**The Feasibility of the Mise en Place Restaurant Video Tutorial as a Tool for Teaching Practicum in the Food and Beverage Service Class during the Covid 19 Pandemic**

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**Abstract**: Learning media is a teaching aid used to convey information or messages. It can stimulate students' willingness to help create the teaching and learning process, and one type of learning media used is video learning. This study aims to determine the Restaurant Mise en Place video tutorial instructional media's feasibility level and find out student responses regarding the Restaurant Mise en Place video tutorial instructional media. This study uses the Research and Development method (R&D) with the ADDIE development model. In the feasibility test, the percentage obtained was 84% ​​(good), the results obtained in the small group test were 91% (very good), and the field tests produced a percentage of 93% (very good). The student responses made a percentage of 94% (very strong) which means that the learning media is well qualified and suitable for use as a learning medium in the field administration course.

**INTRODUCTION**

At the beginning of 2020, the world experienced a major disaster. The Coronavirus disease outbreak or commonly known as COVID-19, is attacking all parts of the world rapidly. The pandemic affects an estimated 1.7 billion students. The COVID19 outbreak proximity tester nearly far distance education has never before done simultaneously before (Sun et al., 2020) for all elements of education, namely students, teachers to parents [1]. Online learning has taken place almost around the world during the COVID-19 pandemic (Goldschmidt & Msn, 2020) [2]. As essential elements in teaching, teachers and educators are required to carry out large-scale migration unprecedented from traditional face-to-face education to online education or distance education (Bao, 2020; Basilaia & Kvavadze, 2020) [3]

Based on Circular No. 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of the virus, the Government of Indonesia and the Ministry of Education and Culture urge all educational institutions not to carry out the teaching and learning process directly or face-to-face, but must be done indirectly or by distance learning (PJJ). In distance learning, relevant tools are needed, especially for practicum courses. In this study, instructional media development for video tutorials of mise en restaurant for food and beverage classes was carried out. The role of information and communication technology literacy is important in PJJ during this Covid-19 pandemic (Latip, 2020) [4].

In this modern era, information and technology affect the spread of new information and knowledge quickly and accessible to anyone who needs it. According to Lase, 2019 [5], Industrial Revolution 4.0 has brought changes in various aspects of human life. One of them is the education system. Budiman [6] said the results of technology have long been used in education. Need a set of tools used by educators in communicating with students a set of tools to help the so-called learning media. Media learning is everything that becomes a means of delivering information from the sender to the recipient so that what is offered can be well-received [7]. Teachers are required to make learning more creative, communicative, and innovative to learn more optimally both independently and in the classroom. Along with the development of communication and information technology, it is necessary to develop learning systems and models and the development of learning media programs. The importance of developing instructional media is an effort to improve the quality of learning.

In the learning process, many types of learning media can be used by educators in delivering learning material, one of which is video tutorial media. Leshin et al. (1992), referred to in Arsyad [8], said video media is classified as audio-visual media. Wahyuni et al. [9] noted that audio-visual media is an alternative means of technology-based learning that can optimize learning. Ljubojevic et al. [10] said the video content of supplementary in teaching material influences factors for motivation and efficiency of learning. According to Reiss et al. [11], the media can state that the medium of video is well accepted in education following the presented case studies.

Learning using video tutorial media will make learning more exciting and easy to understand than audio or visual media. This learning media involves the eyes and ears so that it is more attractive and easy to understand. In their research, Hananta and Sukardi [12] said that the application of video-based learning media would attract the attention of students who are passive to be active, and those who do not know will become curious about the process that occurs. DeVaney, [13] in his research, wrote about the impact of video tutorials on a positive effect on education. Mendoza et al. [14] said that the level of the effectiveness of using video to student's learning is highly effective. Also, it was shown that there is no significant difference between the perceptions of students. Also, instructional video tutorial media are widely known by students, easy to use, and used outside the classroom. Information obtained from 21 students of the Culinary study program who have taken the Management course, as many as 95.2% of students already know the video tutorial as a learning medium and 100% of students say that the video tutorial learning media is easy to use. Besides that, as many as 100% of culinary students noted that the video tutorial learning media was easy to use. In use, as many as 90.5% of Culinary students also said the lesson would be easy to understand using video tutorial learning media. Fauzan and Rahdiyanta [15], in their research, wrote that video-based media is efficient because it is a .mp4 file and can be used directly with a computer or laptop.

