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Flipbook table setup as Teaching Media in the Food and Beverage Service Course

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ABSTRACT

This research was motivated to make learning easier by using flipbooks to explain table setup for a food and beverage service course. We used the 4D method, including Define, Design, Development, and Dissemination. We collected data and documentation regarding what we needed for the contents. We completed data by starting data analysis through interviews with lecturers and serving learning materials used in the table setup, semester learning plan, handouts, and literature. Then, we filled the flipbook based on data analyzed in the design stage. Finally, the designed flipbook design was validated by material experts, media experts, and language experts for giving ideas in the learning videos, improvements in the design/appearance aspect, suggestions in the direct educational aspect, and the use of terms, symbols, and icons. The flipbook table setup was suitable for being used as a learning material for teaching and learning activities.

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1. INTRODUCTION

Food and Beverage Service is a course that must be taken by Culinary Education students. This course consists of theoretical and practical lectures. Following the syllabus, the theory given in this course is in the form of understanding, objectives, benefits of serving dishes, serving equipment, and rules regarding table set-up/covering the dining table. Meanwhile, for practical activities, students practice napkin folding; table setup/table setting; dining table setting; meal service (American, English, French, Russian); table manners (ethics at the dining table, etiquette for eating appetizers, etiquette for eating staple foods, etiquette for eating desserts, etiquette for drinking coffee or tea, etiquette for leaving the dining table) (García-Segovia et al., 2015).

The development of technology in the world of education provides many benefits to facilitate learning. One of which is the existing technological facilities (Arridho et al., 2023). One technology that can be used for electronic teaching materials is a flipbook. With these learning materials, students can learn basic competencies coherently and systematically. Thus, students will be able to accumulatively master all competencies in a complete and integrated manner. Thus, learning becomes more interesting and not monotonous (Putra et al., 2023).

Many reports regarding this matter have been well-developed (Falah & Indiana, 2021; Lakapu et al., 2023). 57% of students were at sufficient criteria in mastering the names, functions, maintenance, and how to use preparation, processing, and equipment. presentation on the Cooking Arts exam. 32% were in good criteria in explaining the name, function, maintenance, and how to use preparation, processing, and serving tools in the Cooking Arts exam. The use of Flipbook met practical criteria in terms of convenience, language, usefulness, and also time efficiency as learning material. The use of Flipbooks can also influence the completeness of student learning outcomes. The results of the critical thinking test obtained a 100% increase in mastery of learning outcomes after using the flipbook. The learning material was a flipbook-based method to make students easy to access and students are free to make and use without programming ability (Mahendri et al., 2023). Flipbook is an interactive learning material that can be accessed by teaching staff as facilitators and students. It utilizes the internet facilities and even can use a cellphone. Thus, the level of understanding of the material can increase (Sudiarti et al., 2023). Students did not need to download the application or save this flipbook file on their smartphones. They just clicked on the link containing the flipbook material and they could study it immediately (Sulistianingsih & Carina, 2019). This flipbook was not only focused on sentences but also audio-visual media (Yusuf et al., 2022). Here, the purpose of this study was to design a flipbook for table setup.

2. METHODS

We used four development stages: Define, Design, Development, and Dissemination. Participants in this research consisted of three experts, namely material experts, media experts, and language experts. Data analysis used a validation sheet as an instrument, namely a validation sheet from material experts, media experts, and language experts to validate the designed flipbook table setup.

3. RESULTS AND DISCUSSION

Based on a preliminary study through an interview on 6 June 2023 with one of the lecturers in the culinary arts course of Universitas Pendidikan Indonesia for Culinary Education Study Program, current students are still not capable enough of mastering culinary equipment when carrying out practicums. The results of a pre-research test survey conducted for class B students in class 2022 who have contracted for the Cookery Course, via a Google form containing material questions regarding table setup, obtained the average pre-score results. The test was 50/100. Then, analysis of the documentation study on the semester learning plan as a starting point that triggered us to research the development of this flipbook was where the semester learning plan in the tool/media section column used PowerPoint, E-Books, and learning videos.

The development of the Flipbook table setup in this research went through several stages. In the flipbook design stage, the aim was to determine the contents of the flipbook. We interviewed with the lecturer in the Cookery course. The results of interviews showed that currently, the learning materials used during learning activities are in the form of materials presented through printed books, E-Books, illustrated posters, PowerPoint, learning videos, as well as real tools (practical equipment). Then there is an obstacle where the learning materials that have been given to students are often not used to practice independently. Thus, when they practice, students are not able to master them well (Darling-Hammond *et al.*, 2020). Then the material presented usually includes the meaning of table set up, napkin folding, laying table, and various table settings. Then, carry out a documentation study of the semester learning plan where in the semester learning plan there is a PowerPoint included as learning material. Based on the potential problems that have been identified, it can be concluded that it is necessary to create new learning material references that can be accessed by students. After that, prepare the Media Program Outline referring to the analysis of needs, objectives and materials, then for the media program, the Media Program Outline is prepared after reviewing the topic for which the program will be made. The purpose of making this material description is to facilitate the implementation of program script writing. With this description, the program script writer can have an idea of the visuals and narrative that will be presented in the flipbook.

