Analysis of Learning Outcomes of the MBKM Curriculum Study Program of the Surabaya State University Catering Education

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Abstract. The purpose of this study was to determine the Learning Outcome Program (PLO) of the Merdeka Belajr Merdeka Campus (MBKM) curriculum at the culinary education program at the State University of Surabaya. The results of the PLo were obtained by calculating the student learning outcomes of the Class of 2019 and 2020. The results showed that aspects of academic knowledge and attitudes had met the standards set, but the elements of knowledge and culinary skills had not yet reached the set standards. The causal factor was online learning and practicum facilities that had not maximum. The process of increasing knowledge and culinary skills are carried out utilizing students doing internships in the industrial world for 6 months.

Keywords: MBKM, PLO, Culinary Education

1 Introduction

Minister of Education and Culture Regulation Number 3 of 2020 concerning National Standards for Higher Education provides a rule that puts students first. What is meant by putting students first is that student needs are the primary reference of this curriculum. The MBKM program provides opportunities for students to develop abilities according to their interests, and talents and to be able to quickly adjust to needs [1].

The Independent Learning Campus Independent Curriculum (MBKM) has been applied to the Culinary Education study program at the State University of Surabaya. The program implemented is restructuring the curriculum and lecturer exchange. Students are given two semesters to gain learning experience outside the field of study. So that MBKM can provide knowledge and skills that can be used after students graduate [2-4]

Together with university leaders and staff, the lecturers have been given socialization and training for the MBKM program. The socialization is done by using interesting media and teaching materials so that they can be accepted and applied well by the lecturers. Good socialization is needed so a group can receive it well and the socialized product can be appropriately used [5-6].

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It was considered good based on observations made by student participation in the MBKM learning program in the Catering Education study program. However, an in-depth study is needed. One of the activities was calculating the Program Learning Outcome (PLO). The PLO calculation determines the learning achievement in accordance with the minimum standards the study program has set.[7-8]

Hopefully, this research will produce a positive perception of the success rate of the MBKM curriculum in the Catering Education study program. The positive perception of the MBKM curriculum shows that students are ready for changes in the educational process and the times. This study aims to obtain information on the results of the PLO from implementing the MBKM curriculum in the Catering Education study program.

2 Method

The research location is in the Catering Education study program, Faculty of Engineering, State University of Surabaya. The study was conducted in July 2022.

The data used are primary data. Primary data is first collected by researchers [9]. Primary data comes from the grades of 2019 and 2020 students. Data collection is done by asking lecturers for each course to collect final grades. The results of the group of scores are then analyzed with each PLO achievement so that the PLO achievement of each subject is obtained. The data is then tabulated and graphed to determine if the student's ability is in accordance with the predetermined PLO achievement.

Based on the results of the research in the form of an analysis of PLO achievements from 2019 and 2020 students, it can be seen that the aspects of PLO 1, PLO 3, PLO 4, PLO 5, PLO 7 and PLO 8 have passed the minimum standard set by the Catering Education study program which is 75 while PLO 2 and PLO 6 have not reached the minimum PLO limit set by the study program. The results of the analysis of PLO achievements can be seen in table 1 below.

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Table 1. PLO

No	Program Learning Outcome	EXCELLENT	GOOD	MODERATE	NOT ENOUGH	TOTAL
PLO 1	understand the concepts of science in the field of pedagogy,	35,73	34,82	4,09	4,36	79
PLO 2	to understand the concepts of science in the field of culinary arts	35,71	31,74	5,14	2,77	75,36
PLO 3	the principles of adaptive and normative knowledge that support the field of culinary education	40,36	32,43	3,07	3,29	79,15
PLO 4	apply scientific and innovative thinking skills in the field of educational competence and culinary science by prioritizing local wisdom	36,67	43,35	3,80	2,52	86,34
PLO 5	design and apply learning tools in science and technology-based culinary arts and obtain	38,90	30,40	4,70	5,00	79
PLO 6	create works in the field of culinary arts based on local wisdom with an entrepreneurial perspective	33,00	34,76	4,62	2,53	74,91

PLO 7	Able to design, implement, analyze and implement the results of research in the field of Catering education	43,55	28,00	2,77	3,82	78,14
PLO 8	Able to apply the Jelita Ideal character which includes Faith, Intelligent, Independent, Honest, Caring and Tough in the field of culinary education,	36,91	32,96	3,35	2,98	76,2

