



Development of E-Module For The Making Of Fried Onion in Basic Culinary Courses in Culinary Studies Education Study Program Indonesian University of Education

Fhera Adelia^{1}, Rita Patriasih², Karpin³*

^{1,2,3}Catering Education Study Program, Indonesian University of Education, Indonesia

Correspondence: E-mail: fheraadelia16@upi.edu

ABSTRACTS

Educators and teaching materials are one of the main components in the learning process. However, in the current pandemic conditions, students are required to study independently through teaching materials as a guide. One of the teaching materials that can support the independent learning process is the electronic module (e-module). Based on information obtained from the lecturer in charge of basic culinary courses, the results of the practice carried out by the Class of 2020 Catering Education students there are still some students whose practice results do not match the criteria of completeness that have been determined. When asked about the material about fried onions through essay questions at the end of the semester there were only 2 people who answered the question well. This study aims to determine whether the e-module for making fried onions is suitable for use in the learning process. Research using research and development methods with the ADDIE model are analysis, design, development, implementation and evaluation. However, researchers limit it only to the development stage. The instruments used in this study were interviews, literature studies and expert validation sheets. The results showed that the e-module for making fried onions according to material, media and language experts was suitable for use. This shows that the e-module for making fried onions developed in this research is suitable for use in teaching basic culinary courses.

ARTICLE INFO

Article History:

Received 20 March 2022

Revised 30 March 2022

Accepted 01 April 2022

Available online 05 April 2022

Keyword:

Development,

Teaching materials,

E-modules,

Fried onions

1. INTRODUCTION

The Indonesian government has adopted a policy of implementing social distancing, in which people must carry out all activities at home, such as working, worshiping and studying from home. Online learning is carried out as a strategic choice to break the spread of the COVID-19 outbreak in universities (Yudiawan, 2020, p. 10).

Pane and Dasopang (2017, p. 338) suggest that a learning process that involves a single unit of interrelated main components will be able to achieve the expected results optimally. One of the main components in the learning process is educators and teaching materials are one of the main components in the learning process. However, in the current pandemic conditions, students are required to study independently through teaching materials as a guide.

Wahyuni and Etfita (2019, p. 44) suggest that teaching materials are one of the crucial elements that must be considered in the teaching and learning process. Meanwhile, according to Prastowo (2012, p. 17) teaching materials are all materials, both information, tools and texts that are arranged systematically, which displays the competencies that will be achieved by students and are used in the learning process.

Printed teaching materials have several forms, including book handouts, modules, Student Worksheets (LKS), brochures, leaflets, wallcharts, and photos/pictures. (Prastowo 2012, p. 66). Teaching materials that guide students in the learning process also have an effect on achieving the learning objectives. One of the teaching materials that can support the independent learning process is the electronic module (e-module).

A module is a teaching material that is systematically arranged in a language that is easily understood by students according to the level of knowledge and age of the students themselves, so that students can learn independently without or with the guidance of a facilitator or teacher (Prastowo, 2012, p. 106).

Currently, most of the modules are made in printed form. Modules in this form are less supportive of online learning, because online learning is carried out from home by using a smartphone. Along with the development of science and technology today, there is a transition from print media to digital media. Learning modules have also undergone a transformation in terms of their presentation to electronic form, known as electronic modules (e-modules). (Sidiq & Najuah, 2020. p. 4)

According to Herawati & Muhtadi (2018. p. 183) e-module or electronic module is a module made in digital form, which consists of text, images, and or a combination of both containing digital electronics material accompanied by simulations that can and are suitable for use in learning. Android-based interactive e-modules are products that are considered quite ideal for use today, given the current conditions that require online learning to be carried out.

Teaching materials that are of good quality and of good quality and appropriate and appropriate will make it easier to achieve learning objectives. As in the basic culinary course, in this course students are required to pass the practicum of frying onions. Based on the information obtained from Mrs. Dr. Ai Nurhayati M.Si as a lecturer in basic culinary courses, that teaching materials will help students to understand the material presented. However, the material regarding fried onions was not specifically explained in the teaching materials delivered by the lecturer. The explanation about fried onions is specifically conveyed through the jobsheet.

