

TABLE SETTING IN THE INDONESIAN NAVY: FACILITATING LEARNING WITH VIDEOS

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Abstract

This study is aimed to create a learning media that can improve student's learning outcomes in the subject of "Table Manner" focusing on "Table Setting". This study was applying "Borg and Gall research development model". The subject of this study was 65 Navy Enlisted trainees in Housekeeping. By treating a different way from a controlled class, a taped video containing subject matter was mainly delivered in an experimental class. And a posttest was conducted to clarify the final result of learning for both type of classes. It has been proven that posttest result of an experimental class has a higher mean than in a controlled class. Researcher believed that the use of video as a learning media boost trainees potential to achieve the learning outcomes. In other words, the developed product of learning video would potentially increase trainee understanding toward the subject matter.

One of the Navy fuction is to perform a diplomacy role, it is quite often that the Indonesian Navy host an international events which are attended by some foreign Navy Officer throughout the world. In order to support such kind of events, Administration Support Training Center as stated by Regulation of the Navy Chief of Staff Number: Perkasal / 65 / IX / 2008 Regarding Educational Pattern of Navy Soldiers, September 4th 2008 has one of its fuctions to conduct the Navy enlisted initial training program in the specialty of Housekeeping. One of the subject taught in the program is "Table Setting". Some trainees seem to have some difficulties in learning the skills due to the lack of experience and interest in handling Housekeeping.

In order to help the trainees to be more effective in learning the skills, the researcher believed that a learning media rather than a textbook would be more attractive to attract trainees attention as Briggs (1977) described a learning media as a way to deliver learning materials such as: books, films, videos, etc. Meanwhile, National Education Association (1969) defined learning media as a means of communication in the form of printing and listening, including technology.

The posttest result was confronted to the posttest result of conventional class which was using an ordinary learning methode. It is believed that the learning process of experimental class was significantly more effective and the learning outcomes could be more optimized.

Based on some collected data of larger group test taken during the pretest, the mean of conventional class was 2,26 and experimental class was 2,38. Meanwhile, the posttest resulted in the mean of 2,40 for the conventional class and 3,27 for experimental class. Compared to the conventional class, the experimental class posttest visibly had a higher mean. This evidence show us that the audio visual learning media has been able to assist to the trainees learning potential.

LITERATURE REVIEW

Arsyad (2002) stated that a learning process was a process of communication in a system, so learning media occupied an important position as one of components in the learning system. Without media, communication could not be created and learning process would not be able to be optimally conducted. Characteristic of learning media are:

- a. Fixative : the ability of media to record, to store, to preserve, and to reconstruct an event or object.

- b. Manipulative : the ability of media to transform an object, event or process in addressing the problems of space and time. For example, from larvae to pupae then to butterfly, the process can be presented faster or slower in order to obtain a clear sequence of events.
- c. Distributive : the ability to transport objects or events through space which is simultaneously presented to a number of students, in various places, with the relative stimulus of experience to the event.

METHOD

In developing a taped video as a learning media, The researcher used Borg and Gall's research and development model (2007:389-390), and the research and development procedures (2007:589-590) as follows :

- a. Identify learning objectives.
- b. Analyze implementation of instructional.
- c. Analyze the characteristics of the students and the learning context.
- d. Analyze the need and objective of teaching.
- e. Develop a research instrument.
- f. Develop training strategy.
- g. Develop and select learning materials.
- h. Design and implement a formative evaluation.
- i. Do the revision of learning program.
- j. Design and implement evaluation summative.

RESULT AND DISCUSSION

As this research was following Borg and Gall's procedurs, some considerations had been taken into account in order to develop an effective learning video of "table setting", as follows:

- a. Learning outcomes of "table setting" were identified that, at the end of learning periode, trinees would be able to;
 - 1) Define the the meaning of "table setting"
 - 2) Identify the group of dinning set.
 - 3) Performing a common techique and guidance of "table setting".
 - 4) Demonstrate the way to carry a tray of drinks.
 - 5) Perform the different way of "table setting.
- b. Instructional package of "table setting, as the other instructional package in Administration Support Training Center which adopted Instructional System Development, using ADDIE models, had been far away out of the idea of learner-centered. Some teachers would rather uses a lecturing methode in their teaching, yet the trainees started to step back and close themselves in recieving the knowladge. Therefore, the process of learning was hardly undergone.
- c. Navy Enlisted Trainees in the specialty of food and beverage service mostly graduated from senior high school, and few of them was from vocational high school. They were about 20 years old. They did not have a background knowladge of "table setting" subject.

The making of this video until it become a validated learning media had passed through the two revisions, one was revised from a subject matter expert and second was from a media expert.

The following trial of smaller scalled group of 2 Navy Enlisted Initial Training Instructors in the specialty of food and food beverage service showed the score of 88,33 % which was defined as a high qualification. And the other trial of larger group of 10 trainees reached the score of 82,67%, which was defined as a high qualification as well. Thus, this trial phase did not require a revision.

Based on the result of the t test, it was proved that the value of counting-t was -7,523, along with significant level (sig) was less than 5%, those numbers meant that there were some significant differentiation between the control group and the experimental group or in other words, video media development can improve student learning outcomes of basic enlisted housekeeping vocational education on subject matter Table Manner in the Administrative Support Education Center-Development and Education Command of the Navy. So that, it can be summed up that using video can improve learning outcomes of education on subject matter on the Table Setting First Vocational Education student Administrative Support Education Center.

By using Borg and Gall steps, the data confirmed that there was a compatibility between learning material and learning media. A video that was developed for "table setting" learning could represent the material of "table setting" as written in the text book. When the posttest was conducted and was satisfying, it clarified that the goal of learning has been achieved. For the second steps of Borg and Gall, the test has been administrated to see the suitability between the media developed and the learning outcomes.

Meanwhile the comparative numbers of pretest and posttest of two different type of class (conventional class and experimental class) confirmed that a designated video contributed to the maximum achievement of learning outcomes. Therefore, the goal of developing video for learning purpose had been fulfilled so that an improvement or revision video was out of consideration.

A subject matter expert Prof. Luthfiah Nurlaela, M.Pd. (professor at postgraduate program Unesa) has been asked to evaluate the suitability and the compatibility of "table setting" video used for an experimental class. The expert validated that video of "table setting" material was appropriate to be used for the trainee and therefore, there was no need a revision.

Another subject matter expert in learning, Dr. Adi Bandonono, M.Pd. (Lecturer at Naval Academy of Technology) has been asked to validate the functionality of video as a learning media, especially from display quality, presentation, user interaction, instructional design, and visual communication. The expert said that the video material did not need a revision.

The result proved by t-count was -7,523 with significance level (sig) was less than 5%. It means that there was a significant difference of learning outcome between conventional class and experimental class. It is believed that the developed video as learning media was able to improve student learning outcomes at Navy Enlisted Initial Training Program in the specialty of food and beverage service.

CONCLUSION

There was a compatibility between learning material and learning media. A video that was developed for "table setting" learning could represent the material of "table setting" as written in the text book. And the test has been administrated to see the suitability between the media developed and the learning outcomes.

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