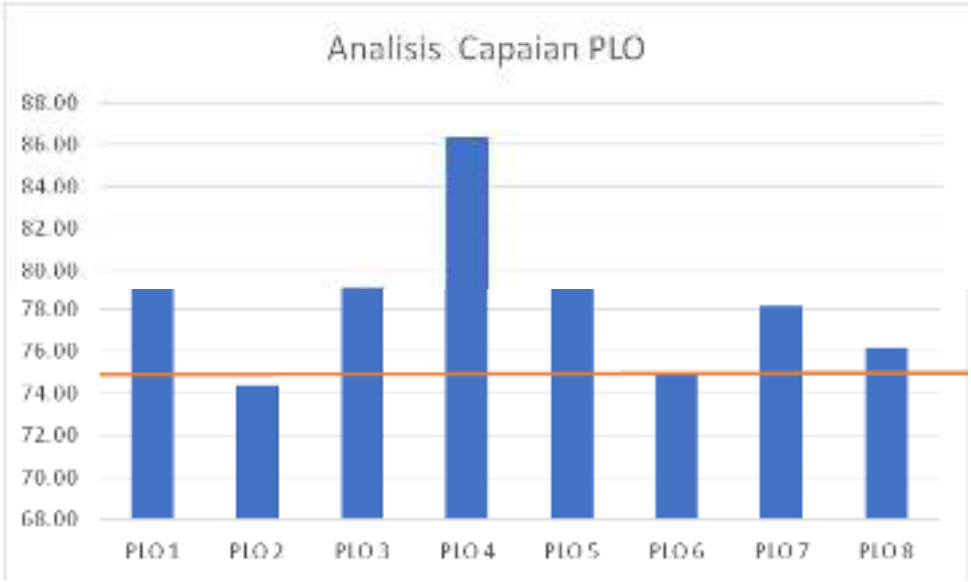

Fig. 2. Chart PLO

From the calculation of the image above, it is known that PLO 1 can understand the concepts of science in the field of pedagogy, obtaining a mark of 79.00, which exceeds the established PLO standard. PLO 2 Able to understand science concepts in the culinary arts field, getting results of 74, 37 so that it is considered not to have achieved the results according to the standards set. PLO 3 Able to apply the principles of adaptive and normative knowledge that support the field of culinary education 79.14 so that it has exceeded the established standard. PLO 4 Able to use scientific and innovative thinking skills in the field of educational competence and culinary science by prioritizing local wisdom 86.35 so that it exceeds the set standards, PLO 5 Able to design and apply learning tools in science and technology-based culinary arts and obtain results of 79.00 which shows that it has reached the set standards. PLO 6 Being able to create works in the field of culinary arts based on local wisdom with an entrepreneurial perspective obtained 74.91, indicating that it has not yet reached the specified standard. PLO 7 Able to design, implement, analyze and implement the results of research in Catering education obtained 78.14, indicating that it has reached the specified standard. PLO 8 Able to apply the Jelita Ideal

character, which includes Faith, Intelligent, Independent, Honest, Caring and Tough in the field of culinary education, obtaining 76.20, which indicates that it has met the set standards.

Based on the analysis of the data above, it is known that the knowledge aspect of the culinary arts field and the culinary skill aspect have not obtained results in accordance with the established standards. After an in-depth study of learning methods and practicals, it can be seen that the factor that influences these two aspects is that the practice learning process has not been maximized during the online learning period, which affects the results of the PLO calculation. The follow-up action taken is to provide opportunities for students to do so by providing opportunities for students to gain experience in the industrial world for one semester. By doing an internship in the industry, it is expected to increase aspects of knowledge and skills in the field of catering, so it is expected to improve both aspects with direct experience in the industry [10].

3 Conclusion

The conclusion of this research is that the aspects of educational knowledge and skills have met the PLO standards set by the study program. This is because educational lectures are material that uses a lot of theory, and for educational practice, it has been directed to online learning practices. So that the learning process about education is maximized. Meanwhile, the educational process of culinary knowledge and skills is in dire need of a laboratory so that the learning process is maximized. Obedience learning during the pandemic is only done at home with tools and materials that students can find in the surrounding environment, so it is not optimal.

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