



## Application of Practicum-Based Learning with Video Media to Improve Basic Learning Outcomes for Class X Students of Vocational High School

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### Abstract

Received : April 8, 2023  
Revised : August 28, 2023  
Accepted : August 29, 2023

This study aims to apply practicum-based learning and video media to improve basic boga learning outcomes in class X students of VHS 6 Surabaya. The subjects of this study were students of class X Tata Boga VHS 6 Surabaya in the 2021/2022 academic year, totaling 36 students. This study used a classroom action research design with two cycles. Data collection techniques were carried out by literature study and observation. The data that has been collected is then analyzed thematically. The results showed that the application of practicum-based learning with video media was able to improve student learning outcomes in the first cycle by 36.1% while the second cycle was 77.8%, which means that there was an increase in the KKM score by 41.7%, this means that the Application of Practicum-Based Learning with video media can improve the learning outcomes of basic boga subjects for class X VHS 6 students by 41.7%. So it can be concluded that video-based practicum can improve student learning outcomes. This method can be an effective alternative to improve student learning outcomes, especially in subjects that require direct practicum.

**Keywords:** culinary basics, learning outcomes, practicum-based learning, video media

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**How to Cite:** Susilowati. (2023). Application of Practicum-Based Learning with Video Media to Improve Basic Learning Outcomes for Class X Students of Vocational High School. *JTP - Jurnal Teknologi Pendidikan*, 25(2), 285-294. <https://doi.org/10.21009/jtp.v25i2.34923>

## INTRODUCTION

Indonesia has determined the purpose of education clearly and in detail in creating superior human resources. As stated in the Law that the purpose of Indonesian national education is to educate the nation's life and develop the whole Indonesian human being (Rohida, 2018). The full human being in question is a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of community and national responsibility (Achyadiana, 2016).

Vocational High School (VHS) is a formal education that organizes secondary education as a continuation of SMP/MTs (Murni et al., 2011; Rahman et al., 2014). In VHS, there are many skill programs. In general, the purpose of expertise competencies that VHS graduates must possess includes productive, creative, innovative, effective and skilled in contributing to social life to become a qualified workforce. In the Basic Boga subject, the subject matter analyzes the food and beverage garnish applied to class X students using hands-on learning (Batubara et al., 2021; Lukki et al., 2022). However, because analyzing food and beverage garnish requires considerable skill and artistic power, additional video

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much needed to provide students with a lot of knowledge. Students of VHS class X have just graduated from junior high school. They are unfamiliar with garnish, so students do not understand how to garnish turning works without directly Practising it and Practising it outside of class hours or at home by imitating from the video. Based on the teacher's information on the basic subject of boga, the obstacle of the 10 themes that get the most scores under KKM from year to year is material on analyzing garnish for food and drink (Maladerita et al., 2022; Yudianto, 2017).

To overcome the above problems, practicum learning strategies with video media are one of the alternatives that the author implements to improve the learning outcomes of class X JB 1 VHS 6 Surabaya students (Septiani & Rustaman, 2017; Wulan, 2003). The practicum strategy is one of the good learning strategies and is in line with the nature of constructivism. In practicum-based learning, students are more directed at experimental learning (learning based on concrete experience), discussions with friends, which will then obtain new ideas and concepts, as for video media is a set of components or media that are able to display images as well as sounds at the same time. Sukiman (2012: 187-188) so that it will make it easier for students to create new concepts (Aliyyah et al., 2021; Septiani & Rustaman, 2017).

Learning is seen as compiling knowledge from concrete experiences, collaborative activities, and reflection and interpretation. Learning strategies with practicum can support students in developing skills and thinking skills (hands-on and minds-on) (Pritasari et al., 2020; Royani et al., 2018). This is in accordance with Gabel's opinion (Wulan, 2013) that laboratory or practicum activities can provide opportunities for students to develop skills and willpower.

