# Innovation of Appetizer Pocket Book-Based Learning Media in Continental Food Courses Innovation of Appetizer Pocket Book-Based Learning Media in Continental Food Courses

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## ABSTRACT

This study aims to develop teaching materials in the form of pocket books so that student learning outcomes increase in continental food courses in the opening material. The research method used is the 4-D method. This research was conducted at the Culinary Education Study Program, Medan State University. The results of the validity test with the media validator obtained a value of 0.89 with a very high category, the results of the validity test of the contents of the pocket book obtained a very high value of 0.809 and for the results of language validity obtained a validity value of 0.87 with a very high category. In general, the pocket book validity test was declared valid and could be tested on students as users. Furthermore, the practicality test of pocket books through student responses obtained a value of 84.06 in the very practical category and the practicality test of pocket books with lecturer responses obtained a value of 78.08 in the practical category. If an average is obtained, a value of 81.07% is obtained in the practical category, meaning that the continental food pocket book on the appetizer developed is seen from the ease of use, the attractiveness of the dish and the practical benefits used by students. For the effectiveness test, a gain score of 0.67 is obtained in the moderate category. The conclusion of the test results is that the use of continental food pocket books on appetizers which was developed is very feasible and effective as learning material and is used to support lectures as well as contribute to the development of science in the culinary field..

*Keywords: Pocket books, continental food, Appetizer, Media*

## 1. INTRODUCTION

Education is a very important need in human life. Because with education we are able to create progress, especially in science and technology, so that humans have high innovation and creativity to always seek and find new things that can improve education, [1], [2]. In education, humans are always invited to think critically so as to give birth to ideas and suggestions that work for the world of education [3]. Education can be obtained from formal, informal and non-formal benches.

Learning is a term that has a very close relationship and cannot be separated from one another in the teaching and learning process. Learning is done to create an atmosphere or provide services so that students learn [4], [5]. In the learning process required a media in the implementation to create a conducive learning. Learning media is a means used by educators to convey various materials and materials to students so that they are more easily conveyed [6]. In teaching and learning activities the media has an important role because it makes the communication process between educators and students optimal [7], [8]. In addition, students will feel happy participating in learning so that students can more easily capture material packaged in a creative, innovative, interesting and tailored to the needs of students so that they can achieve learning objectives in continental food courses, especially appetizer material.

Continental food course is Continental food processing is food that comes from countries in the European region which are classically centered in France. In continental food, the classic menu is arranged with 13 turns of dishes, according to the times, the classic menu is simplified into 4, 5, 6 turns of meals such as (appetizer, entree, main course, dessert). Until now, continental food continues to grow worldwide. Appetizer as an appetizer before the main course is served with the intention of

arousing appetite or appetite. Appetizer in Indonesian terms means 'appetizer'.

The use of teaching materials in learning appetizer material in continental food courses at the Faculty of Engineering, culinary education study program, is mostly still limited to supporting books and powerpoints. Reference books on the market generally have book sizes that are large, thick, heavy, and sentences are too long, making students less interested in reading or understanding the teaching materials. Meanwhile, in PowerPoint media, not all material can be presented using PowerPoint and you need to have special skills to express good ideas in program designs that are made to be easily digested by students. As a result, students are lazy in studying and learning objectives are not achieved. Based on data on student grades in 2022, only 49% of students got an A grade, 32% got a B grade, 12% got a C grade and 5% got an E grade. Thus, in this research, researchers feel it is necessary to develop innovative pocket book-based learning media on appetizer material in Continental courses to support the student learning process in the Culinary Study Program, Family Welfare Education Department, Faculty of Engineering, Medan State University.

According to Khoirunnisa's [9] findings, pocket books are effective in increasing student creativity by up to 32%. Novita's [10] proves that pocket book media has an effect on learning outcomes with an average difference via the t test of 7.514801 and an average increase (gain score) of 0.515873 with medium criteria. Roslan [11] prove that pocket book design can improve the social learning experience of students in Malaysia.

Pocket books are learning resources for students that are included in print media. The pocket book contains practical materials, looks attractive, is easy to carry anywhere, and is able to make students focus on learning. The pocket book is packed with various interesting writings and pictures so as to foster student motivation to study the material in the pocket book. According to James W. Brown in Sudjana [12, p. 12] who said that from some of Edmund Faison's research results on the use of images, it shows that to obtain maximum learning outcomes, the pictures must be closely related to the material, and the size is large enough so that the details of the elements elements are easy to observe.

