



Analysis Level of Understanding of Online Learning Results in the Subject of Administration at Vocational School Negeri 57 Jakarta

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ABSTRACTS

Online learning has become a popular solution for teaching and learning during the COVID-19 pandemic. This study aims to measure students' understanding of food and beverage planning in KD, focusing on the food and average services. The research method used is a survey with tests as a tool to collect data. The study involved 85 students from Class XI TB at SMK Negeri 57 Jakarta, determined by simple random sampling. The results showed that the students had the lowest understanding factor of food and average services and the highest understanding factor of food and average service procedures. The level of understanding of student learning outcomes was in the Extrapolation category. The study concluded that the level of understanding of food and average services in the dining class XI students of SMK Negeri 57 Jakarta is in a fairly good category.

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1. INTRODUCTION

The Covid-19 pandemic currently occurring in Indonesia has had a major impact on all sectors, the United Nations (UN) stated that one of the impacts of this outbreak is the education sector ([Purwanto et al, 2020:1](#)). In the education sector, the government is swiftly taking quick steps to stop the spread of this virus. One of them is by issuing Minister of Education and Culture Circular Letter Number 3 of 2020 concerning Prevention of Covid-19 in Education Units, and Number 36962/MPK.A/HK/2020 concerning online learning and working from home in the Context of Preventing the Spread of Corona Virus Disease (Covid-19).

Online learning during the Covid-19 pandemic is considered to be the best solution for teaching and learning activities. Online learning is a learning system that is not carried out face to face, but uses a platform that can help the teaching and learning process carried out even remotely (Sofyana and Abdul, 2019:82). Currently online learning has been implemented at various levels of education, including vocational education.

SMK Negeri 57 Jakarta is a vocational high school with tourism expertise based on several expertise programs. The Catering Services Skills Program prepares mid-level experts who are skilled in serving food and drinks in restaurants and hotels, making food and beverage products, and pastry and bakery products, as well as producing graduates who are ready to work independently in the culinary field.

Cookery subjects are included in the vocational group of subjects. The Cooking Course subject is a basic part of the skills program that must be followed by students whose function is to equip them to have basic knowledge in serving food and drinks in accordance with work demands. Dining arrangements are a procedure for serving food or drinks to guests with multiple services such as friendliness, speed and also thoroughness in serving guests (Sukresno, 2013: 66).

Cooking Competency is one of the competencies that must be studied by vocational school students in the Catering Skills Program. Based on the revised 2013 Curriculum Basic Cooking Competencies, there are 14 basic knowledge competencies and 14 basic skill competencies. One of the basic competencies that students must master in accordance with the 2013 Curriculum Basic Cooking Competencies revised numbers 3.8 and 4.8 is Evaluating and Carrying Out Food and Drink Services. When providing food and drink services, students are required to have high knowledge and skills and require students to serve in a detailed and coherent order of service in each sequence. The Cookery Subject is one of the productive subjects which aims to provide mastery of knowledge and skills that support students' competency skills.

This basic competency is an important competency that must be mastered by students, because it is one of the competencies that will be tested during the Vocational School level competency exam and as a provision for future Field Work Practices. In this case, the role of the teacher is very influential in the process of learning activities to achieve learning objectives.

Understanding is one of the abilities that can be achieved after students carry out learning activities. Each student has different abilities, some are able to understand the material thoroughly and there are also those who are completely unable to get the essence of what they have learned, so what they get is only knowledge. That's why there are levels of understanding.

The definition of understanding has been expressed by experts. According to Sudaryono (2012: 44), comprehension is a person's ability to understand and comprehend something after it is known or remembered, which includes the ability to grasp the meaning of the meaning and material that has been studied, expressed by describing the main content of a reading, or changing data presented in a certain form to another form.

According to Bambang Subali (2012: 34), understanding is the lowest ability to understand and divide into several levels, namely: Translation (translation), namely the ability to explain a meaning, for example restating one's own words about a definition, purpose and so on. Interpretation (interpretation), namely the ability to interpret information, for example explaining related things, sorting or rearranging according to the sequence and so on. Extrapolation, namely the ability to estimate influencing factors, draw conclusions, and so on. Justification, namely the ability to justify a method. All can be linked to their application or

linked to other information. Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment (Muhibbin, 2013). Learning outcomes are changes that occur in students both cognitive, affective and psychomotor as a result of learning activities. In simple terms, learning outcomes are the abilities that children gain after going through learning activities. The cognitive domain is divided into six aspects, namely, Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.

