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Yang bertanda tangan di bawah ini:

Nama : **Dr. MUNAWAROH, M.Kes.**
NIP : 196411251991032001
Jabatan : Ketua STKIP PGRI Jombang
Alamat : Jl. Pattimura III/20 Jombang

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Nomor: 16/A161/U.LPPM/K/J.01/I/2020

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Saya yang bertandatangan dibawah ini:

Nama : **Dr. Nour Athiroh AS., S.Si., M.Kes.**
NIP : 19690717 200501 2 001
Jabatan : Ketua Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM) Universitas Islam Malang

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THE IMPLEMENTATION OF CAKE CULINARY PRODUCTION PROCESS MOVIE AS ENTREPRENEURSHIP LEARNING MEDIA TO INCREASE COLLEGE STUDENTS CREATIVITY

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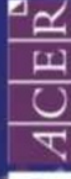
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THE IMPLEMENTATION OF CAKE CULINARY PRODUCTION PROCESS MOVIE AS ENTREPRENEURSHIP LEARNING MEDIA TO INCREASE COLLEGE STUDENTS CREATIVITY

Dr. Ninik Sudarwati, MM.

The Lecturer of STKIP PGRI Jombang
Email: ninik_009@yahoo.com

Abstract

Entrepreneurship learning activity at university level needs such media which close to reality and practically. The objective of this research is for implementing the culinary production process movie to Entrepreneurship learning in the class as learning media in increasing college students' creativity.

This research uses qualitative approach which is supported by quantitative data for describing the influence of entrepreneurship learning by using culinary production process as learning media in the class. The measurement of creativity level is observed by respondent percentage level about the advantage of the media in learning process.

The result of the movie media implementation showed 80% respondent state that learning activity in the class is closer to reality in implementing their creativity, 60% respondent state that the movie gives inspiration in creating new creation. Over all, the implementation of culinary production process movie can give inspiration in creating new creativity of college student and learning activity in the class becomes more interesting.

Keywords: Creativity, entrepreneurship, movie, media, learning

1. Introduction

Cake culinary process movie is one of audiovisual entrepreneurship learning media which contains some information about the process of cake culinary production by using cassava as the staple which has low price. It is cooked in various kind of cookies by mixing it with others ingredients to increase its price. This movie as one of entrepreneurship learning media which can help lecturer in learning activity in the class facing to the entrepreneurship characteristic continues to the forming of innovation, creativity, and entrepreneurship skill at college students. The movie legalization has been registered for the copyright for about eight months, by its registration the copyright certificate number has been released: 071737/HKI.2-01-000001782 and has been published on youtube entitled The Way to Cook Traditional Cake in Indonesia by Dr. Ninik Sudarwati. Developing entrepreneurship education is quite important for growing entrepreneurship and starting to run business after graduating (Manuere, et al. 2013). The entrepreneurship skill at school is good for prompting young generation to run business. The learning media is useful for helping lecturer who has limitedness in several entrepreneurship skill

for growing the entrepreneurship innovation of college students in producing new product. The entrepreneurship is intellectual necessary for activating economical development, knowledge management gives an additional value by changing human resources become organized intellectual assets (Sayadi, et al.2013) that knowledge management is the priority based on the fact for gaining competitive superiority and intellectual necessary is useful for management efficiency.

Generally, the entrepreneurship educational can create many new entrepreneurs. By its influence in performing both private and informal sector which can absorb employees and increase even distribution incoming. The educational activity can build creativity and being the key to rise **the compete power** for solving the economical problem (Shaheen, 2010).

In Indonesia, food and culinary business provide many job opportunities in informal private sector since the financial can be adjusted and culinary skill is quite easy to be acquired. The existing problem is, lack of competent employee who has culinary skill and skillfull employee in managing business. It means that the capital intellectual is crucial needed. Therefore, lack of skillfull employee will influence to the

less of innovative and compete power product. Entrepreneurship education has been included into curriculum for all department program at University in Indonesia. The purpose of its applying is to form college students to have high entrepreneurship principle at themselves, innovative, creative, and being independent personal in working. It is supported by Avvisati (et al. 2013) who stated that university institutions need to support their students for improving skill which concerning to the innovation. Entrepreneurship education at university and vocational high school has difference in implementing entrepreneurship learning strategy such as the difference in learning model, leaning method, media, and time allotment. The implementation of entrepreneurship learning strategy at university is concerned more to create autonomous personality at college student who is skilfull and innovative.

