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IMPROVING WORKSHOP LEARNING OUTCOMES WITH PRACTICAL LEARNING METHODS

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ABSTRACT

This study aims to determine the results of the implementation of learning by teachers, to determine student activities obtained when students take part in the learning process, and to determine students' cognitive learning outcomes. One of the workshops learning in SLTP consists of culinary which some students have difficulty in learning. For this reason, it is necessary to choose the right teaching method to facilitate students learning. Practical learning is one of the alternatives that can improve student learning outcomes. The research method carried out by PTK with two research cycles, each cycle consists of 4 (four) stages, namely planning, action, observation, and reflection, while the data collection technique is giving pre-tests and post-tests consisting of three questions. The results showed that practicum learning can improve the learning outcomes of culinary crafts on the subject of cold and hot drinks in class VIII UPT SMP Negeri 1 Palang. This is evidenced by the initial test before the action was taken, which was an average of 64, cycle I obtained an average score of 71.39, in this case reaching 77.78% and cycle II obtained an average score of 83 in other words reaching 97.22%. So, in the actions of cycle I and cycle II there was an increase of 20.56%. So that PTK is declared successful and complete.

Keywords: Craft learning outcomes; Hot and cold drinks; Practical Learning

Introduction

The subject of Culinary Workshops on the subject of beverages applied to junior high school students in class VIII has only been the theory or giving an explanation using lecture or conventional methods. So that students do not understand how an object works without directly practicing it, until now the school has not practiced beverage subjects because of various limitations in budgeting and tools and places (May & Elkana, 2020).

In a continuous effort to improve learning outcomes in the field of craft, innovative approaches have been introduced through the use of practical learning methods. This method not only provides students with direct experience in the learning process, but also integrates elements of creativity, experimentation, and direct application of concepts To overcome this student's problem, the author uses the practicum learning method. with this method, students will get the advantages of being able to train student skills, provide opportunities for students to apply their skills, and prove or discover a concept in practice. Research (Wignyo, 2019) and (Mbari, Yufrinalis, & Nona, 2018),

concluded that when students do their own practicum or experiment, it will have an impact on increasing the motivation and learning outcomes of students. practicum method as a learning medium can: Increase the completeness of learning outcomes of grade V students of SD Negeri 021 Kunto Darussalam, namely before improvement 23 students averaged 65%, in cycle I 26 students averaged 80%, cycle II increased to 28 students averaged 90% (Palittin, Wolo, & Purwanty, 2019).

Research Methode

Steps before conducting class action research: (1) Analyzing the subject matter of VIII UPT SMP Negeri 1 Palang in class VIII F semester II students. (2) Developing teaching aids in a series of optimizing the teaching and learning process by using practicum. (3) Making observation guidelines to provide an assessment of the teaching and learning process in the classroom, namely observation of work performance which includes cognitive, affective, and psychomotor domains. (4) Planning additional actions that will be given in cycle II as changes or improvements to the actions in cycle I. (5) Create an evaluation tool to measure the results of the learning process in the classroom (Octavia, 2020). The following stages of classroom action research were developed as shown below.

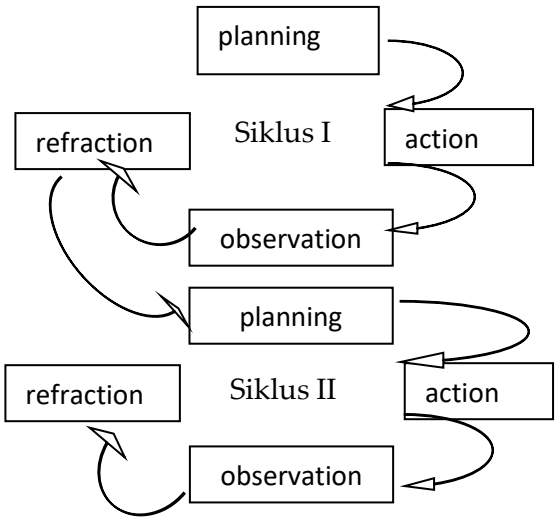


Figure 1
The design of this classroom action research is divided into two cycles

PTK Design
This class action research is divided into two cycles, with the following details
a. Cycle I was carried out for 2 (two) meetings specifically hot drinks.
b. Cycle II was conducted for 2 (two) meetings specialized in cold drinks.
Each cycle consists of four stages
1) Planning, 2) Implementation, 3) Evaluation, and 4) Reflection.

The research setting is VIII UPT SMP Negeri 1 Palang which is located in Palang Village, Palang District, Tuban Regency. The subjects of this study were students of class VIII.F UPT SMP Negeri 1 Palang in the 2022/2023 school year, totaling 32 students consisting of 16 female students and 16 male students. The author conducted research in class VIII.F with beverage material, because this class had the lowest score among the other 8 groups.