## 2.METHOD

### 2.1 The Four-D Development Model

The development of this continental food pocket book has several stages and procedures taken from the Tiagaarajan [13] model as follows:

Based on the picture above, you can see four stages of the development model, namely the definition stage, design stage, development stage, and dissemination stage. This research was only carried out at the development stage.
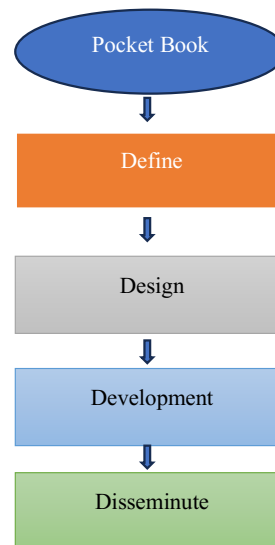


**Figure 1**. Development Model Pocket Boock

a. Define stage

Based on the results of observations made at the Department of Family Welfare Education in the Continental Food course, in the learning process so far most lecturers are still limited to supporting books and powerpoints. Reference books on the

b. Stages of design

The topics contained in the Continental Food study pocket book are: (1) Appetizer Dishes, (2) Ingredients for Appetizer making, (3) Types of Appetizers, (4) Classification of appetizers, (5) Salads, (6) sandwiches, (7) aspic jelly, (8) Pate, (9) Galantine, (10) Ballotines (11) Summary.

c. Development stage

The development stage was carried out to obtain a valid, practical and effective Continental Food course pocket book through a testing process. This stage aims to produce a pocket book that is valid for use in this research and is suitable for use in learning Continental Food

### 2.2 Data Analysis Techniques

The data analysis technique used in this research is descriptive data analysis technique. Namely by describing the validity, practicality and effectiveness of using a continental food pocket book.

1. Appetizer Material Pocket Book Validity Analysis
Data from validation of the appetizer material pocket book are in the form of content validation, language validation, and format/media validation. According to Hartanto [14] the validity data from the validator was analyzed in the following steps:

a. Give an answer score with the following criteria:
4 = Strongly agree, 3 = agree, 2 = disagree, 1 = disagree,
b. Add up the scores of each validator for all indicators.
c. Aiken's V statistics are formulated as

$$V = \sum s/ \ [ \ n \ (c - 1 \ ]$$

Information :
s = r – lo
lo = Low validity rating score (in this case = 1)
c = The highest validity rating score (in this case = 4)
r = Number assigned by an appraiser
d. Interpret value validity

**Table 1** Validity Tabel

| No | Validity Result | Information |
|----|-----------------|-------------|
| 1  | 0,80 - 1        | Very hight  |
| 2  | 0.60 - 0,80     | hight       |
| 3  | 0.40 - 0.60     | enough      |
| 4  | 0,20 - 0.40     | low         |
| 5  | 0,00 - 0,20     | Very low    |

2. Pocket Book Practicality questionnaire analysis
Practicality test data for appetizer material pocket books in continental food courses were obtained from practicality data by lecturers and students. The practicality of the pocket book is analyzed as follows:
a. Score answers with the following criteria:
1 = strongly disagree
2 = disagree
3 = disagree
4 = agree
5 = totally agree
c. Determine the average score obtained by adding up the values obtained from the many indicators.
d. Giving practicality value with the formula:

$$\frac{S}{M} \ x \ 100\%$$

Information:
NA = Final Value
S = Score obtained
SM = Maximum Score

e. To determine the level of practicality of pocket books for appetizer material in courses continental food.

**Table 2** Validity Standar Practicality

| Result Validty | Information     |
|----------------|-----------------|
| 81 – 100       | Very practical  |
| 61 – 80        | Practical       |
| 41 – 60        | Quite practical |
| 21 – 40        | less practical  |
| 0 – 20         | Impractical     |

## 2.3 Pocketbook Effectiveness Analysis

### 2.3.1. Student study test results with pocket book of appetizer materials in continental food courses

The research design used was one group pretest-posttest in this design, before using the appatizer material pocket book in the continental food course. First, the subjects tested were given a pretest (initial test) and at the end of learning using an appatizer material pocket book in the continental food course were given a posttest (final test). Then the score of student learning outcomes after using the pocket book is analyzed to see the level of achievement of student learning outcomes in the appatizer material in the continental food course, by adding up the scores of student learning outcomes. The value of student learning outcomes obtained from each student is converted into an initial value with a range of 0 – 100. The standard applied to be an indicator of success in minimum learning outcomes is 70.

