

---

**INCREASING COOKING SKILLS THROUGH AUDIO-VISUAL MEDIA IN STUDENTS OF  
DIPONEGORO 2 JAKARTA****Muhammad Rashid, Faisal Madani**

Universitas Negeri Jakarta

mrasyid038@gmail.com, faisalmadani@unj.ac.id

**Abstract :**

Skills can improve students' ability to technical life skills. The learning process that does not vary causes students to be disinterested and bored with handy craft lessons. This study aims to improve the results of learning cooking skills for class VIII students of SMP Diponegoro 2 Jakarta. This research was conducted using the Classroom Action Research method. The subjects of this study were 31 class VIII students. The type of data in this research is qualitative and quantitative in the form of cooking data. Meanwhile, quantitative data is in implementing learning obtained through observation sheets. Based on the research and discussion results, the application of the audio-visual learning model can improve the skills of writing news texts for class VIII students of SMP Diponegoro 2 Jakarta. The results of the cycle I action test can be seen in the presentation. Namely, of the 31 students taking the test, 58% or as many as 18, scored  $\geq 70$ . While the results of the action test in cycle II with a percentage of 90% or as many as 28 students scored  $\geq 70$ , so was stopped in cycle II because the indicator of research success had been achieved, namely 85%.

**Keyword:** Cooking Skills, Audio-Visual Media, Students of Diponegoro 2 Jakarta.

## INTRODUCTION

---

In the era of globalisation, technology has developed so rapidly, one of which is in the communication aspect (Anita Trisiana, 2019). Experts agree that the existence of communication is needed in education, because good communication leads to good relationships (Hendra & Siti Saputri, 2020).

Learning methods are of course one of the factors that affect how student learning outcomes. The way of learning will have implications for the level of student understanding of the materi that has been given, as well as the development of aspects of the student's personality and attitude. As said by Nasution in Hendrawan (2012) teachers can act as communicators, models and identification figures. Therefore, teachers can choose teaching methods that can support the role of teachers.

Learning media is a channel to convey educational messages (Nuraini, 2018), as a bridge in providing knowledge to students (Parnabhakti & Puspaningtyas, 2020). Dias (2021) explained that the use of learning media can make learning more effective, fun, more meaningful and students become more active. In his research Arizal et al (2021) learning media in the form of videos can improve students' writing skills, there are better changes after students learn using videos (Harahap, 2019). Video learning media can increase student motivation and achievement (Hapsari & Zulherman, 2021). Yuanta (2020) states that audio-visual media (video) functions to 1) clarify the presentation of material, 2) solutions to limited space, time and sensory power, 3) make students more active.

Based on the background of the problems faced in Craft learning, for this reason, this study aims to improve the processing skills of grade VIII students of SMPN Diponegoro 2 Jakarta using audio-visual learning media.

## METHODOLOGY

---

This research uses class action research methods (*action research*) this method was developed by Kemmis and Mc Taggart (1998) which consists of four stages of activities, namely planning, *acting*, *observing*, reflecting) and implemented in 2 cycles. The subjects in this study were 31 grade VIII students of SMP Diponegoro 2. The data used in this study are quantitative data in the form of scores of student processing skills test results and qualitative data in the form of student and teacher activities from observations. The data collection techniques used are observation and objective tests in the form of descriptions (essays). Observation, used to determine student activity and teacher activity using observation sheets. The test is performed at the end of each cycle. The research success indicator is achieved if the achievement of student learning completeness reaches  $\geq 80\%$ ,

the value of student learning completeness in craft lessons is 70. The rubric of assessment of test results used is as follows:

**Table 1.** Processing Skills Assessment Rubric

No	Assessment Aspect	Score				
		SK	K	C	B	SB
		1	2	3	4	5
1	Tool completeness					
2	Completeness of materials					
3	Use of tools					
4	Suitability of cooking procedures					
5	Persistence in the use of cooking techniques					

Determining the value of the results of the processing skills assessment test used the formula:

$$Nilai = \frac{Jumlah\ Skor}{25} \times 100$$

Based on the value of the test results obtained, processing skills can be categorized as follows:

**Table 2.** Processing Skills Assessment Category

No	Category	Range of values
1	Excellent	86 – 100
2	Good	71 – 85
3	Enough	56 – 70
4	Less	41 – 55
5	Very lacking	< 40

## RESULTS AND DISCUSSION

The use of learning media in the form of videos in craft learning activities in class VIII of SMP Diponegoro 2 in processing materials is carried out in cycle I and cycle II. The video used in learning is a fragment of a video from a cooking show on television downloaded via youtube, the selection of cooking content is carried out.

### Cycle I

In the implementation of the first cycle, the planning stage is carried out by compiling a learning implementation plan along with the completeness that will be used in learning,

then at the action stage the teacher carries out learning activities according to a predetermined schedule and the use of audio-visual learning media (video) in the learning process. The observation stage was carried out by observers, namely senior teachers, colleagues at SMP Diponegoro 2 using observation sheets. The reflection stage, based on the results of observations made, it was concluded that students were more visibly motivated and interested in participating in learning activities, this is in accordance with research conducted by Lestari et al., (2021). In addition, audio-visual media makes students not bored (Ariyana et al., 2020) until the end of learning students are enthusiastic about participating in learning.