The implementation of entrepreneurship learning at university in Indonesia mostly use entrepreneurial book as media which contains theoretically about which attitude should be trained to be an entrepreneur and the way for managing business. Applying of learning method by lecturing in explaining entrepreneurship theory is being material in applying entrepreneurship practice and applying practicing method is for increasing the entrepreneurship skill. The results from interviewing some entrepreneurship lecturer at some universities in Jombang regency East Java stated that learning potential by the lecturer ability aspect are: 1) 70% of lecturers deliver learning material theoretically in the class including entrepreneurship characteristic material and managing business, 2) 20% of lecturers increase their business skill by practicing method in handicraft manufacturing both individual and group working and being apprentice in the nearby Micro business around college, 3) 50% of lecturers implementing the entrepreneurship learning method in the class by various kind of methods such as lecturing for explaining theory, questioning to improve in mastering theory, group discussing method to build cooperation, role playing method to practice in marketing product, project method in arranging business plan, and presenting method for performing college students creativity. Potential of learning sources in entrepreneurship learning are: 1) 30% using entrepreneurial books as learning media in the class, power point, internet, mass media (newspaper and business magazine), 2) 70% using learning media which cooperates and supports each other with micro business around college as entrepreneurship

learning source for college students place being entrepreneur apprentice. Generally, media for entrepreneurship learning in the class usually uses power point, entrepreneurial module, entrepreneurial news from internet, and clipping from factual news about entrepreneurial case. Some problems which occurred in entrepreneurship learning in the class are such as boring learning activity, less attractive learning, lack of ICT media which has factual effect and three dimension, need ICT media which is easy to be accessed for increasing college students ability in entrepreneurship practicing and also factual movie facing to the entrepreneurship as learning media in the class is quite needed.

This research provides the implementation of culinary process movie as media in entrepreneurship learning in the class as learning tool to increase college students ability in entrepreneurship practice in learning activity in the class which more attractive and fun.

2. Methods

This research used qualitative approach by describing the research result (Cresswell: 2013) and supported by quantitative data to describe the influence of entrepreneurship learning activity by using culinary production process movie as learning media in the class. Measuring the creativity level was observed by respondent percentage level facing to the advantage of the media in entrepreneurship learning in the class.

The research was administered on March-May 2015 to the students of STKIP PGRI Jombang especially Economical Department which contains of 45 students. The sources and types of data are included: 1). Qualitative data: description about the use of media in entrepreneurship learning, description about the suggestion and revision for next developing; 2). Quantitative data: the assesment percentage of the influence after learning by using the movie as media.

The research procedure are as following: preparing the entrepreneurship material, preparing the college students to accept material in entrepreneurship learning, the process of learning implementation, collecting data, questioning after learning process.

First procedure was preparing the entrepreneurship material which including: idea of new product and managing business, time was allocated 105 minutes for each meeting, arranging a set of lecturing schedule for one meeting, the use of lecturing learning method, discussing, questioning, preparing power point media, and culinary process movie.

Second procedure was preparing for about 45 college students who are taking entrepreneurship subject as the criterion for testing the implementation of entrepreneurship learning by using movie media.

Third procedure was the researcher as the lecturer model. The lecturer taught by implementing lecturing method, discussing, and questioning. The time allotment was allocated 2 meetings and consisted of 105 minutes for each meeting. Lecturing was administered to the college students of STKIP PGRI Jombang especially for Economical Department. The lecturer took the role in giving some beginning information as warming up, the lecturer taught about the idea of new product and managing business, the assesment of students working on their study was asserted by using movie media. Generally, the objective of this research in implementing culinary process movie as learning media is to gain information about the college students improvement in creating innovation and creativity for entrepreneurship.

