Development of Learning Module in The Culinary and Tourism Industry courses in Unimed Catering Study Program

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Abstract

This research is motivated by the absence of a learning module in the Culinary and Tourism Industry courses in the culinary study program, Medan State University. The purpose of this study was to see the process of developing modules for the Culinary and Tourism Industry subject matter, to determine the validity of the Culinary and Tourism Industry modules, to determine the practicality of the Culinary and Tourism Industry modules. The research method used in this research is the development method. The stages carried out in the development method are define, design, develop, and disseminate. The research instrument was in the form of a questionnaire that was distributed to research respondents, namely students and lecturers. The results of the study the validity of the learning module were declared valid from three aspects, namely format, content and language. The practicality of the culinary and tourism industry modules can be seen from the implementation of the use of learning modules. The result of module effectiveness assessment is very practical with a percentage of 84.06% of student responses and 77.083% with practical categories of lecturer responses. The effectiveness of the module is seen from the acquisition of students' pretest and posttest scores. Then analyzed the value of the increase through analysis of the gain score data. The gain score is 0.64 in the medium category.This research is limited to defining, designing and developing modules to obtain valid, practical and effective modules for student use. This research produces a product in the form of a learning module that can support the achievement of learning objectives in culinary and tourism courses

Keywords: develop, module, culinary, tourism industry

Introduction

Today the tourism sector is the largest foreign exchange earner in Indonesia. The government is currently working hard to carry out development and improvement in order to increase the quality of tourism which can attract tourists to visit a destination. Improvements and developments are carried out in all aspects, including the culinary aspect which is part of the attraction of tourists on a tour.

Along with the development of culinary and tourism, it is also accompanied by changes in the college curriculum, especially in the Catering Study Program, which is tailored to the needs of the business world and the industrial world. This curriculum change was carried out by adding a new subject, namely "Culinary and Tourism" with a weight of three credits. With the addition of these courses, Unimed culinary graduates will be more innovative in producing the latest culinary delights. Law No. 2 of 2003 concerning the National Education System article 20 paragraph 3 states that "Higher Education can organize academic, professional and / or technological and vocational education education programs". PTK in state universities aims to prepare the experts needed by the community to facilitate, encourage and improve the skills, skills and competencies of students so that they can become smart, creative, innovative, and competitive people.

The learning method applied to the Culinary and Tourism subject is the lecture method, where students listen to the lecturer who explains the material until the class is over. This indicates that student boredom occurs because of the monotony of the lecture method. Learning resources can only be obtained from lecturers. If the lecturer is unable to attend, the students are not divided, as a result not all learning objectives are achieved. So in order to achieve the learning objectives and make learning more interesting, as well as the interaction of many directions from students to lecturers, learning media are needed. Educational media is a learning resource in the form of components and physical vehicles that contain and contain instructional material within the student environment so that students are encouraged to learn (Arsyad:2014). The physical vehicle referred to in this study is a module. Module is a single program that can measure learning objectives. Modules are all printed teaching materials that are arranged systematically and easily understood by students according to their age and level of knowledge (Andi:2015). Modul is a unit in which contains a complete series of learning activities that are specifically and clearly arranged to help make it easier for students to achieve a number of goals (Nasution:2011). Modules can be viewed as program packages arranged in certain units for learning purposes. The module has a writing structure, namely an introduction, presentation, and a closing (Ristekdikti:2017)

The learning module is arranged in an attractive and systematic manner. The culinary and tourism course module does not exist in the culinary study program so it is not optimal when reviewing learning. This module can later be obtained by students in the form of hard and soft copies. The module in the form of soft copy can be accessed by students through the unimed online learning system (SIPDA UNIMED) which will be input by the lecturer who teaches the course. Thus this study intends to develop learning media in the form of modules to support the learning process of students in the culinary study program, majoring in family welfare, engineering faculty, state university, medan.

The purpose of the implementation of this research is to determine the process of developing a learning module in the Culinary and Tourism course in the Unimed Catering study program, to determine the validity of the learning module in the Culinary and Tourism course in the Unimed Culinary study program, to determine the practicality of using learning modules in the course. Culinary and Tourism in Unimed Catering study program seen from testing on lecturers and to determine the effectiveness of the use of learning modules in the Culinary and Tourism course in Unimed Catering study program.