In the flipbook creation stage, we prepared media texts as written guidelines containing information in visual and graphic form as a Flipbook design, following the objectives and course learning outcomes table setup. At this stage, the results of the collection of materials that have been created are adapted to the design of the media script. The creation of the media program outline comes from the results of data analysis obtained through the interview process, analysis of semester learning plan documentation studies, handouts, and literature studies from various book sources and internet searches which are adapted to the material usually presented (Nowell *et al.*, 2017). Thus, it can be used as a reference in preparing the flipbook table setup manuscript design that we created and then put it into a flipbook learning material product using assistance from Microsoft Word, Canva Design, Heyzine flipbook maker software which is integrated. The first step, the results of data analysis are made in Word format. The result of the data analysis is shown in **Figure 1**. The next steps were to create a flipbook design using the Canva application design, by choosing a template to use, and then combining the material or data in Word into Canva. In this design process, the Canva application also adds images or animated images that aim to support the explanation of the material. The results are shown in **Figures 2 to 7**. In the next step, after the design stage in Canva is complete, the Canva file is saved automatically using Heyzine by

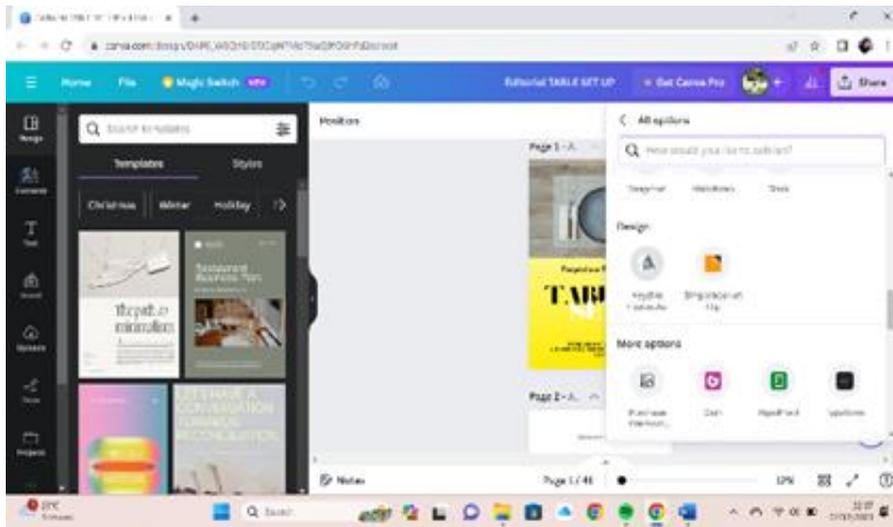


Figure 3. Process of saving a Canva design and converting it to the Heyzine application.

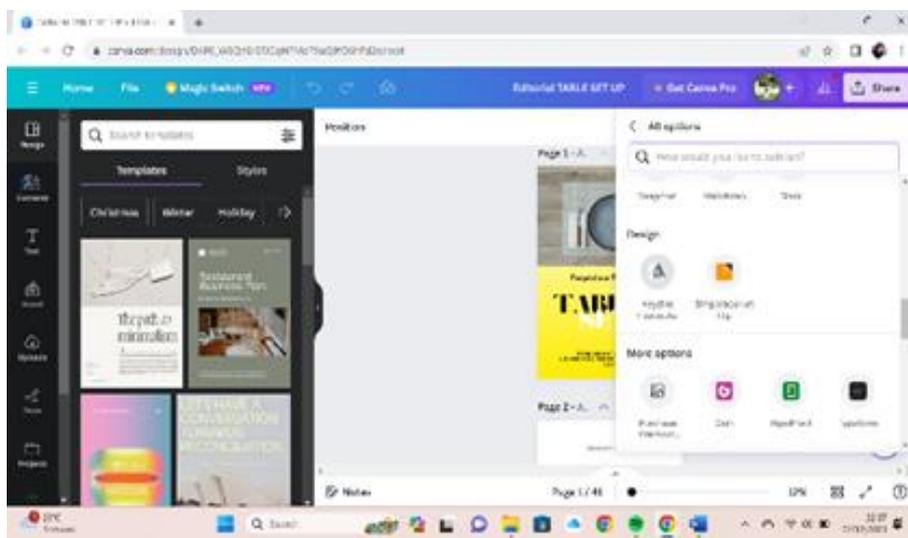


Figure 4. Canva design successfully saved.

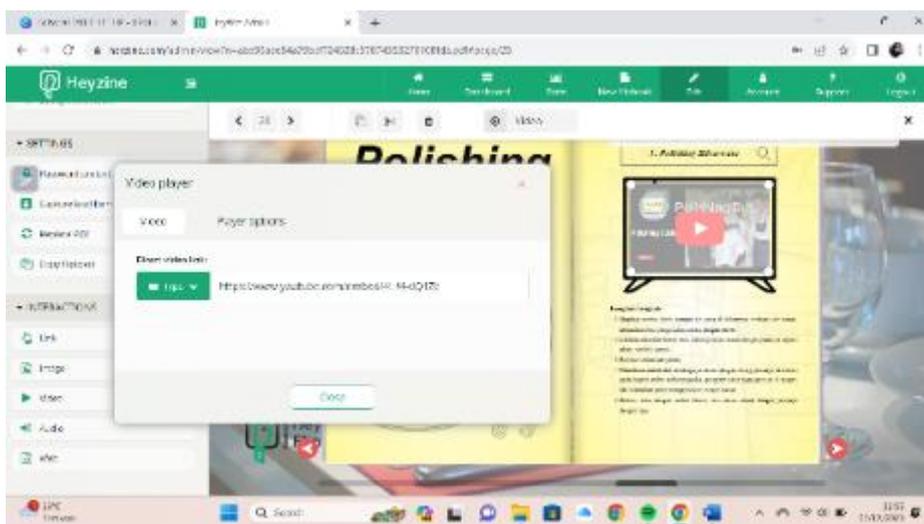


Figure 5. Process of adding video links in Heyzine.

language experts with the result that the flipbook learning material products created are suitable for use in learning.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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