Implementation Of Food Decoration Learning Media Using Web Links For Independent Lectures

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Abstract.This research is motivated by the independent lecture system in the current online era, as well as the lack of soft skills in the practice of food decoration after learning theoretically. Of course this makes learning conditions very difficult and ineffective with inadequate theoretical material in providing guidance to students for practice.This study aims: (1) To find out the learning outcomes of students in the Web link-based Food Decoration course as an independent learning medium. (2) To see the feasibility of using Web Link-based food decoration learning media in independent lectures. This research was conducted at the Faculty of Engineering, Medan State University.The method used is Research and Development. The sample in this study were Catering Students in semester 3. Data collection techniques used documentation and questionnaires. Questionnaire data collected from material experts, media experts, and students were analyzed using descriptive statistics. It is known that the results of this study show that learning outcomes using learning media for food decoration based on Web Links obtained a tendency level of 87% which is high. As for the feasibility test, obtaining a score of 45% is classified as good. So it can be concluded that the results of the web-based Food Decoration learning media include good criteria as independent learning media.

Keywords: Media, Web, Food Decoration

1 Introduction

The development of science and technology has brought changes to every aspect of human life, especially in today's modern learning system, students do not only act as communicators or message recipients, students can act as communicators or messengers. As science and technology increasingly encourage renewal efforts in the use of technological results in the teaching and learning process. Educators and students are required to be able to use a variety of learning media in accordance with current technological developments [1].

Along with the development and expansion of technology in the world of education which is increasingly rapidly making the world of education increasingly challenged in creating new breakthroughs in the form of learning applications that make it easier for students to listen to learning materials at school and outside of school. The use of technology in the world of education is of course very helpful for the educational process to become more advanced and of course updated. Therefore, many prospective educators are required to be able to operate and use existing technology such as computers, the internet, and so on. Education is essentially an activity that is consciously and deliberately, as well as full of responsibility carried out by adults to children so that interactions arise between the two.

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Food Decoration is given to students with the aim of providing basic knowledge as a forum for improving students' abilities, creativity and skills. In this basic competence, there are several materials that must be mastered by students, including Food Decoration Knowledge, Food Decoration Concepts, Food Decoration Equipment, Classification of Food Decorations and so on. The process of learning Food Decoration in the Culinary Education Study Program, Medan State University, namely learning in the form of theory and practice, so that the learning material delivered must be specific and the learning media used must also be optimal. The learning process so far has been delivered using dictates and students are required to be more active in seeking information outside the campus by reading books or searching for information on the internet. Under these circumstances, student understanding is not optimal. The use of interesting learning media that can be used independently by students so that they are more motivated and more active in receiving material that must be mastered so that learning objectives can be achieved.

The desire of students in learning will foster effectiveness in a lesson so that the competencies that have been designed by educators can be channeled and accepted by students [2]. And this will support the increase in learning outcomes and soft skills of the students themselves. Based on the initial observations that have been made, it is known that during lectures students do not understand the theory of the contents of the textbooks that are distributed, so that the practicum results decrease and do not meet the cumulative score in the very good category. This is due to the lack of interest of students in opening unconventional textbooks.

The development of science and technology in the learning process is the enrichment of learning resources and media, such as books, modules, videos, website slides, and others. The internet is a wireless network that connects computers to one another with a very wide reach throughout the world. According to the e-Marketer market research institute published on the website of the Ministry of Communication and Informatics of the Republic of Indonesia, the population of internet users reached 83.7 million people in 2014, placing Indonesia in the 6th place in the world in the number of internet users [3].

The web-based application learning media device is an application system that contains material, tutorials and steps in practice [4]. Of course knowledge and experience are gained from seeing, following and doing according to existing media examples. An expert or professional never stops learning and practicing, if an expert stops learning, he cannot be called an expert anymore. Because science continues to develop in this information age, if we stop learning, the knowledge we gain now will expire in 1 or 2 years. In the field of science and education educators and students can use E-Learning in the form of a website with an internet network to exchange information related to their studies [5].

The rapid development of technology has made many universities support the use of technology in learning, especially the internet [6]. Therefore, web-based media is expected to be an effective solution to overcome the deficiencies of conventional learning media during classroom learning activities in helping educators to channel all the material in the Food Decoration course more effectively and helping students get learning resources [7]. which is in accordance with the standardization of Food Decoration lectures. Based on the description above, the author intends to conduct research with the title "Development of Learning Media for Food Decoration Using Websites for Independent Lectures".

2 Research Method

The research method used is Research and Development, because this research includes development research which is intended to produce learning products that are suitable for use

and according to needs. This research was conducted at Universitas Negeri Medan, especially the Tataboga Education study program in Semester 3. Time The research was carried out in the 2022 academic year, August - November. The research method used is research and development, because this research includes development research that is intended to produce learning products that are suitable for use and as needed. Brog and Gall provide limitations on development research as an effort to develop and validate the products used in the learning process.

Operational definition of research object Web Link-based learning media is an internet-based (online) learning facility that can be accessed by users by accessing predetermined learning sites, which can be accessed by computers or smartphones connected to the network which contains information about theories, videos, quizzes, tests and other interactive media.

The food decoration course is one of the culinary courses which contains theories of food decoration which includes definitions, concepts, tools and types of food decorations.

