Based on this data, all students at the end of the action can reach the Minimum Completeness Requirements (KKM) standards.

3.3.8. *Take And Give Type Cooperative Learning Method*

The "Take and Give" type of Cooperative Learning Method is a form of cooperative learning where students work together in groups to create a mutually supportive learning environment. This method requires students to "take" information or knowledge from their own group and "give" their contributions to the group. The results of research [12] in applying the Take and Give type cooperative learning method to the basic competency of food processing techniques show that teacher activity got a percentage of 88.38% with very good criteria, student activity was 89.52% with very good criteria, student response 83.15% of students responded "yes" and if

categorized then the learning was very good. Data on knowledge learning outcomes is divided into two, namely pre-test and post-test. The pre-test results showed that 47.36% of students had completed it, while the post-test results showed that 100% of students had completed it. The results of the data normality test for the Pre Test and Post Test values were 0.302 and 0.327. The results of the t test statistical value for the difference between the pre test and post test values are -5.463 with a significance level of 0.00. The attitude learning results were 89.77% with very good criteria, while the skills results were 100% of students completed. So it can be concluded that the Take and Give type cooperative learning method can improve student learning outcomes.

3.3.9. Project Based Learning Learning Method

Project Based Learning (PBL) Learning Method is a learning approach based on projects or assignments designed to create deep and meaningful learning experiences for students. In cycle I, the average learning achievement score for class This shows an increase in the average student learning achievement of 5.38, namely, from 67.94 in the initial reflection to 73.32 in cycle I. In cycle II, the average score of learning outcomes for class craft and entrepreneurship lessons was 80.38 and classical completion reached 100%. The change in student learning achievement in cycle I and cycle II was 7.06, namely, from 73.32 in cycle I to 80.38 in cycle II. From the description of cycle I and cycle II, it can be seen that the application of the project based learning method can improve the craft and entrepreneurship learning achievement of class XI Culinary B students [13].

3.3.10. Hands on cooking learning method

The results of research [14] show that the application of the hands on cooking method can improve Indonesian food processing practice skills. This increase can be seen from the average percentage in pre-action, cycle I and cycle II. The average ability of Indonesian food processing practice skills in pre-action was 53.44% in the sufficient category, increased in cycle I to 73.13% in the good category and increased in cycle II to 79.69% in the very good category. Thus, it can be concluded that the application of the hands on cooking method is effective in improving practical skills in Indonesian food processing and students learn, try challenges creatively and innovatively while solving problems.

The use of appropriate learning methods that suit the needs of students at school in the learning process can provide students with the ability to understand good concepts, as well as learning materials, so that they will be able to train students and develop students' learning skills at school, as well as the scientific attitudes of students. students [15].

4. CONCLUSION

In summary, the importance of learning methods lies in their ability to cater to diverse learning styles, improve the learning process, and contribute to the overall educational environment. By recognizing and utilizing different learning methods, educators can create more effective and engaging learning experiences, leading to better learning outcomes and increased student satisfaction.

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