The results of the processing skills test based on the evaluation of learning that has been carried out can be seen in the following figure:



**Figure 1.** Cycle I Processing Skill Test Results Graph

In the first cycle the student learning completeness score was 58% or out of a total of 31 children, the number of students who had scores above the KKM score of 70 there were 18 children and the average score of the processing skills test results in the first cycle was 69.58. These results did not meet the criteria for research success, namely an average value of 75, so the action was continued in cycle II.

### **Cycle II**

The planning stage in cycle II is the preparation of learning plans based on records of observations made by observers. The learning process using audio-visual media (video) student activity is more visible, this is shown from the results of observations made by observers, including: 1) student involvement in the learning process increases, 2) the number of students who submit more questions and answers, 3) there are no students who carry out other activities outside the learning context.

The results of the processing skills test based on the evaluation of learning in cycle II can be seen in the following figure:

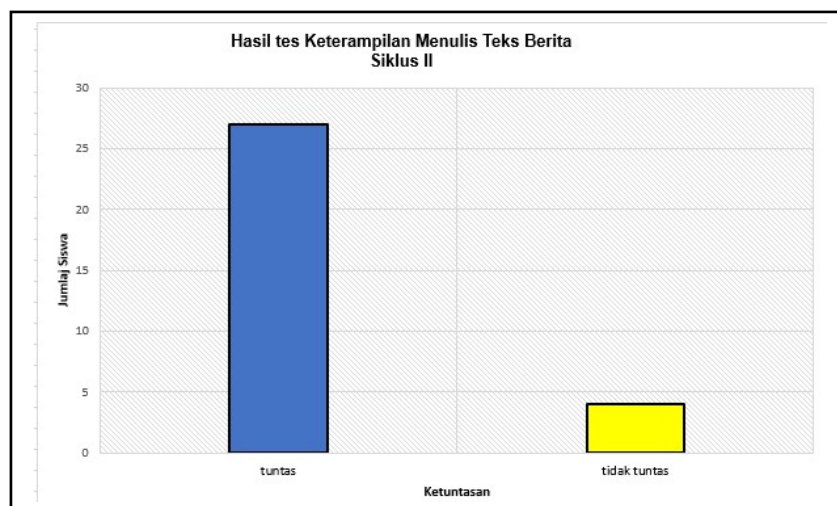


Figure 1. Cycle I Processing Skill Test Results Graph

In the second cycle, it was seen that the number of students who achieved completeness scores increased from the previous 58% to 90% or there were only 3 children who were still incomplete. the number of students who have scores above the KKM score of 70 there are 28 children and the average score of the results of the processing skills test in the second cycle is 79.1 these results have met the criteria for research success, namely an average score of 75, then the provision of action is stopped.

Based on the data obtained, the increase in the number of students who experienced learning completeness from cycle I and cycle II was recorded at 32%. Then the average value also increased by 10 points. The remaining 3 children are still incomplete until cycle II to be given remedial. This means that there is an increase in the processing skills of grade VIII students of SMP Diponegoro 2 through the use of audio-visual media.

## CONCLUSION

Based on the results of research and discussion of the results of classroom action research by applying the audio-visual learning model in processing learning for grade VIII students of SMP Diponegoro 2 Jakarta, it can be concluded that the application of the audio-visual learning model can improve the processing ability of grade VIII students of SMP Diponegoro 2 Jakarta. This can be seen from the presentation of the results of the first cycle action test, namely from 31 students by 58% or as many as 18 children achieved learning completeness. While the results of the action test in cycle II with a percentage of 90% or as many as 28 people achieved learning completeness, so this study was dismissed only in cycle II because the research success indicator had been achieved, which was 85%. While students who do not achieve individual completeness 3 students or 10%. The ability of

students has increased from the initial data to the implementation of cycle II evaluation actions.

## BIBLIOGRAPHY

---

Agustin, R., Nurmalina, N., & Noviardila, I. (2021). The role of animated interactive media on learning interest in craft subjects in grade IV students of SD Negeri 019 Tanjung Sawit Tapung District, Kampar Regency, Learning 2020/2021. *Journal of Education and Counseling (JPDK)*, 3(1). <https://doi.org/10.31004/jpdk.v3i1.1385>

Anita Trisiana, D. A. K. E. W. &. (2019). The Importance Of Socio-Cultural Communication In The Era Of Globalization In The Perspective Of Pancasila Values. *Journal of Global Citizen : Scientific Journal of Civic Education Studies*, 6(2). <https://doi.org/10.33061/glc.v6i2.2551>

Ariyana, A., Ramdhani, I. S., & Sumiyani, S. (2020). Freedom to Learn through the Use of Audio Visual Media in Learning to Write Description Texts. *Silampari Bisa: Journal of Craft, Regional, and Foreign Education Research*, 3(2). <https://doi.org/10.31540/silamparibisa.v3i2.1112>