Data collection techniques in this study by giving pre-tests and post-tests consisting of three questions. Data analysis techniques in this study There are two types of data that can be collected by researchers, namely: (1) Quantitative data (student learning outcomes) which can be analyzed descriptively. In this case, the researcher uses descriptive statistical analysis, looks for the percentage of learning success, and others. (2) Qualitative data, namely data in the form of sentence-shaped information that gives an overview of student expressions regarding the level of understanding of a subject (cognitive), students' views or attitudes (affective), student activities following lessons, attention, enthusiasm in learning, confidence, learning motivation and the like. Indicators of success are obtained from students' absorption of learning materials. The level of success will be measured in cycles I and II at least in cycle I 65% of 36 students and in cycle II 75% with KKM, namely 70. After reaching this target, the implementation of the action in the cycle is stopped.

Result and Discussion

Initial Research Conditions

The initial condition before the action was taken, the researcher conducted an initial test to determine the ability of students. Initial test data conducted on August 25, 2023, the scores of students in Class VIII.F UPT SMP Negeri 1 Palang in the subject of culinary crafts on the subject of beverage language were known as many as 7 students got scores of 45-50 or E, 12 students got scores of 55-60 or D, and 8 other students got scores of 65-70 or C, 6 students got scores of 75-80 or B, and 3 students got scores of 85-95 or A.

Based on the initial data, it can be concluded that individually and classically the achievement value of the culinary craft material is still low or the category has not been completed.

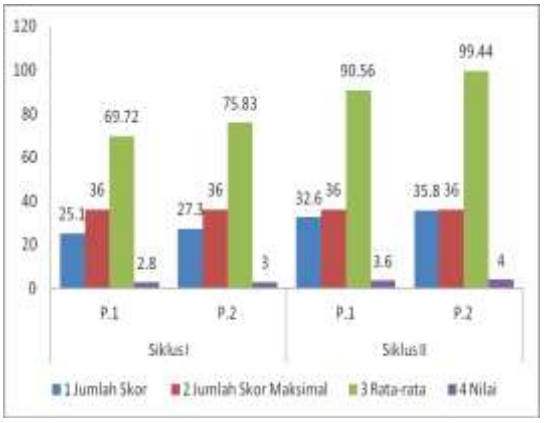
Research Condition Cycle I

From the initial data obtained it was stated that it had not reached completeness, then action research was carried out. In the learning process, there were several things observed by observers, namely (1) learning implementation, (2) student activities, and (3) cycle I competency tests. Further can be described as follows:

Implementation of learning

The results of the learning implementation carried out by the teacher in cycle I meeting 1 obtained a score of 25.1 with a maximum score of 36, then the average value of the learning implementation carried out by the teacher was 39, namely 69.72%. Whereas in cycle I meeting 2 the total score of the teacher's learning implementation increased by 2.2 points to 27.30 with an average score increasing to 75.83.

The results of the learning implementation carried out by the teacher in cycle II meeting 1 obtained a score of 32.6 while the maximum score was 36, so the average value of learning implementation by the teacher was 90.56 while in cycle II meeting 2 the total score of implementation by the teacher increased by 3.2 points to 35.8 with the average value of teacher performance increasing to 99.44.

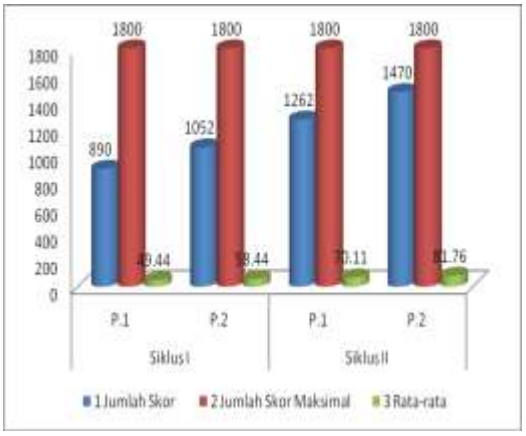


Graph 1
Level of Teacher Performance Development in Cycles I and II

Student Activity

Student activity data obtained when students follow the learning process in cycle I meeting 1 obtained a score of 890 with a maximum score of 1800, so the average value of student activity is 49.44. Whereas in cycle I meeting 2 there was an increase in the acquisition of a score of 1052 with a maximum score of 1800, the average value of student activity was 58.44 or about 9 points (Rusyan, Winarni, & Hermawan, 2020).