Research Methode

This method of developing a learning module for Culinary and Tourism subjects follows the existing 4D stages according to Tiagarajan (1974). This model was developed using 4 stages of development, namely :

2.1 Definition

The definition stage is useful for determining and defining needs in the learning process and gathering various information related to the product to be developed. In this stage it is divided into several steps of observation, interviews, curriculum analysis and student analysis.

2.2 Design (design)

After finding the problem from the definition stage, the next stage is the design stage. This objective aims to determine the format that determines, determine the topic, arrange the topic and prepare the learning test.

2.3 Development (develop)

The development stage is carried out if the design stage has been completed. To get a valid, practical and effective learning module is from this stage of development. The development stage starts with the validation of the learning module for the Culinary and Tourism Industry course with the responses of several experienced experts or experts to assess this learning module. Practicality tests are carried out on lecturers and students, and effectiveness tests are carried out on students.

2.4 Dissemination (disseminate)

After the trial of the learning module was carried out, the next stage was the dissemination stage. The purpose of this stage is to disseminate learning modules for the Culinary and Tourism Industry courses and develop them to develop products so that they can be accepted by users, whether individuals, groups, or systems.

Results And Discussion

The learning module for the Culinary and Tourism Industry course is a systematic and interesting teaching material that includes material content, methods and evaluation that can be used independently. The learning module is developed through several processes and stages. The first stage is define (definition). At this stage, observations are made in the learning process. Based on the results of observations, it was found that the lecturer had not yet distributed learning modules to students. After further observations, interviews were conducted with the lecturer who taught the subject, it was found that students did not fully understand the learning material and the lecturer also used learning material from searching the internet. Then performed a curriculum analysis to see the material requirements for module development. The core materials found in the curriculum are the development of the culinary and tourism industry, culinary insights and the tourism industry holistically.

The second stage of developing the Culinary and Tourism Industry module is design. The design of the module begins with the creation of a module cover page containing the titles of courses in Culinary and Tourism Industry, names of authors and culinary and tourism designs. Furthermore, the foreword page design for the Culinary and Tourism Industry module contains words of praise to Allah SWT God and the supporting sentences. Then the module content design consisting of main material and learning support material.

The third stage of the development of the Culinary and Tourism Industry learning module is development. The purpose of this development stage is to produce the final form of the learning device after going through revisions based on input from experts / practitioners and experimental data. The steps taken at this stage are expert validation. Expert appraisal is a technique for obtaining suggestions for the improvement of the material (Tiagarajan:1974). Experts / practitioners' assessment of learning tools includes: format, language, illustrations and content. The results of the format / media expert's assessment are valid with a V value of 0.88 with the very high category as follows :

Table 1. Results of the Module Format Validity Test

Indicator	Validation Value	Kategori	Information
Serving eligibility	0,967	Very high	Valid
Graphics	0,79	High	Valid
Conclusion	0,88	Very high	Valid

Based on the description of the results of the module format validity test, it can be described in a bar graph as follows:
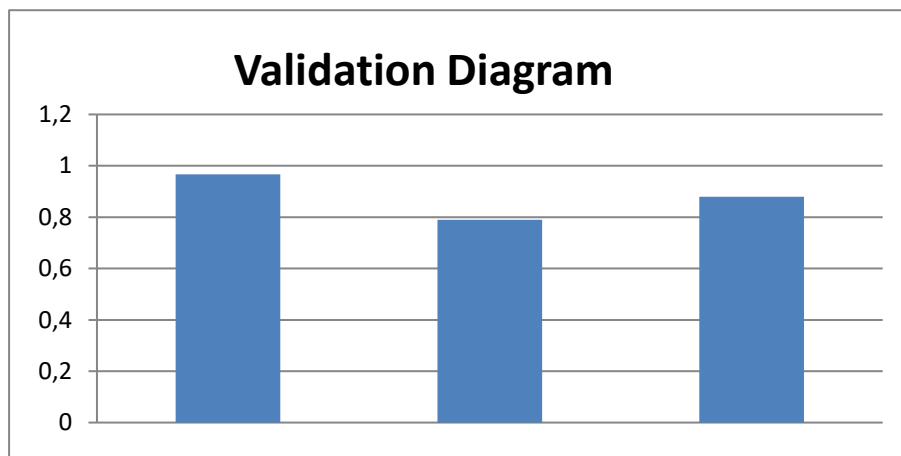

Figure 1. Validation diagram of the module format

The module format validation is carried out by media experts to determine the feasibility of the module display format. The module format / media validation includes aspects of presentation feasibility and graphics.