## **METHODS**

### **Research Subject and Background**

The subjects of this study were students of class X Tata Boga SMK Negeri 6 Surabaya in the 2021/2022 academic year, totaling 36 students. This study used a class action research design with two cycles. Classroom action research is a research methodology approach that aims to improve the quality of learning in the classroom through a cycle of reflection, planning, action, and evaluation (Wijaya et al., 2013). In this research, teachers or instructors play an active role in designing, implementing, and monitoring learning steps that aim to overcome problems or improve certain aspects of the learning process. This classroom action research was divided into two cycles, with the following details:

1. Cycle I was conducted for 2 (two) meetings with 5 X 45 minutes.
2. Cycle II was carried out for 2 (two) meetings of 5 X 45 minutes.

Classroom action research was chosen as the research method in this study for several reasons. First, classroom action research is in accordance with the context of the research, which is video-based practicum learning. Second, classroom action research can be used to improve the quality of learning through self-reflection and actions taken by teachers. Third, classroom action research can provide solutions that can be directly applied in the classroom. According to

(Jannah, 2015), classroom action research can improve the quality of learning by providing opportunities for teachers to self-reflect and act. Self-reflection allows teachers to analyze their own learning practices and identify areas that can be improved. Action allows teachers to implement changes to their learning practices and to evaluate the impact of those changes (Marcovitch et al, 2008).

### Research Procedure

Before conducting class action research researchers and peers first take the following steps:

1. Analyzing the subject matter of VHS 6 Surabaya in class X students in the semester I.
2. Develop teaching aids in a series of optimization of the teaching and learning process using practicum.
3. Make observation guidelines to assess the teaching and learning process in the classroom, namely observation of performance which includes the cognitive, affective and psychomotor domains.
4. Plan additional actions to be given in cycle II as changes or improvements to actions in cycle I.
5. Create an evaluation tool to measure the results of the learning process in the classroom.

### Data Collection Techniques

1. Data source: The source of this research data is students and teachers of VHS 6 Surabaya
2. Data type: The data obtained is quantitative data consisting of student learning outcomes in basic food and beverage subjects, observations of the teaching and learning process, and student responses to the learning process.
3. How data is retrieved:
  - a) Data on student learning outcomes in basic subjects obtained by providing practical tests on October 21, 2021.
  - b) Learning Process.  
The group consists of two students who will divide the tasks. Each student is responsible for preparing the materials and tools needed for practice. After that, students will be taught how to carry out the practice.

### Data Analysis Techniques

In classroom action research, there are two types of data that researchers can, namely:

1. Quantitative data (the value of student learning outcomes) that can be analyzed descriptively. In this case the researcher uses descriptive statistical analysis, looking for the percentage of learning success.
2. Student Activities

The analysis is carried out to determine the development of student activities during the learning process using the following formula:

$$activity = \frac{\text{Number of times the activity appears}}{\text{Number of student or teacher activity frequencies}} \times 100\%$$

The criteria for the percentage of student activity are as follows (Ridwan, 2003):

0 % - 20 %: Very poor

21 % - 40 %: Less

41 % - 60 %: Fair

61% - 80%: Good

81 % - 100 %: Excellent

3. Student Learning Outcomes Achievement

a. To calculate the average class in each cycle, a formula is used (Sudjana, 198):

$$X = \frac{\sum X}{N}$$

Information;

X=class average

$\sum X$ =Total number of scores

N=Number of subjects

b. Completeness of individual learning

To calculate the completeness of individual learning used formulas (Usman, 1993:138):

$$\text{Individual Completeness} = \frac{\text{Individual Completeness}}{\text{Number of questions}} \times 100\%$$

c. Success Indicators

The absorption of students to learning materials the success rate will be measured in cycles I and II at least in cycle I 30% of 36 students and in cycle II 77.8% with KKM which is 80. Upon reaching such targets the execution of actions on the cycle is stopped.

d. Research Schedule

This research was carried out  $\pm$  2 months, namely in October-November 2021.

## RESULTS & DISCUSSION

### Description of Research Results

#### Cycle I

##### 1. 1st Action Plan

Action planning in cycle I is as planned. Based on preliminary data and discussions with teachers of Tata boga subjects, it is determined that the subject matter given in cycle I is the subject of analyzing food and beverage garnish; at this meeting, the material is given theoretically and directly to the teacher practices (direct learning). Furthermore, learning scenarios were created in the form of a Learning Implementation Plan (RPP). Develop teaching aids to optimize the teaching and learning processes using practicum. Develop observation guidelines to assess the learning process in the classroom or laboratory, particularly in terms of psychomotor performance observation.