Student activity based on the results of observations made in cycle II meeting 1 obtained a score of 1262 with a maximum score of 1800, so the average value of student activity is 70.11. While the observation results in cycle II meeting 2 practices increased from 21 (pre-cycle) to 9 (cycle I), and 1 in cycle II. students who do not need to be guided. The following is a graph of student activity:



Graph 2
Results of Observations of Student Activity Cycle I and Cycle II

Student Competencies

To find out the cognitive results of students on beverage material, in cycle I an average score of 71.50 was obtained. This means that classically the student test scores are categorized as complete. Overall, the researcher can describe it as follows: for students who scored 50 there was 1 student (2.80%), who scored 55 there were 2 students (5.60%), who scored 60 there were 3 students (8.30%), who scored 65 there were 2 students (5.60%), who scored 70 there were 14 students (38. 90%), who got a score of 75 there were 7 students (19.40%), who got a score of 80 there were 3 students (8.30%), who got a score of 85 there were 2 students (5.60%), who got a score of 90 there was 1 student (2.80%), and who got a score of 95 there was 1 student (2.8%). The data on the frequency of completeness scores in cycle I is 28 students (77.78%) while 8 students (22.28%) students are said to be incomplete. This means that in cycle I there was an increase even though it was not significant from the initial data obtained before the action research was conducted.

Student activity based on observations made by observers in cycle II meeting 1 obtained a score of 1262 with a maximum score of 1800, so the average value of student activity is 70.11. While the observation results in cycle II meeting 2 practices increased from 21 (pre-cycle) to 9 (cycle I), and 1 in cycle II. students who do not need to be guided. This is because practicum has been carried out in other subjects. The increase in guided students using practicum is quite significant. Thus, the purpose of implementing the practicum was achieved, as previously planned.

Graph 3
student scores can be seen in Cycle I and Cycle II

Discussion

Student Activity

The practicum method can be seen as follows: "With the implementation of the practicum, students' knowledge is increasing according to the data obtained." .... This is because practicum has been implemented in other subjects. The increase in guided

students by using practicum is quite significant. Thus, the purpose of implementing the practicum was achieved, as previously planned.

Competency Test

Based on the results of the action on the implementation of the practicum, students responded positively in the first cycle. This is because the practical implementation of workshop lessons is not all practiced at school but uses other methods. Various reasons for the cost and lack of available supporting tools for practice. In the implementation of the practice, all students actively helped each other in preparing materials, tools, and the process of making the drink itself. In addition to students, the application of practicum was also responded positively by the subject teacher based on the results of the post-action implementation discussion (2010), which can be seen as follows: "With the implementation of practicum, students' knowledge is increasing. There are two main obstacles to the implementation of the practicum, namely (1) there are no suitable tools for practicing drinks, and (2) there is no special allocation of funds from the school for the implementation of the practicum so that each student must collect money independently".

To improve student attitudes and achievement, this reflection is used as a reference to refine and improve the steps to the next cycle.

The implementation of the practicum was responded positively by students in the first cycle. This is because so far the subject teacher has never done the practicum due to cost reasons and the unavailability of supporting tools for practice. In the implementation of the practice, all students actively helped each other in preparing materials, tools, and the process of making the drink itself.

In addition to students, the application of practicum was also responded positively by the subject teacher based on the results of the discussion after the implementation of the action (2010), which can be seen as follows: "With the implementation of practicum, students' knowledge is increasing. There were two main things that became obstacles to the implementation of the practicum, namely (1) there were no suitable tools for practicing drinks, and (2) there was no special allocation of funds from the school for practicum implementation, so each student collected money independently". But classically, the completeness value of class VIII F has not been met. The solution or problem solving taken by the researcher in cycle I based on the findings was: Explaining again in more detail the steps of practicum learning. Providing opportunities for students who do not understand the material presented and organizing a cooperative approach to students who are not maximized in the learning process. a cooperative approach to students who have not been maximized in participating in culinary learning, Organizing a follow-up plan from the first cycle lesson plan.

Condition of research results cycle II

The implementation of cycle II was carried out because cycle I before reaching the agreed provisions or learning outcomes was still not classically complete. After the follow-up action of cycle II, the explanation that the researcher can convey is (1) the

implementation of learning by the teacher, (2) students' activities when following the learning process, and (3) students' competency scores.

Conclusion

Based on the above results, it can be concluded that the application of the practicum method in the culinary workshop subject of beverage material for class VIII UPT SMP Negeri 1 Palang students. There is an increase in the results of learning achievement in the subject of culinary craft beverage material, increasing student skills. In the initial test before the action was taken the score obtained was 2310 with an average of 64, students who were said to be complete were 12 or 33.33%, while students who were said to be incomplete were 24 or 66.67%. In cycle I the student competency test score was 2680 with an average score of 71.39 and students who were said to be complete were 28 students or 77.78%, while students who were said to be incomplete were 8 students or 22.22%. In cycle II the score obtained on the competency test was 2990 with an average score of 83 and students who were said to be complete 35 students or 97.22% and students who were said to be incomplete were 1 student or 2.78%.

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