The results of the content / material expert's assessment of the module are also valid with a V value of 0.799 with a high category, the details are presented in table 2 below:

Table 2. Module Content Validity Test Results

Indicator	Validation Value	Category	Information
Content eligibility aspect	0,81	Very high	Valid
Supporting aspects of the material	0,75	High	Valid
Presentation feasibility aspect	0,83	Very high	Valid
Conclusion	0,799	High	Valid

Based on the description of the results of the module content validity test, it can be described in a bar chart as follows:
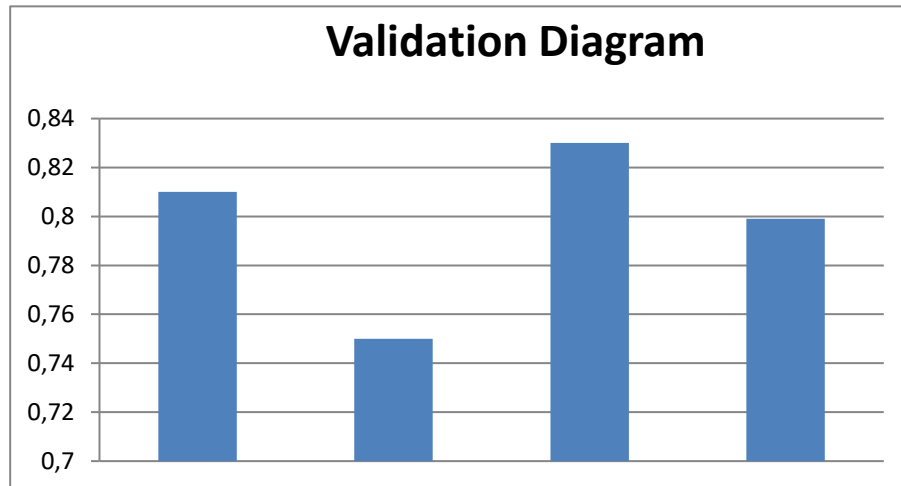
Figure 2. Validation Diagram of Module Contents

Material is the main component of the module in the teaching material group. The validity of the developed module studied in this study includes content validity in the form of conformity between the concepts presented with the concepts and theories as well as construct validity, namely the suitability of transformation or translation of concepts and theories into an operational. The results of validation greatly determine the validity of a product developed (Azwar:2014). The type of validation includes the content and material construct by material experts. The material in the developed module is presented through clear text with attractive pictures or illustrations for easy understanding. Module material is presented accurately. Accuracy of the material includes the accuracy and suitability of the material presented with scientific developments. Product validation can be done by presenting several experts or experienced experts (Sugiyono:2018).

The linguist's assessment of the module obtained a V value of 0.85 which was categorized as very high and valid. Overall the value of the module validity was 0.843 with a very high category.

Table 3. Results of the Module Language Validity Test

Indicator	Validation Value	Category	Information
Straightforward	1	Very high	Valid
Communicative	0,83	Very high	Valid
Dialogical and Interactive	0,89	Very high	Valid
Use of terms / symbols / icons	0,67	High	Valid
Conclusion	0,85	Very high	Valid

Based on the description of the results of the module content validity test, it can be described in a bar chart as follows:
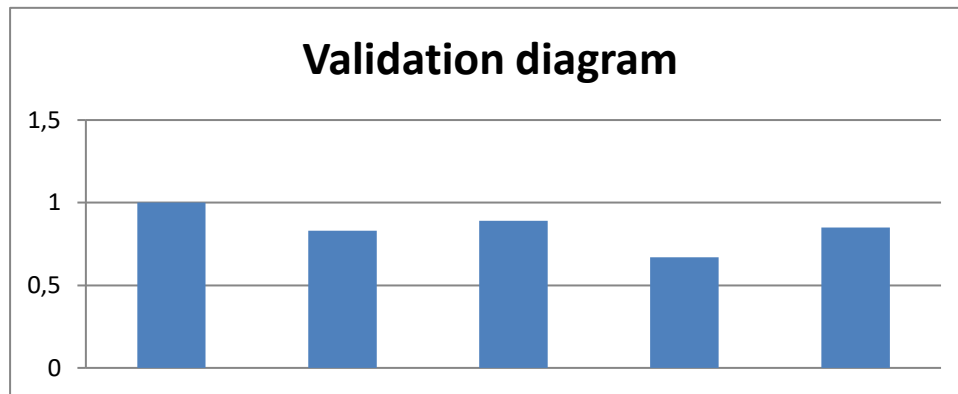