The procedures of collecting data which used by the researcher are: 1) the researcher took the role as lecturer and did observation directly which concerned to the college students attitude during the class, 2) the researcher distributed questionnaire to the respondent to collect the data in the form of comments which facing to learning by using movie as the media; 3) the researcher doing direct interview to the college students which concerned to the atmosphere during entrepreneurship learning by using culinary process movie as media.

Thus are the process of research methodology in implementing culinary process movie as entrepreneurship learning media at univesity level for growing college students creativity.

3. Results

The entrepreneurship learning implementation process to 45 college students by implementing cake culinary movie as the entrepreneurship learning media in the class. The researcher took a role as lecturer model who taught the idea of new product and managing bussiness by using culinary production process movie as media. The learning implementation was included several meeting, the first meeting was the lecturer explained learning objective and media which was used, the lecturer explained about the idea of new product and managing business by lecturing method, then the lecture gave questioning session concerned to the material that has been given. Continued by

giving group assignment to create new product creation which accordance with Slavin (2009) statement that is implementing learning together model by using group discussion method and group project. This model has some characteristics: interaction between teacher and students, positive interdepension, individual responsibility, interspersonal ability and small group.

The lecturer plays the film of culinary production process of cassava as basic materials assorted to several cookies shapes and tastes. The film is to give examples of new product ideas with simple ingredients. Students in a group were drafting to create a free product independently and the lecturer guided and directed the activities of the group. The second meeting, the lecturer expressed the purpose of learning to know the creativity of students in new product innovations. The lecturer gave an opportunity to each group to present the creation of new products. The lecturer gave students of other groups to provide comments and suggestions on the creativity of the product that the group presented. The lecturer and students identified all the creativity of each group new ideas. Finally, the lecturer suggested to student creativity and concluded kinds of business and forms of innovation and product creation. This learning process implemented a practical method applied with learning model of "direct instruction". "Direct instruction" is a teaching model with operational activities such as a lecturer explanation of the concept or new skills to all students, and ask students to test students comprehension by practicing and the lecturer observes it (controlled practice), and encouraging the students to continue practicing directed by the lecturer (guided practice) (Joyce et al, 2009). And it also explained that the application of learning model "direct instruction" consists of five (5) stages, 1) the orientation (the lecturer activities are defining materials, reviewing the lessons, forming the objectives, determining the procedure of teaching); 2) the presentation (the lecturer explains a concept or a new skill, presents a visual representation and give a task to ensure the comprehension of material); 3) structured practices (the lecturer guides groups of students with practical examples, questioning between students and lecturers, corrects and reinforces proper practices); 4) observed practices (students are practicing semi-independently, the teacher observes the practice of each student, the lecturer gives students feedback); 5) independent practice (students

practice independent and continuously by adjusting the time).

After the teaching learning process, students have an opportunity to provide comments and suggestions on the benefits of the film of cooking cakes process as media. these comments of students in terms of the film design, the film image is quite interesting in some scenes of cooking process, the explanation of the production process is quite clear, the 15-minute duration of the film is not boring. Students' comments about the activities of entrepreneurial learning using the film of cooking cakes process as learning media, learning in the classroom becomes fun, the availability of cooperation between students in groups to create new products ideas, each student is free to play back the film of cooking process for inspiration of new product ideas. The followings are the results of the observation of researchers to the creativity of the students after learning by using the film of cooking cakes process, it showed 80% students stated that learning process in the classroom is closer to the reality in the example of creativity, 60% of the students stated that the film has additional information to create, innovate to create new products with easy accessible and inexpensive materials and can enhance products value. The work of each group showed 80% of their new innovations and new modification of the old products. The 90% students' expression and attitude during the learning process shows that students' motivation to join the teaching learning process and actively contribute new ideas to the group. In general, the application of the film of cooking cakes process can give inspiration to create new creativity in students and teaching learning process in the classroom is more fun.

Thus the implementation of entrepreneurial learning by showing films of cooking cakes process as a learning media and it was proved useful additional information to create, innovate to create new products with easy accessible and inexpensive materials, and can enhance products value.