The results of the practice carried out by the Class of 2020 Catering Education students, there are still some students whose practice results are not in accordance with the predetermined completeness criteria. And when asked about the material about fried onions

through essay questions at the end of the semester there were only 2 people who answered the question well.

Practicum of making fried onions is a combination of several materials in basic culinary courses, including basic knowledge of food ingredients and kitchen spices, food cutting techniques and food processing techniques. Fried onions can be used as a flavor enhancer and the aroma of food added with fried onions will be more fragrant and arouse the appetite. But not everyone has the ability to make fried onions, because making fried onions requires special skills.

Based on the description above, the writer is interested in making e-module teaching materials for making fried onions. The purpose of making e-modules is so that students can learn independently, the role of educators is not too dominant considering the current conditions that require learning to be carried out online, and students can measure their own level of mastery of the material that has been studied. In addition, so that students better understand the material about fried onions.

2. METHODS

The development of learning e-modules regarding fried onions is included in the research and development method or often called Research and Development (R&D). The research design used in this research is R&D level 1, that is, researchers carry out research to produce a design, but do not proceed with making products and testing them. (Sugiyono. 2018. pp: 398). This research refers to the research and development of the ADDIE model developed by Dick and Carry. According to Dick and Carry (in Mulyatiningsih. 2019. p. 195) ADDIE is a development model that has five stages including: analysis (analysis), design (design), development or production (development) implementation and evaluation (implementation and evaluation).

Research on the development of the ADDIE model carried out by researchers was only carried out until the Development stage, because the purpose of this research was only to develop and produce teaching materials in the form of valid electronic modules to be implemented based on the validator's assessment.

The instruments used in this study were interviews, literature studies and validation sheets used to obtain data from material, media and language experts related to the developed e-module.

3. RESULTS AND DISCUSSION

Research and development is carried out to produce products in the form of e-module teaching materials making fried onions that are suitable for use in learning basic culinary courses. The teaching materials are produced using the kvisoft flipbook maker application. The e-module made is equipped with material about fried onions, pictures, videos, and practice questions taken from various sources.

The development of the e-module for making fried onions is included in the Research and Development (R&D) method. The development research carried out by the researcher is to produce an e-module for making fried onions that refers to the research and development procedures of the ADDIE model (analysis, design, development or production, implementation and evaluation) developed by Dick and Carry. Research on the development of the ADDIE model carried out by researchers was only carried out until the Development stage, because the purpose of this research was only to develop and produce teaching

materials in the form of valid electronic modules to be implemented based on the validator's assessment. Validation was carried out by material experts, media experts and linguists.

The analysis stage is the initial stage in making e-modules. At this stage the researcher collects information regarding the need for e-module development. Information was collected by means of interviews with lecturers who teach basic culinary courses. The design stage is the stage of designing the module, Namely collecting materials and pictures according to the material needs regarding the manufacture of fried onions, designing learning modules and compiling related expert validation instruments. And the next stage is the development stage, namely the stage of realizing the e-module design that has been made which is then presented in electronic form (flipbook). The following is an e-module design that has been developed.

- a. Cover, in this section there is the title of the module and the name of the author. The title used usually reflects the content of the module that was created. The following is an image of the module cover display that has been designed.



Figure 1. Cover display

- b. Foreword, this section contains acknowledgments and benefits that can be obtained by reading the module. The following is a preview of the preface that has been designed.



Figure 2. Display Preface

- c. The table of contents, a list of figures, and a list of tables are sections that provide information about the topics, figures and tables displayed in the module according to the order of appearance and page numbers. The following is a display of the table of contents that has been designed:

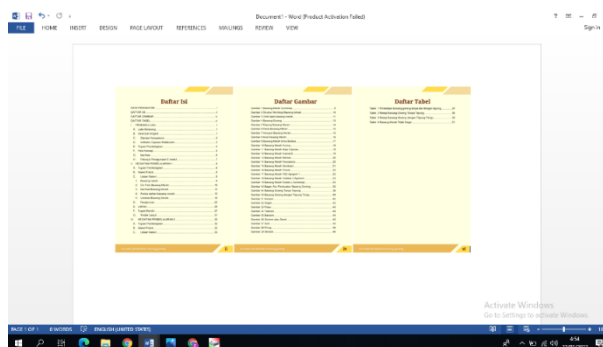


Figure 3. Display of table of contents, list of figures, and list of tables

d. I Introduction, contains the background for the preparation of the module, a brief description containing what materials will be discussed in the module, competency standards, a concept map containing an overview of the module content, the benefits of the module, learning objectives, instructions for using the module, and achievement indicators subject. The following is an overview in part I of the introduction:

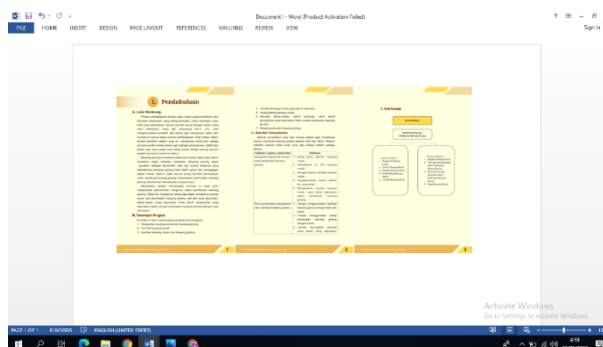


Figure 4. Display of the introduction

e. II Learning Activities, contains the main material which is described into more detailed and detailed sections which are commonly referred to as material descriptions. Learning activities, each module contains sub learning activities that have the following sequence: sub topics, descriptions and examples, exercises, summaries and formative tests. Learning activities in the e-module for making fried onions are divided into 2 learning activities. The material for learning activity 1 is discussing shallots and for learning activity material 2, it is discussing how to process fried onions. Below is an overview of part II of the learning activities:

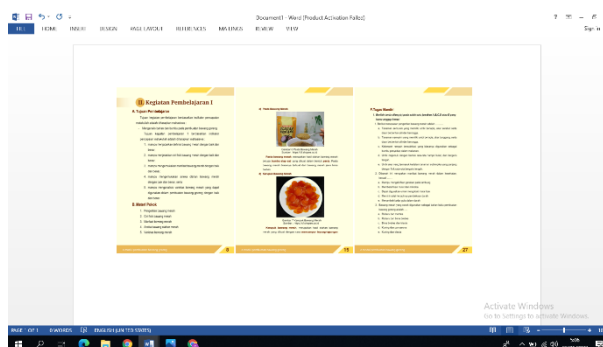


Figure 5. Display of learning activities

- f. The closing section, III Closing, in this section there is the author's hope which contains the author's suggestions and hopes for the reader so that they can further improve their competence.



Figure 6. Display of the cover

- g. Glossary, is a section that contains operational definitions used in the module. The following is a glossary view that has been designed.

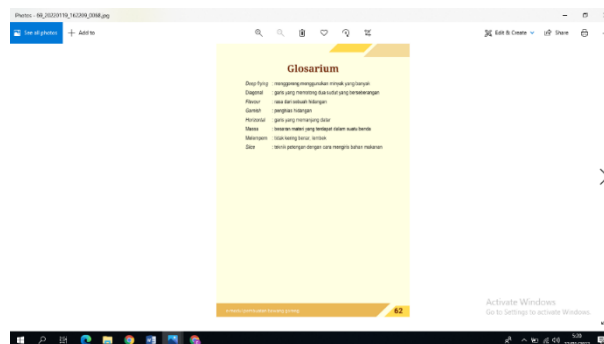


Figure 7. Glossary view

- h. The bibliography is a reference or reference used to be a learning resource. The bibliography used as a learning resource by writing down, the author of the book, the title of the book, the place of publication, the name of the publisher, the year of publication, and the pages of the referenced study resources.