Besides being seen from the percentage of student learning completeness classically, to see the effectiveness of the pocket book that is developed, it is necessary to calculate the increase in student learning outcomes using the gain score [15], can be seen in the formula:

$$g = \frac{S \ post - S \ pre}{100 - S \ pre} \ \%$$

Information :
g = gainscore
Spost = posttest score
Spre = pretest score

**Table 3** Gain Score Category

| Gain Score           | Kategori |
|----------------------|----------|
| g > 0,70             | Tinggi   |
| $0,30 \leq g \leq 0,69$ | Sedang   |
| g < 0,29             | Rendah   |

After doing research and doing calculations to see an increase in student learning outcomes using the gain score formula for pocket book appetizer materials in the developed continental food course it is said to be effective if the gain score is > 0.30 or at least in the moderate category.

## 3. RESULT AND DISCUSSION
### 3.1. Data analysis results define

Defining Stage First, the researcher analyzes the Semester Learning Plan. Second, the researcher conducted an analysis of students, namely students of the Culinary Education Study Program, Medan State University. From the results of student perceptions it is known that students have initial experience of appetizer

material in continental food courses. Third, the researcher conducted a task analysis, namely a collection of procedures for determining the content of the material from the pocket book. Fourth, researchers carry out the concepts that will be developed in the pocket book. Concept analysis is prepared based on a detailed semester learning design regarding course learning outcomes. Fifth, the researcher conducted an objective analysis on the achievement of the results of the appetizer material in the continental courses contained in the pocket book. Design Stage (Design). This stage is the stage of making a framework in the preparation of the pocket book which includes the initial design of the pocket book. In the initial design the researcher designed the front cover, back cover and contents of the pocket book. The learning cover page design contains continental food courses, appetizer material, the author's name and a picture of a salad dish. The cover design for my pocket book can be seen in Figure 2.



**Figure 2** Cover Pocket Book

Each material in the pocket book above contains images to make it clearer and more interesting. This picture book proves useful for discussing the topic clearly [16]. The one entitled Appetizer is in the form of draft 1. Development Stage (Develop). After draft 1 was produced at the previous design stage, then the development stage was carried out. This stage begins with a review of draft 1 by media experts, material experts and linguists (revision 1) which produces draft 2 which is then validated by media, material experts and linguists (revision 2) which then produces a pocket book product. This product was used for trials on 25 culinary education students. The feasibility of the pocket book for appetizer material in the developed continental food course is measured from the validation sheet of media experts, this material and language explains how the research is carried out and is complemented by a description of the materials, equipment and procedures used in conducting the analysis or research. The validity test results of the learning pocket book format for the media expert Continental Food course are presented in Table 4.

**Table 4** Result Validity Media

| Indicator | Value | Category | Information |
|---|---|---|---|
| Appropriateness Presentation | 0,933 | Very high | Valid |
| graphics | 0,83 | High | Valid |
| Conclusion | 0,89 | Very high | Valid |

From the results of media expert validation Based on the media expert's assessment, the feasibility validation value of presenting the module is 0.933 with a very high category. The validity value for the graphical indicator is 0.83 with the high category. If the average test results for the validity of the format/media module obtain a value of 0.89 in the very high category. Thus the format of the Continental Food learning pocket book on the appetizer material is declared "valid. The next will describe result of validity content as follow Table 5.

**Table 5** Result Validity Languange

| Indicator | Value | Category | Information |
|---|---|---|---|
| Aspects of content suitability | 0,76 | High | Valid |
| Material supporting aspects | 0,91 | Very high | Valid |
| Aspects of appropriateness of presentation | 0,75 | high | Valid |
| Conclusion | 0,809 | high | Valid |

The validation value obtained for this feasibility aspect is 0.76 with the high category. For aspects of material support, a validation value of 0.75 is obtained with the high category and for the presentation feasibility aspect, a value of 0.75 is obtained with the high category. Obtain the overall validation value for the contents of the pocket book 0.809 with the high category.

