DEVELOPMENT OF *LECTORA* BASED LEARNING MEDIA ON BASIC CULINARY COURSE TO IMPROVE STUDENT LEARNING OUTCOMES AT CULINARY STUDY PROGRAM IN UNIMED

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Abstract

The aim of this study was to develop learning media for basic culinary course. The study type is study and development using the 4D model, namely define, design, develop, and disseminate. The subjects of this study were 3 media experts, 3 content experts, and 23 students of the culinary education study program. Data collection technique used a questionnaire. Data analysis technique used a descriptive method. The results showed that the *Lectora* based learning media for culinary course according to content experts was in very good category with an average of 97,64 percent. According to media experts, *Lectora* based learning media was very good with an average of 94,45 percent. According to users, *Lectora* based learning media was very good with an average of 94,84 percent. Therefore, it can be concluded that the developed *Lectora* based learning media for basic culinary course is categorized as very good and can be used as independent learning media for students of the Culinary Education Study Program.

Keywords: *Lectora Inspire, Media, Culinary.*

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A. Introduction

Higher education is an institution that has a strategic role and position in achieving macro education goals that need to make continuous improvement efforts to realize quality human resources. The development of science and technology has an impact on increasing community demands for the competence of university graduates. Therefore, it is necessary to conduct continuous evaluation and development that refers to the development of science and technology in various aspects in higher education (Zuhri & Rizaleni, 2016)

Improving the quality of education must be carried out in a sustainable manner both conventionally and in the form of innovation to anticipate the changes that will be encountered by students (Azhar, 2014)

Since the change of the block system KDBK curriculum to the KKNI curriculum in 2016, many changes have occurred, especially in courses, which must be adjusted to the KKNI competencies suitable forundergraduate level. One of the courses in the KKNI curriculum for the Culinary Education Study Program is basic culinary course. To convey the basic content of culinary, the lecturer should use the media for the lecture, however in reality, until today there is no learning media available for this course.

The role of the media is essential in learning activities. Media is a learning resource arranged systematically to support the implementation of the teaching and learning process optimally. Therefore, it is necessary for university lecturers to develop the media. Should a lecturer does not have the ability to develop various media, the students will feel bored in attending the course. Media is an important part of learning because it can be used as a learning resource for both lecturers and students (Febrianto, 2015)

The success of learning is largely determined by two main components, namely teaching method and learning media. These two components are interrelated and inseparable. The complexity of content taught to students can be simplified with the help of media. Media can represent what is less capably said through certain words or sentences. Moreover, the abstractness of contents can be concrete in the presence of the media. The use of computer assisted learning media has a significant effect to attract students in learning the competencies taught. The use of learning media can save time for teaching preparation, increase student learning motivation, and reduce student misunderstanding of the explanations given by lecturers (Zuhri & Rizaleni, 2016)

In developing learning methods, it will not be separated from media. The media is now widely used as a basis for learning because it has been proven that the media can complement and support education interaction activities in learning activities. One of the learning media that can be used is *Lectora Inspire*. *Lectora Inspire* is an electronic learning development (e-learning) software that is relatively easy to apply or use because it does not require understanding of a sophisticated programming language. Due to *Lectora Inspire* has an interface that is familiar to those people who already familiar and master *Microsoft Office*. The importance of *Lectora Inspire* media to help this learning process because basically the learning process is a communication process. The communication process must be created or realized through the delivery and exchange of messages between lecturers and students. Messages or information can be in the form of knowledge, skills, abilities, ideas, experiences and other things that are displayed or conveyed to students via *Lectora Inspire*. The use of *Lectora Inspire*-based learning media can help lecturers in delivering the learning contents (Romadhan, 2015)

The Basic Culinary Course is one course in culinary field that studies knowledge in culinary (the art of food processing) which covers the scope of food, from food preparation, processing, until serving, both traditionally and internationally. Various main basic principles and cooking procedures that are commonly implemented in culinary section. To deliver the basic culinary content, it will be more effective when learning media being used as the most appropriate media for this course is *Lectora Inspire*, because the learning process becomes more interesting, attractive for students and make them more enthusiastic as well as can be used as independent learning in a more directed manner, and helps students to understand the content easier, thus the students learning outcomes will increase. Based on these, it is necessary to do a study with title of "Development of *Lectora* Based Learning Media on Basic Culinary Course to Improve Student Learning Outcomes at Culinary Study Program in Unimed". This study aimed to develop *Lectora* learning media in Basic Culinary course, Culinary Education Study Program, Engineering Faculty of Unimed.