Arizal, J., Mardiaty, M., & Jumiatik, J. (2021). Improving Processing Skills Using Youtube Videos In Grade Viii Students Of Smp Swasta Karya Kartini. *Journal of Serunai Prakarya*, 18(2). <https://doi.org/10.37755/jsbi.v18i2.457>

Dias, A. A. (2021). Improving Poetry Reading Skills Using Interactive Power Point Media for Grade II Elementary School Students of SDN 1 Terrace, Teras District, Boyolali District for the 2020/2021 Academic Year. *Kalam Scholar: Scientific Journal of Education*, 9(1). <https://doi.org/10.20961/jkc.v9i1.53777>

Hapsari, G. P. P., & Zulherman. (2021). Development of Canva Application-Based Animated Video Media to Increase Student Motivation and Learning Achievement. *Basicedu Journal*, 5(4).

Harahap, R. S. D. (2019). Improving Processing Skills through the TTW Type Cooperative Model (Think Talk Write) with Video Media Events in Class VIII Students of SMP Negeri 2 Padangsidempuan T.A 2016/2017. *Journal of Education and Development*, 7(4).

Hendra, T., & Siti Saputri. (2020). The Correlation Between Communication and Education. *Ishlah: Journal of Ushuluddin, Adab and Da'wah*, 2(1). <https://doi.org/10.32939/ishlah.v2i1.21>

Kemmis, S and R. Mc Taggart. (1988). *The Action Research Planner*. Victoria: Deakin University.

Lestari, N., Mardiansyah Simbolon, M. E., Monica, M., Armanto, T., & Alfarras, B. (2021). The Effectiveness of PJOK Learning Using Audio Visual Media during the Covid-19 Pandemic in Bangka Belitung. *Riyadhoh : Journal of Sports Education*, 4(1). <https://doi.org/10.31602/rjpo.v4i1.4231>

Marlina S, H., T, S., & Saleh L, R. (2019). Improvement Of Processing Skills Through The Use Of Video Media In Junior High School Students. *Imajeri: Journal of Indonesian Language and Literature Education*, 2(1), 95–108. <https://doi.org/10.22236/imajeri.v2i1.5081>

Nuraini, P. (2018). Srapbook Learning Media At Himpaudi North Magelang. *Dynamicia : Journal of Community Service*, 2(1). <https://doi.org/10.31849/dinamisia.v2i1.993>

Oktaviani, M., & Rasyid, Y. (2019). The Contribution Of Cooking Listening Skills To The Processing Skills Of Grade Viii Junior High School Students Unp Laboratory Development. *Craft Education*, 8(1), 129. <https://doi.org/10.24036/103927-019883>

Parnabhakti, L., & Puspaningtyas, N. D. (2020). Application Of Powerpoint Learning Media Through Google Classroom To Improve Student Learning Outcomes. *Scientific Journal of Realistic Mathematics*, 1(2). <https://doi.org/10.33365/ji-mr.v1i2.459>

Putri, W., & Ratna, E. (2020). Correlation Of Listening Skills Of Cooking Texts With Processing Skills. *Craft Education*, 8(3), 461. <https://doi.org/10.24036/108235-019883>

Ramadhani, T., & Asri, Y. (2020). Correlation Of Reading Comprehension Cooking Skills With Processing Skills Of Grade Viii Students of SMP Negeri 3 Solok. *Craft Education*, 8(3), 430. <https://doi.org/10.24036/108230-019883>

Suhardi, S., Walim, W., Priyandaru, H., Prabowo, W., & Priatmojo, H. (2021). The Implementation Of Information Retrieval System For Offline Cooking Classification In

Indonesia Using Extended Boolean Method. *MIRROR: Journal of Research*, 5(1).  
[https://doi.org/10.36841/cermin\\_unars.v5i1.951](https://doi.org/10.36841/cermin_unars.v5i1.951)

Suriani, M. (2021). Improving The Processing Skills Of Grade Viii B Students Of Smp Negeri 5 Tanjung Redeb Through Learning Takesi Techniques. *Journal Of Educational Reasoning*, 9(1). <https://doi.org/10.26858/jnp.v9i1.20262>

Suwarti, I., Pujihastuti, E., & Nugroho, B. A. P. (2020). Improving Processing Skills Using Mind Mapping Methods And Video Media. *Prawara: Journal of Indonesian Language and Literature Education*, 1(1), 12. <https://doi.org/10.20884/1.jpbsi.2020.1.1.4330>

Shukhria, R. (2021). Inshot application as a distance learning medium in craft lessons. *Journal of Educational Research*, 21(1). <https://doi.org/10.17509/jpp.v21i1.33749>

Yuanta, F. (2020). Development of Social Science Learning Video Media for Elementary School Students. *Trapsila: Journal of Basic Education*, 1(02).  
<https://doi.org/10.30742/tpd.v1i02.816>

---

**Copyright holders:**

Muhammad Rashid, Faisal Madani (2023)

**First publication right:**

Journal of Syntax Admiration

**This article is licensed under:**