Implementation of website-based learning products requires output in the framework of formative evaluation. The outputs were obtained from the subjects consisting of two material experts and two media experts. As well as product recipients, namely students of the Culinary Education Study Program, Universitas Negeri Medan.

3 Results and Discussion

The results of this study are that media development is carried out with product planning which begins with the define stage, namely observation and reference collection, then carries out the design stage by designing products and compiling the required material according to basic competencies [8]. Finally, it is continued with the development stage, namely through the results of instrument trials which have previously carried out a feasibility test from the validation results of material experts and media experts as well as product revisions from the results of implementation on students, where pretest and posttest are carried out [9].

From the results of the pretest conducted, the results of the research data analysis were obtained, namely referring to the Likert Scale where each was made using 1-5 categories of answers given a score.

Table 1. Results of Material Expert Assessment

No	Category	Average Percentage (%)	Criteria
1	Content Feasibility Aspects	83.33	Well
2	Presentation Aspects	78	Well
3	Linguistic Aspect	90	Very good
Average		84	Well

The validation carried out by the two material experts included aspects of content feasibility, presentation and language. The validation results from the two material experts have a "good" criterion with an average rating of 82.86 percent.

Table 2. Results of Media Expert Assessment

No	Category	Average Percentage (%)	Criteria
1	Presentation Quality Aspects	94.44	Very good
2	Aspects of Graphic Quality	90	very good
Average		86.33	Very good

The data obtained from the validation results by the two media experts were then converted into 5 scales. The results of the data from the validation of two media experts can be seen that the eligibility quality of the media is included in the "very good" category with an average of 92.5 percent. The results of the assessment data analysis by the two media experts can be seen in table 3.

Table 3. Assessment Results of Pend Students Cullinary Art

No	Category	Average Percentage (%)	Criteria
1	Material Quality Aspects	89.61	Well
2	Display Quality Aspects	84.03	Well
Average		86.82	Well

The data obtained from the validation results by students are then converted into 5 scales. From the results of the data validation of 22 students, it can be seen that the quality of the material and the appearance of the media are in the "good" category with an average of 86.82 percent. The results of the assessment data analysis by students can be seen in table 4.

The revised and refined aspects based on data analysis and trials as well as input from material experts, media experts and users aim to explore some common aspects in the process of developing a product [10]. In the figure below it can be seen the average percentage of the results of the assessment of learning media based on the Indonesian Food learning website by material experts, media experts and users.

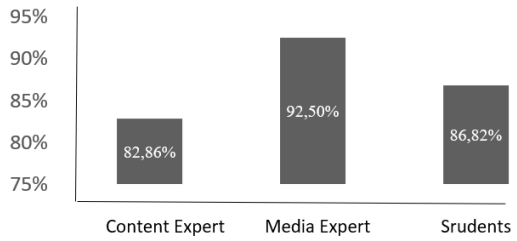

Figure 1. Average Percentage of Assessment Results for the Media

Some of the uses and benefits of Web Link-based food decoration learning media are: 1) Attractive appearance and easy-to-understand material; 2) learning becomes faster and more interesting so it doesn't cause boredom because it is equipped with pictures; 3) Easily accessible anytime and anywhere; 4) this food decoration learning media can be used as a substitute for learning resources for lectures independently.

4 Discussion

The design in the research procedure that will be carried out in the application of Web Link-based food decoration learning media products is carried out as follows [11]:

1) Needs Analysis Stage, by collecting various information and observations regarding learning materials that will be developed through interactive learning media and more attractive media designs.

2) Product Design Stage, in this stage researchers design and design products by preparing materials, videos, layout designs and appearance.
3) The Development Stage, namely organizing material and evaluating products from the results of trials by media experts and material experts. The media is then developed in the form of a Web by sharing links for students to access.
4) Implementation Phase, at this stage the product will be distributed to students in the form of a Web Link, with the aim of seeing the feasibility of the product being distributed.

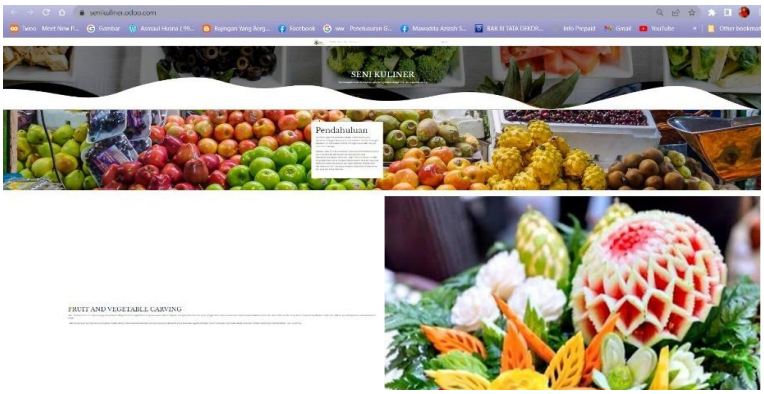

Figure 1. Product display

5 Conclusion

Based on the explanation above, it can be concluded as follows:

1) The application of Web Link-Based Food Decoration learning media provides good learning outcomes for students.
2) Web Link-Based Food Decoration learning media is suitable for use in independent lectures.

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