B. Method

The design of this study is development or known as Study and Development (R & D). The end goal of the development is to produce a product and test the feasibility of the resulting product which to achieve these goals must go through certain steps

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that must be followed to produce certain products. The study location was in the Culinary Education Study Program, Department of Family Welfare Education, Faculty of Engineering, Medan State University. The study method used was study and development. The ADDIE development model was used as development model, namely: the analysis stage, the design stage, the development stage, implementing the product, the evaluation stage and the product trial stage. *Lectora*-based learning development products require feedback in the context of formative evaluation. The feedback was obtained from the subjects consisting of 3 content experts and 3 media experts. As well as product recipients, 23 students of the Culinary Education Study Program of Medan State University. The data collection instrument in this development used an assessment instrument to assess the products that have been developed. Questionnaire sheet was used to collect data. The instruments used in this study were (1) questionnaire sheets for content experts, (2) questionnaire sheets for learning design experts, and (3) field trial questionnaire sheets for students. The questionnaire data collected from content experts, media experts, and students were analyzed using descriptive statistical techniques.

C. Result And Discussion

1. Study result

a. Quality of Learning Contents.

There are 3 aspects assessed to determine the quality of learning content on *Lectora* learning media in Basic Culinary. The first aspect concerns the feasibility of the material content, the second aspect is an assessment of the presentation of the content and the third aspect is an assessment of the language used in learning media.

1) Content Feasibility Aspect

The results of the content expert validation on the development of interactive learning media forBasic Culinary learning on the quality aspect of the learning content feasibility obtained a score of 98,33 percent belonged to very good category.

Based on the indicators of suitability and accuracy of content with competencies required, 100 percent of respondents strongly agreed. All responsant (100%) strongly agreed on the accuracy of content coverage with competencies. The same result also applied on the suitability of the concept and the content which 100 percent of respondents agreed that the concept is suitable with the content. When viewed from the depth of the learning content, all respondents strongly agreed (100%). On the

indicator of content suitability with the curriculum, 100 percent of respondents strongly agreed. The majority, 66,67 percent of respondents,agreed with the accuracy of the delivery order of learning content taught.

2) ContentDisplay Aspect

The results of the validation by the content experts *Lectora* learning media development in Basic Culinary learning in the aspect of presenting or displaying learning contents obtained a score of 98,0 percent belonged to very good category.

Based on the results of this study, the content indicators are presented simply and clearly, as many as 100 percent of respondents strongly agreed. In the content indicators presented coherently, from simple to complex, all respondents (100 percent) strongly agreed. For interactive content presentation, all respondents stated strongly agreed (100%). The 66,67 percent of respondents strongly agreed that the pictures and the content displayed was appropriate, and all respondents strongly agreed with the time allocation accordance for learning requirement (100%).

3) Content Linguistics Aspect

The results of the content expert's validation on the linguistic aspect of the learning content obtained a score of 96,66 percent was in very good category. For language indicator, all respondents (100 percent) strongly agreed that the language used is simple and easily understood. On the indicator of content digestibility and logical exposure, the majority with 66,67 percent of respondents strongly agreed that the linguistic aspect has been met.

b. Quality of Learning Design

Thereis 2 aspects being assessed for the quality of learning design on *Lectora*-based interactive learning media for Basic Culinary learning. The first aspect concerns the presentation of learning media and the second aspect is an assessment of the graphics of learning media

1) Media Presentation Aspect

The results of the media expert's validation of *Lectora*'s learning media for Basic Culinary learning in the aspect of presenting learning media, obtained a score of 93,33 percent belonged to very good category. The indicator used is the content presented is simple and clear which every respondent strongly agreed (100%). The content is presented coherently, from simple to complex and from general to specific, with 66,67 percent of respondents strongly agreed. It is interesting to learn with 66,67 percent of respondents strongly agreed. The pictures and content used are appropriate, as much

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as 66,67 percent of respondents strongly agreed. The use of different text to mark the important part, 100 percent of respondents agreed. On the indicator about the explanation of terms, 66,67 percent of respondents strongly agreed, all the respondents agreed (100%) for language assessment indicator that the language used is simple and the respondent agreed that content digestibility and exposure is well fulfilled.