Therefore, video tutorial instructional media development designed to be effective and practical for students is significant. This research aims to determine the feasibility of video tutorial instructional media to help to learn restaurant mise en place in the field administration course.

**METHOD**

This study uses the Research and Development method, a research method used to produce specific products and test the effectiveness of these products [16]. The model adopted is the ADDIE development model, which consists of (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The results of the analysis phase obtained primary data and secondary data to identify student needs. After the identification process, analyze the standards and essential competencies in the video material. The design stage is the stage for compiling documents for production. The document content outlines the media content, a description of the material, a video script, and a storyboard. The development stage is an activity in the video-making process. Validation had carried out by material experts, media experts, and linguists to get good video results in making the video. The implementation stage is an activity to apply tape in the learning process by involving students and evaluating the feasibility of the video. At this stage, students fill out a questionnaire by marking a checklist (√) in the available column according to the choice. According to Sadiman et al. [17], students can evaluate in three stages. According to Sadiman et al. [17] , students can examine in three steps. The assessment stage consists of a one-on-one assessment of 3 students, a small group evaluation of 10 students, and an extensive group evaluation of more than 30 students. At this implementation stage, testing had carried out to test the feasibility of the product developed and test the student's response to the development had developed. At the evaluation stage, an evaluation had carried out from the implementation stage. However, this research only focuses on the feasibility of video tutorial media had tested on students. To obtain student eligibility data the following data are used:

Percentage $= \frac{∑x}{SMI}×100\%$

Information:

$∑x$ = total score

SMI = Maximum Ideal Score

Furthermore, to calculate the percentage of the whole subject, the formula is used:

Percentage = F: N

Information:

F = total percentage of subjects

N = many subjects

In order to provide meaning and decision making, the following provisions are used:

**Table 1**. Eligibility Percentage Scale

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Qualification** | **Information** |
| 90% -100% | Very good | Very Feasible, No Need to Revise |
| 75% -89% | Good | Eligible, Revised As Required |
| 65% - 74% | Enough | Decent enough, pretty much revised |
| 55% - 64% | Less | Not Feasible, Much Revised |
| 0 - 54% | Very less | Not Feasible, Total Revision |

Source: (Tegeh, et al., ) [18]

To obtain data from student response sheets, the following formula is used:

Interval $= \frac{the score of the statement item}{highest score statement item }×100\%$

**Table 2**. Student Response Percentage Scale

|  |  |
| --- | --- |
| **Achievement Level** | **Information** |
| 0-20% | Very weak |
| 21-40% | Weak |
| 41-60% | Enough |
| 61-80% | Strong |
| 81-100% | Very Strong |

Source: (Riduwan quoted in Lijana, et al., ) [19]

**RESULTS AND DISCUSSION**

The product of this research is the video tutorial mise en place media. In this video tutorial, there are materials and tutorials in the mise en place restaurant practicum. This video tutorial begins with the opening of the title of learning media and conveying learning competencies.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Figure 1**. Opening Parts |

This video tutorial explains in the material explanation section, by definition, the function, principles, and objectives of Restaurant Mise en Place.

|  |  |  |
| --- | --- | --- |
| (a) | (b) | (c) |
| **Figure 2**. The appearance material section, (a) definition of restaurant mise en place, (b) the function restaurant mise en place, (c) principles restaurant mise en place. |

In the video segment this tutorial explains and demonstrates the on-site restaurant ordering procedure, namely briefing, cleaning restaurant area, restaurant inventory, polishing equipment, table and seating arrangement, laying cover, preparing condiment, preparing side stand, menu confirmation, and final checkout.

|  |  |
| --- | --- |
| (a) | (b) |
| **Figure 3**. The appearance of Demonstration Section, (a) Polishing equipment, (b) Preparing condiment |

The last video tutorial is closed by the waiter using the closing sentence and hope.