This research aims to obtain data and measure students' achievement of understanding the cognitive aspects of KD in evaluating and carrying out food and drink services in food and drink service material in the subject of cookery in terms of student learning outcomes. Based on the results of interviews with subject teachers and students in culinary arts at SMK Negeri 57 Jakarta, learning about cooking at SMK Negeri 57 Jakarta is still dominated by teachers, where the teacher delivers the material and then gives students problems to solve. During online learning, the delivery of material in the culinary learning process only uses power point media and several video references from the internet. Learning rarely takes place through virtual meetings, only providing materials and collecting assignments via Google Classroom. So students feel that the material presented is not optimal because students have to study without being accompanied by a subject teacher. Basically, cooking is not only related to understanding, but also to skills. That their skills will be better if students understand the material provided by the teacher, so students must first understand the aspects of understanding.

Based on the results of the PAS scores (end of semester assessment) of class Meanwhile, the KKM that has been determined is 80 for productive subjects, one of which is cooking. The teaching and learning process is said to be good, namely if there is an increase in the areas of understanding of knowledge and skills and if students have understood the material taught by the teacher. Understanding is the second level of a person's cognitive domain after knowledge, therefore understanding is something that must be possessed. To gain understanding also involves several factors. The first factor is oneself, this is related to human abilities which are different from each other. Someone is said to understand something if they are able to convey the information they get verbally or in writing (Ibnu, 2017). Cookery subjects are not only related to understanding, but also to skills. Student skills will be said to be good if students understand their knowledge first.

2. METHODS

This research uses quantitative descriptive research, descriptive research is statistics that function to describe or provide an overview of the object being studied through sample or population data (Sugiono, 2013: 29). This research aims to find out how high the level of understanding of the online learning outcomes of class The research method used is a survey and uses tests as a tool to collect data. Test research data is quantitative data, quantitative research methods are research data in the form of numbers and analysis using statistics (Sugiono, 2014: 7).

The results of the test will be analyzed using descriptive statistical techniques and expressed in percentage form to get an idea of the level of understanding of the online learning outcomes of class

The population in this study were class The method used to determine the sample in this research is probability sampling. Probability sampling is a sampling technique that provides an equal opportunity for each member of the population to be selected as a member of the

sample. Simple random sampling is said to be simple because the sampling of sample members from the population is carried out randomly without paying attention to the strata in the population. (Sugiono, 2014: 82). The sample determined was 85 students from the Tasa Catering department at SMK Negeri 57 Jakarta. By taking 85 students as samples, it is hoped that they can represent the entire population in determining research results.

The instrument used by researchers in this research is in the form of test questions containing questions or statements that represent the aspects to be studied. Students' level of understanding is measured using tests. Tests are used to measure students' cognitive abilities. The test used in this research is in the form of multiple choice questions, these questions are used to determine the level of understanding of students' learning outcomes in the Class XI Culinary Management subject at SMK Negeri 57 Jakarta.

The purpose of conducting the test must be clearly known when preparing the test. The purpose of conducting tests is to measure skills, as a tool to obtain feedback for students regarding learning goals, measure performance, determine the level of mastery or determine the final grade, or determine the final graduation of a learning process. The second step is to limit test materials so that no important learning material is missed. The materials or materials that will be tested in this research are food and drink service materials. The third step is to determine the level of competency to be revealed. There are four levels of competency that will be revealed in this research referring to the level of understanding according to Bambang Subali (20012:34), including Translation (translator), Interpretation (interpretation), Extrapolation, and Justification. The fourth step is to determine the items to be used. This research uses multiple choice questions because they are the right type of questions for this cognitive process. The fifth step is to determine the number of items or questions. The final step is to compile a specification table containing the main material. The test questions contain 30 questions covering KD 3.8 regarding food and drink services.

3. RESULTS AND DISCUSSION

3.1. Results

The research data was then analyzed using descriptive statistical techniques using percentage calculation techniques. Data is categorized into three categories, namely good, quite good and not so good. Descriptive analysis at the level of understanding has a maximum score of 9.6 and a minimum score of 2 out of 30 questions. In total, 30 questions cover food and drink service factors consisting of understanding and function factors, type factors, basic principles factors and procedure factors. Descriptive calculations of data on the level of understanding of class Categorization is made based on the mean and standard deviation of descriptive calculation results. The results of data categorization can be seen in the following table:

Table 1. Table of results for categorizing students' level of understanding

Intervals	Frequency	Percentage (%)	Category
$8.29 < X$	19	21.8	Good
$3.09 < X < 8.29$	42	48.3	Pretty good
$X < 3.09$	26	29.9	Not good

From the table above, it is known that as many as 19 students (21.8%) have a level of understanding of food and drink services in the good category, as many as 42 students (48.3%)

have a level of understanding in the quite good category, as many as 26 students (29.9%) in the poor category. It can be concluded that the level of understanding of food and drink services in class XI students at SMK Negeri 57 Jakarta is in the quite good category.