The results of the validity of the pocket book language obtained a validation value of 1 with a very high category for straightforward indicators, the communicative indicator obtained a value of 0.83 with a very high category, dialogic and interactive indicators obtained a value of 0.77 with a high category and the use of terms/symbols/icons obtained a very high value of 0.84. The results of the practicality test based on lecturer responses can be described as follows Table 6:

**Table 6** Practicality Test of Lecturer Responses

| No | Indicator | Rating percentage | Category |
|---|---|---|---|
| 1 | User convenience | 77% | Practical |
| 2 | The attractiveness of the dish | 81.26 % | Very Practical |
| 3 | Benefit | 76% | Practical |
| | Conclusion | 78.084% | Practical |

The results of the lecturer's response to the practicality of the Continental Food learning pocket book in the appetizer material with an indicator of ease of use is 77% in the practical category. The serving attractiveness indicator obtained a percentage value of

81.26% in the very practical category. Furthermore, for the benefit indicator, it gets a value of 75% in the practical category. If the overall average rating of lecturers as module users is 78.084% in the practical category. Lecture had a better understanding of their mentee's transferable skills [17]. The following are the results of the practicality test of the learning pocket book for the Continental Food Course in the table as follow table 7:

**Table 7** Student practicality test results

| No | Indicator | Rating percentage | Category |
|----|-----------|-------------------|----------|
| 1 | User convenience | 84,43 % | Very Practical |
| 2 | The attractiveness of the dish | 83,75 % | Very Practical |
| 3 | Benefit | 84 % | Very Practical |
| Conclusion | | 84,06 % | Very Practical |

The results of the data obtained from students on the ease of use of pocket books obtained a score percentage of 84.43% in the very practical category. Likewise, the attractiveness of the presentation contained in the pocket book also obtained a percentage value of 83.75% in the very practical category. Furthermore, the benefits of using pocket books are also very practical for students with a percentage score of 84%.

Student learning outcomes before using the module, out of 25 students, only four students completed, the rest did not complete. Meanwhile, the learning outcomes after using the learning module were 4 students who did not complete, and 21 students completed their studies. The average learning result of the experimental group that used the pocket book in the Continental Food course for the appetizer material was 87.24 and was in the complete category, while the study result before using the pocket book was an average of 58.24 in the incomplete category. Increasing student learning outcomes after using pocket books obtained a gain score of 0.67 in the moderate category. Thus the Continental Food learning pocket book on the developed appetizer material can be said to be effective. Significant improvement is achieved by the students after they use the media [18].

The current phenomenon of Industrial Revolution 4.0 emphasizes rapid technological progress [19]. Developing a booklet for continental courses can be a very useful step in helping students understand important concepts in the discipline. The presence of media in the learning process really helps students better understand what they are learning [7], [20], [21]. Good media will contain interesting images. Automatic image content analysis is used to identify objects and concepts in photographs providing additional knowledge for students [22].

The current phenomenon of Industrial Revolution 4.0 emphasizes rapid technological progress. In this digital era, it would be even better if every media was made in two versions, namely print and digital. Only a few electronic media learning facilities are available to lecturers and most of them are owned by them [23], [24]. Apart from that, there are many other ways to look for alternatives to improve students' learning skills, such as using social media in learning. The result is that the use of social media in learning has a positive impact [25]. Students are activated by teaching and learning media that have a connection with their education, and through active media work and work methods that are based on interactionist and constructivist theories [26].

Pocket books are very effective in improving student skills. Other research findings show that virtual reality-based media makes the learning process motivating, interesting and increases the perceived effectiveness of learning [27]. The use of Web-Based Learning Media makes it easier and improves students' performance in second-degree perineal suturing skills [28].

## 4. CONCLUSION

Through this research, a valid, practical and effective pocket book was obtained for culinary students, especially in continental cuisine courses. The pocket book developed can be used as a learning medium for Continental Food learning activities on appetizer material. The pocket book that was developed can be used as an alternative learning resource for students outside campus. If students have never received the material contained in the pocket book, the lecturer is advised to provide a more detailed explanation of the material that the student does not understand so that they do not experience misunderstandings after studying this pocket book. Future research can be carried out on the topic of evaluating continental pocket books so that the development of pocket books is more perfect.

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