**Figure 4**. Closing Part

This video tutorial had tested for students to measure the level of eligibility and determine the student's response to this video tutorial. The following are the results of student trials.

1. One to One evaluation

A one-to-one (individual) evaluation had carried out on March 25, 2021, through the zoom meeting application by taking three respondents who were active students of Culinary Education 2019 who were taking Basic Course Arrangements. Media and instruments are presented to respondents individually at alternating times. The one-to-one evaluation had carried out to determine the quality and suitability of learning media from students who use teaching media. In this procedure, improvements had also made on the advice of the validator. Suggestions for improvement from the validator include the quality of the writing on the video, correction of writing distance, paper size, and writing color. Directions given to the one-to-one evaluation of learning media had revised by adjusting the post spacing, increasing the text size, and changing and adjusting the color of the text on the learning video. Next, try out the revised learning video media through the small group evaluation stage. Following are the results of the one-to-one evaluation data:

**Table 3**. *One to One*Validation Results

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Aspects** | **Indicator** | **Score** |
| 1 | Media characteristics | User FriendlyClarity of message or materialBy existing facilities | 141313 |
| 2 | Theory | By the theoryCompleteness of learning materialsThe conciseness of the presentation of the materialAppropriateness of the demonstration given | 14141414 |
| 3 | Audio visual | Voice clarityThe accuracy of using the backsoundNarrator's volumeBacksound volumeFont typeFont sizeFont colorDemonstration | 131213121010915 |
| **Total Score** |  | **190** |

Information :

Number of Items = 15 indicator

Score maximum indicator = 5

Number of respondents = 3 respondents

$∑x$ = Total Score

SMI = Maxsimum score ideal (number of item $×$ score maximum

= indicator$ ×$ number of respondents)

Percentage $= \frac{∑x}{SMI}×100\%$

 $= \frac{190}{(75 ×3) }×100\%$

 $= \frac{190}{(225) }×100\%$

 $= 84\%$

The calculation result, which had converted to the achievement level above, shows the percentage value of 84%, which is included in the qualification either with the appropriate information and revised as necessary.

1. *Small Group*Evaluation

The media assessment in the Small Group (Small Group Evaluation) was conducted on March 28, 2021, through the zoom meeting application by taking ten respondents who were active students of Culinary Education 2019 who were taking the Basic Course of Arrangement. Media and instruments are presented to respondents individually at alternating times. The evaluation had carried out to determine the quality and suitability of learning media from students who use teaching media. Suggestions for improvement from the validator include the light quality from a slightly darker video. The fix had done by lightening a little on the slightly darker areas. Next, try out the revised learning video media in large groups/fields. The following are the results of the small group evaluation data:

**Table 4**. *Small Group*Validation Results

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Aspects** | **Indicator** | **Score** |
| 1 | Media characteristics | User FriendlyClarity of message or materialBy existing facilities | 484743 |
| 2 | Theory | By the theoryCompleteness of learning materialsThe conciseness of the presentation of the materialAppropriateness of the demonstration given | 45464747 |
| 3 | Audio visual | Voice clarityThe accuracy of using the backsoundNarrator's volumeBacksound volumeFont typeFont sizeFont colorDemonstration | 4644454345474647 |
| **Total Score** |  | **686** |

Information :

Number of Items = 15 indicator

Score maximum indicator = 5

Number of respondents = 10 respondents

$∑x$ = Total Score

SMI = Maxsimum score ideal (number of item $×$ score maximum

= indicator$ ×$ number of respondents)

Percentage $= \frac{∑x}{SMI}×100\%$

 $= \frac{686}{(75 ×10)}×100\%$

 $= \frac{686}{(750)}×100\%$

 $= 91\%$

The calculation result, which had converted to the achievement level above, shows the percentage value of 91%, which had included the excellent qualification with the very feasible information and did not need to be revised.