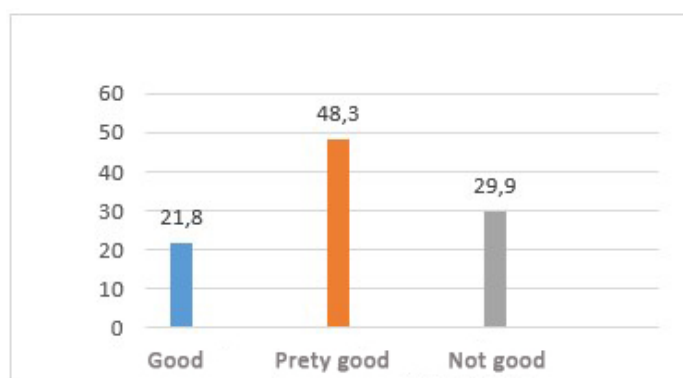


Figure 1. Draw a histogram of students' level of understanding

According to Bambang Subali, the level of understanding is the lowest ability to understand, there are several levels, namely translation, interpretation, extrapolation and justification. The level of understanding of students' online learning results in the food and beverage service subject is included in the extrapolation level, namely the ability to estimate influencing factors, draw conclusions and so on. Obtained with the highest percentage, namely 70.5%, in the sufficient category by 60 students.

3.2. Discussion

This research used 85 students from class This research was carried out by giving students a multiple choice test with 30 questions via Google Form. The results of this research show that the level of understanding of students' online learning outcomes in the culinary subject is in the quite good category. Meanwhile, according to Bambang Subali, the level of understanding of students' online learning results is at the extrapolation level. The results of this research findings will be discussed in more detail in the following discussion:

This research aims to measure the achievement of understanding of class The research uses instruments in the form of tests. The data analysis technique used is descriptive analysis with calculations using percentages.

The results of the quantitative descriptive analysis show that the level of understanding of class These results show that students' understanding of food and drink services is quite good. In total, 30 multiple choice questions cover food and drink service material which consists of the understanding and function of food and drink service, type of food and drink service, basic principles of food and drink service and food and drink service procedure factors. Each question has a different level of understanding according to its respective category.

The lowest category obtained was the understanding of food and drinking services factor of 37.9%, referring to the grid of this factor containing indicators of understanding, main function and scope. The lowest level of understanding was at the translation level with a percentage of 41.1%. Many students cannot solve questions on this factor so more reinforcement is needed on the material regarding food and drink services. The highest percentage was obtained in the food and drink service procedure factor with a percentage of 64.4% which includes indicators of mentioning procedures, classification of meaning, image analysis and ordering procedures. The highest level of understanding at the extrapolation level was 70.5%. Apart from that, it can also be caused by certain question items students can

understand so they can answer the questions correctly but on other question items students cannot solve the questions. Class XI students are mostly able to solve questions on understanding factors, types of factors, basic principles factors, procedure factors. Although not completely because it is in the quite good category with the percentage of understanding factors (37.9%) types of factors (47.1%) basic principles factors (62.1%) procedural factors (64.4%).

The research results show that the category is quite good, this means that learning about food and drink service that has been taught still requires additional learning in theory and practice. Online learning makes teaching and learning activities not optimal, the delivery of material that has been taught by the teacher does not fully reach the students. The practicum implementation of food service subjects, especially food and drink services, is carried out at home by the students themselves. Without direct guidance from the teacher, students who carry out practicum are not optimal. Meanwhile, students will understand better when carrying out practicum if the level of understanding of food and drink service material has been achieved by students. So there are still students who do not understand the material optimally because each student has different abilities in understanding what students are or have studied and some are able to understand it thoroughly and there are also those who are completely unable to understand the meaning of what they have learned.

4. CONCLUSION

Based on the results of the research and discussion carried out by the author regarding the level of understanding of online learning outcomes in the subject of cooking for students in class Of the 85 students who were offered samples, the level of understanding of the online learning results of class Meanwhile, the comprehension ability at the level of understanding in the category is sufficient at the extrapolation level. This shows the understanding of students' online learning results regarding the KD cookery subject. 3.8 and 4.8, namely evaluating and providing food and drink services quite well.

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