2) Media Graphic Aspect

The results of the validation of the media expert for the graphic aspect of the learning media obtained a score of 95,57 percent was in very good category. The 66,67 percent of respondents strongly agreed with the indicator of the color composition accuracy. Each respondent states strongly agreed (100%) that the ilustration indicators appropriate with the concept. The assessment indicator is easy to understand, each respondent strongly agreed (100%). The assesment indicator for the font and size that can be read, 66,67 percent of respondents stated that they strongly agreed. The comparative indicators for letters between titles, subtitles and text, 66,67 percent of respondents strongly agreed. The accuracy of music and back sound selection of each respondent stated that they strongly agreed (100%) and each respondent stated that they strongly agreed (100%) for its easiness to use.

c. Technical Quality and Appealing Display for Students

Two aspects of assessment on the technical quality and display of *Lectora*-based interactive learning media on Culinary Basics learning were determined by users. The first aspect concerns the content on learning media and the second aspect is an assessment on the display of learning media.

1) Content Aspect in Learning Media

The results of user validation of *Lectora* learning media on Culinary Basic learning on the content aspects contained in the learning media obtained a score of 94,9 percent belonged to very good category. For the suitability and accuracy of the content, 87,0 percent of respondents strongly agreed and 13,0 percent of respondents agreed. For the indicator of the clarity of learning instructions, 82,6 percent of respondents strongly agreed, and 17,4 percent of respondents agreed. In the assessment indicator of the ease of understanding sentences used in the text, 87,0 percent of respondents strongly agreed, and 13,0 percent of respondents agreed. Assessment indicator of the accuracy of the presentation order showed 69,6 percent of respondents strongly agreed, and 30,4 percent agreed. For the adequacy of exercise, 56,5 percent of

respondents said they strongly agreed, 39,1 percent of respondents agreed and 4,3 percent of respondents thought it was sufficient. For the clarity of feedback indicator, 52,2 respondents stated strongly agreed, 47,8 respondents agreed, while on the assessment indicator about the ease of use 91,3 percent of respondents strongly agreed, while 8,7 respondents agreed.

2) Aspect of Learning Media Display

The results of user validation of *Lectora* learning media in Basic Culinary learning on the display aspects of learning media obtained a score of 94,78 percent belonged to very good category. Assessment indicator on the beauty of color display showed 78,3 percent of respondents strongly agreed and 21,7 percent of respondents agreed. Readability of the text showed 87,0 percent of respondents said strongly agreed, and 13,0 percent of respondents agreed. In the assessment indicator about the quality of images and animation, 82,6 percent of respondents strongly agreed, 13,0 percent of respondents agreed and only 4.3 percent of respondents thought it was sufficient.

2. Discussion

The development of *Lectora* learning media in Basic Culinary learning is the development of learning contents that have been developed which consider to learning aspects. Product development study is carried out to produce a product in the form of *Lectora* learning media which is used by students ofCulinary Education, Medan State University to improve the student learning process. Revised and refined aspects based on data analysis and trials as well as input from content experts, media experts and users aim to explore some common aspects in the process of developing a product. Some of the uses and benefits of using *Lectora*-based learning media in Basic Culinary learning are: 1) the content is easy to understand because the concepts presented are planned to make it easier for students and created systematically; 2) learning process becomes faster and more interesting, thus it does not cause boredom because it is equipped with pictures and animations as well as various practice questions; 3) opportunity to answer the questions on the test as wrong considered answers can make the students understand the studied content; 4) this interactive learning media can also be used as an alternative learning media independently (Sadiman, Rahardjo, Haryono, & Harjito, 2018).

The use of interactive learning media allows students to have better understanding on Basic Culinary learning because this learning media allows students

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to interact directly, provides pictures, animation, music, and interactive questions, thus every student has no more difficulty imagining the reading material because it has been described in detail. Furthermore, this learning media is very practical because students can study the content contained in this learning media at home or using a laptop. This media can also test the ability and understanding of students directly through existing tests or questions, thus students can find out the mistakes that have been made in working on these practice questions (Sadiman, Rahardjo, Haryono, & Harjito, 2018).

D. Conclusions

Based on the results of this study it can be concluded as follows:

1. *Lectora*-based Basic Culinary learning media, according to content experts, was in the very good category with an average of 97,64 percent.
2. *Lectora*-based Basic Culinary learning media, according to media experts, was in the very good category with an average of 94,45 percent.
3. *Lectora*-based Basic Culinary learning media, according to users was in the very good category with an average of 94,84 percent.

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