## 2. Implementation of the 1st Action on 26 October 2021

In this section will be presented the data obtained during the action in cycle I, the exposure includes (Hamalik, 2010; Tamamala et al., 2020): (a) planning, (b) implementation of actions, (c) reflection. Cycle I is carried out in 1 meeting with a time allocation of 5 x 45 minutes, on Monday 28 October 2021.

The following will describe the learning outcomes in cycle I.

The first action consists of two stages, namely the provision of theoretical material for 1x45 minutes and direct practice for 4x45 minutes. The learning process took place according to the plan that had been prepared. All students were actively involved in the practice of making food and beverage garnishes. Analysis of student performance results was carried out by considering the student activity assessment criteria listed in the table below:

**Table 1.** The value of garnish food and beverage practices

Earned value	Number of Students	Percentage
5	1	3,6%
0	0	36%
0	8	26,6%
5	4	11,1%
0	6	16,7%
2	2	7,4%
4	11	3,6%
5	1	3,6%
7	3	8,3%

Of the total 36 students listed in the table above, 13 students (36.1%) successfully completed the task, while 23 students (63.9%) did not complete the task.

## 3. Reflection on the Results of Cycle 1 Research

The implementation of practicum cycle 1 learning, responded positively by students based on the results of discussions with teachers of practicum-based learning subjects will increase students' knowledge, attitudes. To improve student achievement, this reflection is used as a reference to sift and improve the steps to the next cycle.

### Description of Cycle II Research Results.

This cycle II lasts for 1 meeting 5x 45 minutes. The activities carried out in cycle II are as follows:

#### 1. Cycle 2 Action Plan

Action planning in cycle I went according to plan. Based on the results of reflection and the results of the analysis of the subject matter, it was determined that the subject matter given in cycle II was the subject matter of analyzing food and beverage garnishes, with a time of 1x45 minutes, students were given material with the teacher's path of practice and video playback of making garnishes, while 4x45 minutes students did practicum while still playing video media. So that there are differences in cycles I and II, namely in cycle II, the beginning of the discussion of theory is accompanied by video playback, as well as during the practicum the video will still be played repeatedly.

Furthermore, the learning scenario is in the form of a Learning Implementation Plan. Learning Implementation Plan is a strategy that is arranged before the implementation of learning begins (Prastowo, 2017). This involves planning materials, methods, learning objectives, and how to evaluate student learning outcomes. The purpose of this plan is to create learning that is structured, effective, and focused on achieving learning objectives (Budiastuti et al, 2021) (Attached). Develop teaching aids to optimize the teaching and learning process by using practicum. Making observation guidelines to assess the teaching and learning process in the classroom, namely performance observation which includes psychomotor. And then create an evaluation tool to measure the results of the learning process in the classroom (Puspitarini & Hanif, 2019; Razak, 2016).

## 2. Implementation of cycle 2 action

The implementation of cycle 2 action is the second stage of learning planning which involves several important steps. This cycle consists of three stages, namely planning, action implementation, and reflection. In this second cycle, it was carried out in one meeting with a time allocation of 5 meetings with the duration of each meeting of 45 minutes. This activity was carried out on Monday, November 1, 2021. This stage consists of two parts that will be carried out sequentially.

- a. Delivery of Practical Materials: In this step, the practical material will be delivered through video media playback explaining garnishing making. The process of delivering the material takes place according to the plan that has been made before.
- b. Practical Implementation: After the delivery of the material, followed by the implementation of the practicum. All students who are active in participating in learning will carry out the practicum of making garnishes on food and beverages.

The results of student performance are analyzed, the criteria for assessing student activity can be seen in the following table:

**Table 2.** The value of garnish food and beverage practices

Earned value	Number of Students	Percentage
70	2	5,6%
75	4	11,1%
80	14	38,9%
85	7	19,4%
88	4	11,1%
90	5	13,9%
	36	100%

Based on the table above, of the 36 students, 30 students or 83.3% were said to be complete, while 6 (16.7%) students were unfinished.