Figure 3. Validation Diagram for Module Language

Based on input from experts, the learning material was revised by the researcher to make it more precise, effective, easy to use, and of high technical quality. The ones who are in charge of improving the module design are researchers who want to produce these products (Sugiyono:2018).

According to Akker, (1999) One of the objectives of development research is to provide a scientific contribution and the practicality of the resulting product. Ease of use in learning activities based on development goals can be a measure of the practicality of the module. The next activity is practical testing with field trials obtaining direct input in the form of responses, reactions, student comments, and observers to the learning modules that have been compiled. Trials, revisions and retries are continuously carried out until a consistent and effective device is obtained (Thiagarajan:1974). The following describes the results of the practicality test of student responses in detail:

Table 4. Results of Student Response Practicality Test

No	Indicator	Percentage of Assessment	Category
1	Ease of use	84,43%	Very practical
2	The attractiveness of the dish	83,75%	Very practical
3	Benefits	84%	Very Practical
	Conclusion	84,06%	Very practical

The results of empirically obtained test data for the practicality of the Culinary and Tourism Industry learning module can be described as follows:
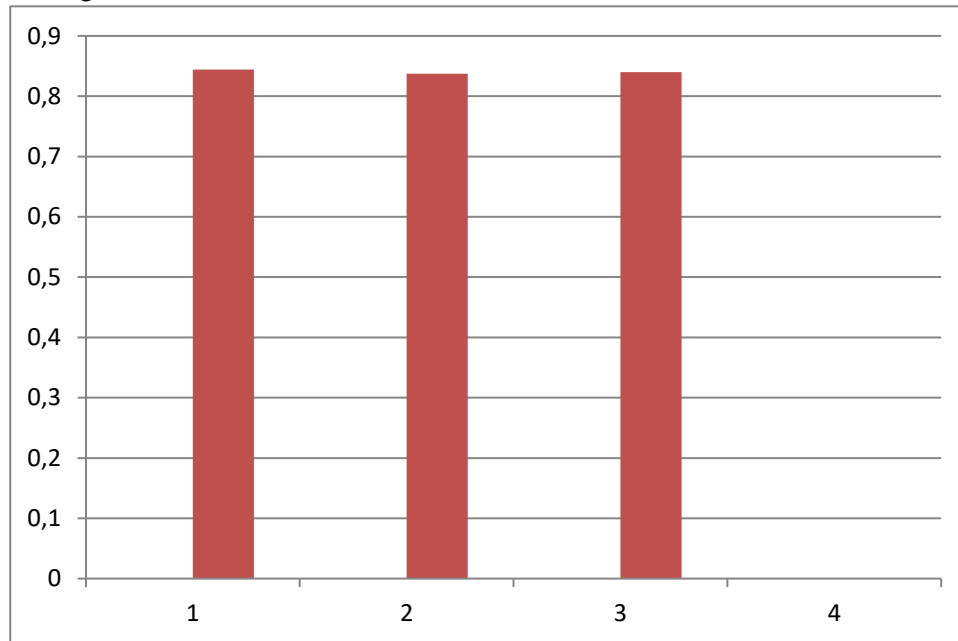

Figure 4. Diagram of Student Response Module Practicality Test

Student response to the culinary and tourism learning module in terms of ease of use is considered very practical with a percentage value of 84.43%. The attractiveness of the module offerings obtained a percentage value of 83.75% in the very practical category, and in terms of benefits it is also considered very practical with a percentage value of 84%. The conclusion of student assessment is very practical with a percentage value of 84.06% in the very practical category. The results of the practicality test based on the lecturers' responses can be described as follows:

Table 5. Results of the Lecturer Response Practicality Test

No	Indicator	Percentage of Assessment	Category
1	Ease of use	75%	Practical
2	The attractiveness of the dish	81,25%	Very practical
3	Benefits	75%	Practical
	Conclusion	77,083%	Practical