4. Discussion

The problems in the classroom of entrepreneurial learning is less attractive because of not-varied method used, lack of entrepreneurship media, the media used is less innovative, less foster the spirit of entrepreneurship, the less motivation of students marked bored easily, difficult to concentrate, and the low score on entrepreneurship subject. The essence of

entrepreneurship is the imagination, creativity, the best novelty. They are needed to develop new products (Buchholz, et al. 2015).

The success of entrepreneurial learning in higher education is influenced by external factors (the basic skills of teaching, the quantity of materials and complete subjects provided in the class, various teaching methods of entrepreneurial learning, instructional media, technology, classroom management, setting support to the school system in supporting the formation of attitudes and entrepreneurial skills) and internal factors (students' motivation to enhance the entrepreneurial skills, innovative and creative students), it agrees well with the results of research conducted by Zebua, et al (2015) that found there are two factors influencing the effectiveness of the process of learning entrepreneurship. External factors are covering lecturer ability in the teaching learning process, materials, patterns of interaction, media, technology, learning situation, and system. The internal factor is covering the students' motivation).

The findings of various students' responses after applying entrepreneurial learning by media of cooking cakes movie are students become a passion to work and innovate something new, the class becomes alive, students cooperate among others, and the final result is the group task, students make new full innovative creative products. It was proved that the movie of the cooking process as a media of entrepreneurship learning can give impact to cultivate the spirit of work and innovate something new, audio-visual media in accordance with the opinion of Meenakshi (2013) that the uses of information Communication Technology (ICT) in education are: to increase the range of educational services and learning methods, to convey information, introduce technology, develop the use of educational media openly, to improve teaching learning skills to be more effective. In general, the effectiveness of learning entrepreneurship is determined by external and internal factors. The use of instructional media and instructional media technology is one of external factors that determines the success of studying entrepreneurship more tangible in the classroom.

Other findings, the audio-visual media is useful to help lecturers to: 1) provide a solution to the limited ability of entrepreneurial skills possessed by lecturers, 2) help to improve the mastery of the entrepreneurship theory by giving more tangible examples, and 3) be useful as one of knowledge skill information

to prepare student learning activities practice of entrepreneurship in the field. Thus, the audio visual media used in learning is based on the research by Ashaver , et al (2013) the use of proper audio-visual materials are required by lecturers and students in learning and it needs to be provided on the college in terms of quantity and quality of the media. Availability of audio-visual media is very useful for lecturers and students in learning.

In general, the film-shaped media of culinary production process is one of the entrepreneurial learning media based on information Communication Technology (ICT) which is practical, real, simple, in accordance with the demands of learning technology, and useful in entrepreneurial learning in the classroom to improve student motivation to create a new creativity.

5. Conclusion

The application of the film of cooking process is one of the audio-visual media to assist lecturers in learning entrepreneurship in the classroom. Some of the findings during the implementation of entrepreneurial learning were found more active learning atmosphere, more communicative learning, not boring, more varied in a learning situation. The Film of cooking process as the audio-visual media for entrepreneurial learning can form students to foster entrepreneurial skills by manifesting the students' works with the new ideas work and capable of creating old works modified with new creations. Another finding, the film helps lecturers in the delivery of materials of various works of innovation product as a solution to the limitations on the ability of entrepreneurship lecturers about entrepreneurial skills.

Thus students and lecturers really need more entrepreneurial learning real media, the production process media, simple media, short media, not boring media, practical media in teaching learning process in the classroom, so these can form a not boring and useful learning environment to cultivate students' creativity to look for various new innovation products.

6. Suggestions For Research

The results of gaining information to students about the problems of entrepreneurial learning to the use of the film of the process of making cakes as an entrepreneurship learning media ICT based. It was obtained information that students need a wide range of media

entrepreneurship- ICT based more varied, 3D, and practical. It is suggested for further researches to conduct researches of developing other ICT which is complementary among others. Those are the film of craft production process, the film of cooking food process that is needed by the consumers, the film of brief entrepreneurship theory and others that aim as varied audio-visual media to foster creativity and innovation of new products. Audio-visual media forms should also be adapted to the needs of social and cultural students' environment so that the benefits of media are more maximal. Thus the audio-visual media in learning is very necessary as one solution to complement the limitations in learning.

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