1. Evaluation *Field Group*

The Field Group evaluation (field evaluation) had carried out on April 1, 2021, through the zoom meeting application by taking 30 respondents who were active students of 2019 Culinary Education who were taking the Basic Course of Arrangement. Media and instruments had presented to respondents at the same time. The procedure had carried out to determine the quality of the media and the appropriateness of the learning media from respondents as students who use learning media. There are no suggestions from students; it's just that there are comments from students who feel that using the zoom meeting application, the learning video that is displayed is not running smoothly due to internet connection or poor signal. Following are the results of the *field group*evaluation data:

**Table 5**. *Field Group*Validation Results

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Aspects** | **Indicator** | **Score** |
| 1 | Media characteristics | User FriendlyClarity of message or materialBy existing facilities | 146143138 |
| 2 | Theory | By the theoryCompleteness of learning materialsThe conciseness of the presentation of the materialAppropriateness of the demonstration given | 142137142140 |
| 3 | Audio visual | Voice clarityThe accuracy of using the backsoundNarrator's volumeBacksound volumeFont typeFont sizeFont colorDemonstration | 138135138127139136140144 |
| **Total Score** |  | **2.085** |

Information :

Number of Items = 15 indicator

Score maximum indicator = 5

Mumber of respondents = 30 respondents

$∑x$ = Total Score

SMI = Maxsimum score ideal (number of item $×$ score maximum

= indicator$ ×$ number of respondents)

Percentage $= \frac{∑x}{SMI}×100\%$

 $= \frac{2.085}{(75 × 30)}×100\%$

 $= \frac{2.085}{(2.250)}×100\%$

 $= 93\%$

The calculation result, which had converted to the achievement level above, shows the percentage value of 93%, which had included the excellent qualification with the very feasible information and did not need to be revised.

To find out the student's response to the video tutorial on the mise en place restaurant in this study using a research instrument in the form of a questionnaire consisting of 2 aspects of assessment. The following are the results of student response data:

**Table 6**. Student Response Results

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Aspects** | **Indicator** | **Score** |
| 1. | Interest | Cultivate curiosityIncrease motivation to learn | 137138 |
| 2. | Satisfaction | Retention of materialGive experiencePractical to use | 143142145 |
| **Total Score** |  | **705** |

Information :

Number of Items = 5 indicator

Score maximum indicator = 5

Total Respondens = 30

Interval $= \frac{the score of the statement item}{highest score statement item } ×100\%$

 $= \frac{705}{(25 × 30)}×100\%$

 $= \frac{705}{(750)}×100\%$

 $= 94\%$

The assessment results show that the student response to the feasibility of the video tutorial gets a percentage of 94%, which is in the very feasible category. This assessment indicates that students feel interested and satisfied by giving positive feelings to the mise en place restaurant video tutorial.

**CONCLUSION**

This research on the development of video tutorial media for restaurant mise en place uses the R&D (Research and Development) research method. It uses the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation). The development of video tutorial media for restaurant mise en place had tested for students with one-to-one, small group, and field group evaluations. One-to-one evaluations get 84% results with good qualifications, small group evaluations get 90% marks with excellent qualifications, and field group evaluations get 93% outstanding qualifications. This research concludes that the restaurant mise en place video tutorial is declared suitable for use in the learning process.

In the development of video tutorial media for restaurant mise en place, student response data had obtained during the field group evaluation. Student responses get a result of 94% with solid qualifications. Student responses to the video tutorials showed interest and satisfaction in the video tutorial mise en place and worthy of learning.

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