The results of empirically obtained test data for the practicality of the Culinary and Tourism Industry learning module can be described as follows:
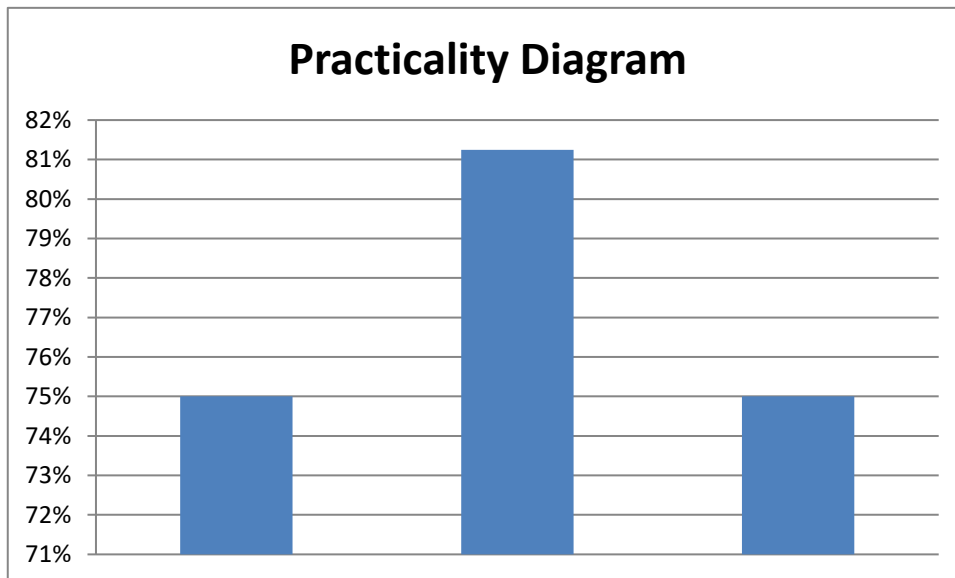

Figure 5. Diagram of the Lecturer Response Practicality Test

The lecturer response to the Culinary and Tourism Industry module with the ease of use indicator is 75% with the practical category, the attractiveness indicator is considered very practical with the category 81.25% and the benefit indicator gets a percentage value of 75% with the practical category. If averaged, the module conclusions are obtained with the practical category with a percentage value of 77.083%. Thus it can be concluded that this module is suitable for learning.

According to Sudjana (1990) the effectiveness of learning is related to the efforts and strategies used in achieving goals quickly and precisely. According to this definition, the effectiveness of the developed modules is seen from the improvement of student learning abilities. An overview of the student's ability improvement can be seen from the acquisition of a score of 0.64 in the moderate category from the learning test before and after using the module. The results of data analysis show that the module of development results is effectively applied to learning activities. These results are supported by the results with the title Development of the Body Care E-Module Learning Based on Discovery Learning in the Department of Cosmetology Education on Students at Medan State University which proves the use of e-module learning in nursing institutions is more effective in increasing the competence and knowledge of students about the weight learning treatment without using the e-module care learning media (Dwiyanti:2019). In their research entitled Development of Weaving Module Based on Local Loading in SMKN 1 Mesjid Raya Aceh Besar also proved that the use of modules is also effective for students because it can increase motivation, activation and learning outcomes cognitively and psychomotor (Erni, dkk:2019).

Learning activities begin with the presentation of learning objectives so that students know the targets that must be achieved. Methods to increase clarity in learning can be through the delivery of material that is as simple as possible according to the level of student development and linking it to student knowledge. Module are designed so that students are more active in learning activities.

Conclusion

Based on the results of research on the development of the Culinary and Tourism Industry learning module that has been carried out, the following conclusions, this research produces a learning module for the Culinary and Tourism Industry. Development of learning modules for the Culinary and Tourism Industry using the four-D method, namely define, design, develop and disseminate. The validity of the learning module is declared valid from three aspects, namely format, content and language. The practicality of the culinary and tourism industry modules can be seen from the implementation of the learning modules. The result of module effectiveness assessment is very practical with a percentage of 84.06% of student responses and 77.083% with practical categories of lecturer responses. The effectiveness of the module is seen from the acquisition of students' pretest and post-test scores. Then analyzed the value of the increase through analysis of the gain score data. The gain score is 0.64 in the medium category.

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