

Practicalities of Learning Modules Course of Culinary Nutrition Problem Oriented Lazy Learning (PBL) Nutrition for Students in the Stikes Perintis Padang

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Abstract - learning modules oriented Problem Based Learning (PBL) is a module that can increase the activity of learning to train students to find authentic problems, gather information to solve the problem. This study aims to produce learning modules Oriented Problem Based Learning (PBL) is valid, practical and effective. This study uses research and development Research and Development (R & D) to develop four model-D (4D). The development phase is 4D Define (define), Design (design), Development (development) and disseminate (dissemination). Data were obtained from the test, the practicalities, the practicality of data obtained from the questionnaire practicalities of faculty and students. Test the practicalities of the module-oriented Problem Based Learning subjects Culinary Association of Lecturers and student's questionnaire shows (very practical) to the achievement of 92.5% and 89.23%.

Keywords - *Module; Problem Based Learning; Validity; Practicalities; Effectiveness.*

I. INTRODUCTION

Education is an investment in our most important for Indonesia, as a means to establish a human resources quality, both in terms of physical, mental and operational. The quality of education is determined by learning. Various efforts have been made by the government through education formal and informal. Therefore, the development of education in the future based on the paradigm of developing the Indonesian people fully qualified. The learning process is said to be fine when the process of learning the student can achieve the goal of learning expected (Ganefri, 2013: 8).

Education quality is influenced by the source of learning and the learning environment. Learning resources include the learning modules, *Problem Based Learning*, Which was studied by the students themselves as individuals or students to be taught by itself (self-instructional) (Winkel, 2009: 472), The module is a print material that is designed to be able to learn independently and critical thinking by learners (2008: 3), The problems identified are as follows: modules that are not memfasilitasi students learn independently, modules

have not been in line with expectations in terms of the composition of the desired

structural modules that have not been matched by the development of theories of the module, students are less independent and active in the process learning. Lack of use based on Problem Based Learning (PBL) in subjects Culinary Nutrition Policy. PBL model to find their own knowledge where the problems starting point in learning and develop their ability to solve problems of modules that can increase the activity of learning to train students to find problems that authentic gather information to solve the problem (Undergraduate, 2011: 232).

Based Learning Approach problem has advantages such as: help students develop thinking skills, problem solving, and intellectual skills such as learning a variety of adult roles and through their involvement in real or simulated experience and become independent learners and autonomous.

Based on the role of the module to improve the competence of students, it is a research and development. The research is the development of learning modules courses Culinary Nutrition Policy-oriented Problem Based Learning. This study is expected to produce the module Nutrition Culinary oriented Problem Based Learning valid, practical, and effective for students in Nutrition STIKes Pioneer Field.

The problem in this research focused on the development of teaching materials on learning nutrition culinary policy-oriented problem-based learning (PBL) to improve the competence of students Prodi nutrition, as well as to plan the development of a module on learning Courses Nutrition Culinary Policy-oriented problem-based learning (PBL) may increase critical thinking skills of the students and to test, the practicalities, the module learning courses in Culinary Nutrition Policy-oriented problem-based learning (PBL) were developed.

Based on the results of a previous study conducted by Bilgin (2009) and Myers (2012) concluded that students who learn to use strategies (PBL) guided more easily understand and grasp the concept of education and increase the effectiveness of interaction and increase interest in learning through group work very structured.

Based on the background and problem definition, which has been described, the problem in this research is as follows. How, practically, a module on learning courses in Culinary Nutrition Policy-oriented model problem Based Learning (PBL) to improve the competence of students' nutrition. Objectives of this study to determine the development of teaching materials on learning courses in Culinary Nutrition Policy Based Learning problem oriented toward critical thinking skills students Nutrition STIKes Pioneer Field. Product specifications material are available, to facilitate student self-learning, teaching materials developed following the pattern of student self-learning

II. LIBRARY STUDIES

A. Module

Learning Module is a two-way process of communication, teaching faculty do as educators and learning by students as learners. The learning process will be more effective and efficient if supported by teaching materials. Material is material designed for printing can be studied independently (Undergraduate, 2011: 232, Learning modules are materials that have been prepared systematically and interesting that includes content, methods and evaluation that can be used independently to achieve the expected

competencies Anwar (2010, Material is a program of teaching and learning of the smallest, which was studied by the students themselves individually or diajarkan by students to himself (self-instructional) (Winkel (2009: 29).

B. Model Problem Based Learning

The learning model can be interpreted as providing orientation to problem students. The learning model can be interpreted as a blueprint that can be used to guide students in preparing and carrying out a study. In addition, the model can also be interpreted as a pattern or plan that can be used to implement the curriculum. The model provides direction for the preparation and the steps in the application of learning activities (Trianto, 2012: 53),

Problem Based Learning challenging students to "learn how to learn", working in groups to seek solutions to real-world problems. The given problem is used to bind the students curiosity in learning is. The problem is given to students, before students learn concepts or materials relating to the problem to be solved.

C. Culinary Nutrition Policy

1) Description Course Culinary Association

This course learn basic skills aspects of food processing and sanitary food to Indonesian food and special events.