The practicum implementation was responded to positively by students in cycle II. Because in implementing the practice, all students actively cooperate with each other, preparing materials and tools and making garnish for food and beverages.

## **Discussion**

### **1. Preliminary Conditions of Research**

The initial condition before the action was taken, the basic subject matter of analyzing food and beverage garnishes applied to class X students was only in the form of direct practicum learning. This causes most students to lack understanding of how things work. Based on the information of the basic food and beverage subject teacher, the obstacle of the ten subjects that get the most scores below the minimum completeness criteria from year to year is analyzing food and beverage garnishes. Based on the initial data, it can be concluded that individually and classically the achievement value of basic food and beverage subjects on the material of analyzing food and beverage garnishes is still low or the category is not complete (Sagala, 2005).

### **2. Research Condition**

- a. Action research was carried out from the initial data obtained and reported to have not reached completeness (Mulyaningsih, 2014). In this learning process, several things were observed, namely (1) learning implementation, (2) student activity, and (3) cycle I competency test.
- b. This is described as follows: The results of the implementation of learning carried out by the teacher are:
- c. Cycle I obtained a score of 36.1% meeting the minimum completeness criteria, and 63.9% did not meet the minimum completeness criteria from 36 students.
- d. Cycle II obtained a score of 77.8% met the minimum completeness criteria and 22.2% did not meet the minimum completeness criteria of 36 students.

Students who scored according to the minimum completeness criteria increased from 36.1% to 77.8%, meaning that there was an increase in the KKM score by 41.7%. The application of Practicum-Based Learning with video media can improve the basic learning outcomes of class X VHS 6 students by 41.7%. Research by Ida Royani, Baiq Mirawati, and Husnul Jannah (2018) that the practicum-based direct learning model affects students' science process skills and critical thinking skills, as well as Research by Rusi Rusmiati Aliyyah (2021) with results showing an increase of 46.88% from pre-cycle to cycle II, so this study concluded that the use of learning video media can improve science learning outcomes on magnetic material in grade VI SD. Arif Yudianto's research (2017).

With video media, students will better understand the material conveyed by educators through playing movies. External factors influence the lack of successful practice, namely (1) there are no appropriate tools to practice food and beverage garnish, and (2) the school does not provide tools to support the implementation of the practicum so that each student uses makeshift equipment (Bahroini, 2018).

## **CONCLUSION**

Based on the results of data and discussion, it can be concluded that the application of practicum-based learning with video media can improve basic

learning outcomes in class X students of SMKN 6 Surabaya, as evidenced by an increase in the completeness of student performance scores from cycle 1 and cycle 2 there was an increase of 41.7%. External factors that influence the lack of success of the practicum are (1) there are no suitable tools for food and beverage garnish practicum, and (2) the school does not provide supporting tools for practicum implementation so that each student uses makeshift tools (Bahroini, 2018). There are several possible factors that cause the application of practicum-based learning with video media to improve basic learning outcomes in class X students of SMKN 6 Surabaya from cycle 1 to cycle 2 with an increase of 41.7%:

**Interesting Visualization:** The use of video media allows students to visualize the lab process more clearly and interestingly. This can help students understand the steps to follow better. **Increased Engagement:** Video media can increase student engagement in the learning process. Interesting visuals and informative audio can motivate students to be more active in learning.

**Repetition of Material:** Videos can be replayed so that students have the opportunity to see and hear the lab steps over and over again, which helps them understand the concepts better. **Time Flexibility:** Students can access the learning videos at any time, even outside of class hours. This gives them the flexibility to study the material according to their needs. **Increased Confidence:** Through video-based practicum, students can clearly observe how a task is performed. This can help boost their confidence in carrying out the practicum independently.

**Multisensory Support:** Video media combines visuals and audio, thus accommodating different types of student learning. Students who are more responsive to visual or auditive teaching can benefit from this approach. **Relevance to the Real World:** Practicum videos can show students how the concepts they are learning can be applied in real situations. This provides a more meaningful context and inspires students.

## ACKNOWLEDGEMENT

If any, authors wishing to acknowledge assistance or encouragement from colleagues, special work by technical staff or financial support from organizations should do so in an unnumbered Acknowledgments section immediately following the last numbered section of the paper.

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