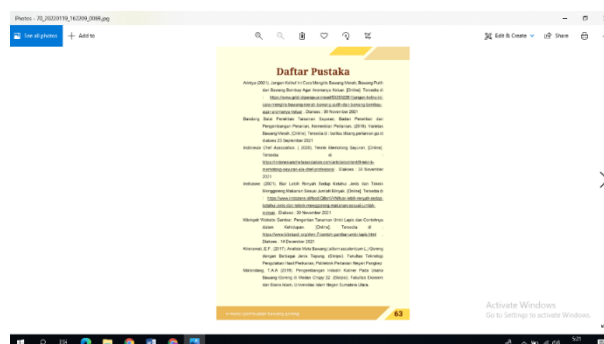


Figure 8. View of the bibliography

- i. The answer key is the answer to the questions given in the formative test. Answer keys are given so that students can carry out the process of measuring the ability to master the material independently.

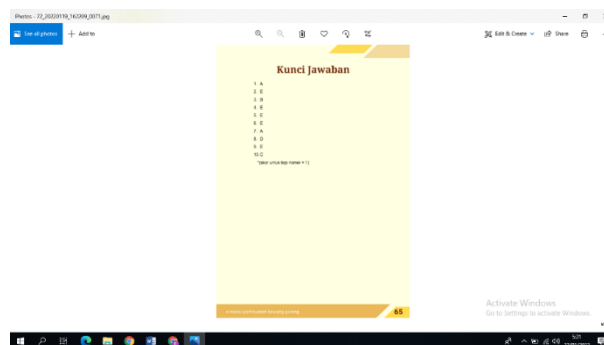


Figure 9. Display the answer key

Then the e-modules that have been developed are validated by material, media and language experts to provide suggestions for improvement so that the e-modules that are made are even better.

The results of the validation carried out in the first stage show that the e-module for making fried onions that has been developed still needs suggestions for improvement. After receiving suggestions for improvement from the relevant experts, then the author revised the product in accordance with the suggestions for improvement given. The results of the second stage of validation show that the e-module for making fried onions that was developed is feasible to be used in learning activities. The e-module for making fried onions that has been developed can be accessed at the following link: <https://bit.ly/MakingBawangGoreng>

4. CONCLUSION

The e-module teaching materials for making fried onions have been developed using the ADD model developed by Dick and Carry which includes the stages of analysis (analysis), design (design), and development or production (development). At the product validation stage carried out by material, media and language expert validators, it showed that the e-module for making fried onions that had been developed was feasible to be used in the learning process.

5. REFERENCES

- Herawati, NS & Muhtadi, A. (2018). Development of Interactive Electronic Modules (E-Modules) in Class XI High School Chemistry Subjects. *Journal of Educational Technology Innovation* Volume 5, No 2, October 2018 (180-191). p. 181-191
- Mulyatiningsih, E. (2019). *Applied Research Methods in Education*. Bandung : ALFABETA
- Pane, A & Dasopang, MD (2017). Study And Learning. *FITRAH Journal of the Study of Islamic Sciences* Vol. 03 No. December 2, 2017 e-ISSN : 2460-2345, p-ISSN: 2442-6997. p. 333-352
- Prastowo, A. (2012). *Creative Guide to Making Innovative Teaching Materials*. Yogyakarta : DIVA Press.
- Sidiq, R. Najua. (2020). Development of Android-Based Interactive E-Module in Teaching and Learning Strategy Courses. *Journal of HISTORICAL EDUCATION* 1 Vol. 9 No. January 1, 2020. pp.1-14
- Sugiyono. (2019). *Qualitative Quantitative Research Methods and R&D*. Bandung : ALFABETA

Wahyuni, S. & Etfita, F. (2019). The Effectiveness of Android-Based Teaching Materials on Learning Outcomes. *GROWING (P-ISSN WRITING ACTIVE MOVEMENT 2338-0446 Volume 7, Number 2, December 2019 E-ISSN 2580-376X. pp 44-49.*

Yudiawan, A. (2020). LEARNING WITH COVID 19: Evaluation of Online Learning in the Pandemic Era at State Islamic Religious Universities, West Papua. *Al-Fikr : Journal of Islamic Education Vol.6, No.1, June 2020, p. 10~16 ISSN 2088-690X. pp. 10-16*