2) Interest Courses Gzi Culinary Association

At the end of the study this course, learners are able to apply the basics of engineering food processing aspects of preparation, cooking,

III. RESEARCH METHODS

The study will be conducted this fall in the category of research and development (Research and Development), which resulted in a new product in the form of learning Learning Module Basic Culinary oriented Problem Based Learning (PBL). Procedures practicalities conducted in this study is the Define (define), Design (design), Development (development) and disseminate (spread) but at this stage disseminate (spread) procedure development refers to the development model of the learning 4-D illustrated as follows (Trianto (2010: 94).

Parts made in this paper that develop, with stages 1) Preliminary Plan, 2) the validity of the stages, 3) test the practicalities of the stage 4) the level of effectiveness. The researchers' goal is to choose the develop, because researchers only develop learning modules theory courses

Nutrition culinary foundation, practical, so the module can be used by students and faculty.

At this stage there are the practicalities of 5 validator, the validator 3 content, format module 2, 2 validator test the practicalities. The subject of this research is a lecturer in nutrition and culinary students basic nutrition STIKes Pioneer Field who took kuliahkulinari basis. Tests are 1) the validity, 2) test the practicalities, 3) test the effectiveness. On the validity of the research to find the valid module by using the formula's aiken v. Test practicalities practicality assessed by faculty and students.

A. Test practicalities Module

Test practicalities practicality assessed by faculty and students was analyzed using descriptive statistics and follows a few steps in Riduwan (2010: 89) as follows:

- Score Answers to the following criteria: 1 = Good, 2 = good, 3 = Fair, 4 = Good, 5 = Very Good
- Determine the average score obtained by summing the values obtained from many indicators.
- After all the scores obtained items, then tabulated by every aspect of practicality and sought the percentage using the formula:

The practicalities with the following formula:

$$\text{Remarks: } NA = \frac{S}{M} \times 100\%$$

NA = The end

S = Score obtained

SM = Maximum Score

- Determining the level of practical learning modules with the criteria in Table 1.

Table 1. Kategori practicalities Module

No	Achievement Level (%)	category
1	81 - 100	very Practical
2	61-80	practical
3	41-60	just Practical
4	21-40	Less Practical
5	0 - 21	not Practical

Source: Riduwan (2010: 89)

IV. RESULTS AND DISCUSSION

A. result

The data were collected from student nutrition pilot STIKes second half of the number of students 38 people, student class control 19 and experimental 19 by knowing the validity, effectiveness and practicalities of learning modules culinary base. This study was conducted in several stages, namely:

1. Level Design

planning module subjects nutritional culinary base berorisiensi problem based learning, 1) Determination of the systematic presentation of the material that is adapted to the syllabus, namely: (a) the introduction of nutritional culinary basis (b) processing equipment (c) equipment serving (d) Indonesian recipes (e) decoration food (f) process the meal special event (g) food processing plant, protein, animal, vegetable, vegetables, snack, and beverages (h) food processing area of west and east, Penyusunan framework in the learning modules that designs display module learning culinary nutrition policy-oriented problem-based e-learning.

2. Level Test practicalities

- Response lecturer on the practicalities of the module courses culinary base (PBL) is summarized in Table 2 below.

Table 2. Recapitulation practicalities response college teacher

No	Progress Assessment	percentage value	category
		college teacher	
1.	average response lecturer	91.0%	very Practical

- The response of students to the practicalities of the module courses culinary basic problem-oriented based e-learning

Table 3 Summary of the practicalities of response student

No	Aspects of Evaluation	percentage	category
	The average student response	89.23%	very Practical

Test modules praktikalitas learning basic culinary-oriented problem-based e-learning, is valued by the lecturer and students. As a result of that assessment shows that the average score was 91.0 faculty response% and the average score of student response was 89.23% with a very practical module and can be used as learning materials for students.

B. discussion

Expansion module learning culinary nutrition policy-oriented problem based e-learning to produce a product that is valid and practical.

1. Level Planning ahead

At the design stage module learning culinary nutrition policy-oriented problem-based e-learning, designing learning modules according to the course syllabus culinary base.

The same is done by Murniati (2017), which is in the development stages of the first module of PBL is to determine the subjects. The subjects used in the development of this module are to analyze kebutuhan. Analisis need to do is analyze the material in accordance with the syllabus.

Based on the opinion of experts on the contents of that module is adapted to the existing syllabus of the course culinary basic problem-based e-learning module .Sedangkan design aspects to be considered in view of the development.

2. Level UjiPraktikalitas

the practicalities of the modules obtained from a questionnaire filled out by lecturers culinary base. The practicalities of the lecturers on the practicalities of the modules points kuluah culinary basic problem-oriented e-learning based on the category of very practical with the average percentage of 91.0%, and the practicalities of that given to students in the category of very practical with an average of 89.23%.

V. CONCLUSION

Based on the research and development of learning modules that have been carried out, it could be concluded as follows:

1. Practicalities module subjects nutritional kulnari policy-oriented problem-based e-learning can be viewed on the enforceability of the module as a whole is good, visible response from professors who earn the average percentage of 91.0%, and the response of students on

average 89.23%. this indicates that the module was developed including the category "very practical". Category level achievement 81-100% "very practical".

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