

EFFECTIVITY OF INVOLVING OF UNNES COOKERY EDUCATION

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EFFECTIVITY OF INVOLVING OF UNNES COOKERY EDUCATION UNDERGRADUATED STUDENT ON COMMUNITY SERVICE PROGRAM “PENDIDIKAN SARAPAN SEHAT ANAK SD GUNUNGPATI KOTA SEMARANG 2016”

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ABSTRACT

PERGIZI Pangan Indonesia and Indofood Tbk., have taken UNNES Cookery Education Undergraduated Program Study as partner on community service program “Pendidikan Sarapan Sehat Anak SD Gunungpati Kota Semarang 2016” on Semarang City. UNNES Cookery Education Undergraduated Program Study called up and mobilized 21 Lecturers and 107 undergraduated students to make success this program. The aim of this study is to analyze about effectivity of involving Of UNNES Cookery Education Undergraduated Student on this program. The community Service Program, consists of 3 activities about healthy Breakfast Education : TOT From PERGIZI Pangan Indonesia toward UNNES Cookery Education lecturers and undergraduated students, TOT From UNNES lecturers toward elementary school teachers on Gunungpati districts of Semarang City and Healthy Breakfast Teaching from UNNES undergraduated students toward elementary school students on Gunungpati districts. The method to determine the effectivity of involving UNNES student on this community service program is consisted of : calculation about presence on the 3 activities, and calculation about their healthy breakfast teaching report toward elementary school students. Element calculation about the teaching report is composed of : elementary school name, undergraduated student personality, name of elementary school students, total student on class, claim good food by elementary student, and opinion of elementary student about healthy breakfast education. Based on data, 100% of undergraduated student of cookery education program, have high enthusiasm to take up this program, this fact is concluded from 100% attendance undergraduated student in TOT class and teaching class, and their opinion collected by healthy breakfast local committee. About 70% of undergraduated students can submit completely report based on all element of question. 30% of undergraduated students cannot complete their report, because they fail to make good communication with elementary student in their healthy breakfast teaching class or fail to describe the situation. In conclusion, involving undergraduated student of UNNES Cookery Education Program Study in Healthy Breakfast Education 2016 for Elementary School Student in Gunungpati, Semarang City, is relative effective.

Key Word : Involving, undergraduate, community service program

INTRODUCTION

Healthy breakfast program is a part of national program to celebrate National Nutrition Day and National Breakfast Week of 2016. Culinary Education Program of Semarang State University in collaboration with Pergizi Pangan Indonesia and PT. Indofood conducted healthy breakfast program at elementary schools in Gunungpati, Semarang. This program was held on 22-24 of March 2016. The training for the college students as facilitators and lecturers was given by Pergizi Pangan Indonesia team at Dekanat Building, Faculty of Engineering, Semarang State University on March 22nd, 2016. On March 23rd, 2016, the college students and lecturers team gave a facilitator training for elementary schools teachers at di SD Negeri Sekaran 1, SD Negeri Sekaran 2, SD Negeri Patemon 1, SD Negeri Patemon 2, SD Negeri Ngijo 1, SD Negeri Ngijo 2, SD Negeri Mangunsari, and SD Negeri Kalisegoro. The peak program of healthy breakfast for elementary school student was conducted on March 24th, 2016 in those schools (Table 1.)

RESEARCH METHOD

This research is conducted according to the elementary school healthy breakfast program in Gunungpati, Semarang 2016 that consists of some activities. They are: material explanation from experts of Pergizi Pangan



Indonesia to lecturers and college students, material explanation from lecturers to elementary school teachers, and accompaniment of noodle healthy breakfast from college students to elementary school student. The healthy breakfast was provided by PT. Indofood (Table 2 and Table 3).

Table 1. Participants of Healthy Breakfast Program in Semarang

No	Elementary School (SD)	Number of Student	Number of Teacher	Number of College Student
1.	SD N Sekaran 1	287	14	20
2.	SD N Sekaran 2	142	10	12
3.	SD N Patemon 1	206	17	13
4.	SD N Patemon 2	113	10	13
5.	SD N Ngijo 1	125	8	13
6.	SD N Ngijo 2	127	13	13
7.	SD N Mangunsari	135	11	12
8.	SD N Kalisegoro	165	10	12

(Home Economics Department UNNES, 2016).

Table 2. The Description of Facilitator Training Activity by Pergizi Pangan Indonesia at Campus.

No	Activity	Implementation
1	Material explanation about the importance of healthy breakfast	The material was explained by Prod. Dodik Briawan. It covers: the importance of breakfast for children, the general reason why children do not want to have breakfast, the solution, and the portion and composition of healthy breakfast.
2	Modeling of healthy breakfast program yell	Khoirul Anwar gave a model or example of healthy breakfast program yell and it was followed by college students and lecturers as the facilitator candidate.

(Home Economics Department UNNES, 2016).

Table 3. The Description of Training Activity from Lecturer and College Student Team to Elementary School Teacher as Facilitator in Each Elementary School

No	Location	Implementation
1.	SDN Sekaran 1	Healthy breakfast material explanation by Ir Siti Fathonah, M.Kes and Prof. Dodik Briawan.
2.	SDN Sekaran 2	Healthy breakfast material explanation by dr. Eny Widhia Agustin
3.	SDN Patemon 1	Healthy breakfast material explanation by Dr. Sus Widayani, M.Si.
4.	SDN Patemon 2	Healthy breakfast material explanation by Dra. Rosidah, M.Si.
5.	SDN Ngijo 1	Healthy breakfast material explanation by Dra. Titin Agustina, M.Kes.
6.	SDN Ngijo 2	Healthy breakfast material explanation by Ir. Bambang Triatma, M.Si.
7.	SDN Mangunsari	Healthy breakfast material explanation by Dr. Atiek Zahrulianingdyah
8.	SDN Kalisegoro	Healthy breakfast material explanation by Dra. Musdalifah, M.Si.

(Home Economics Department UNNES, 2016).

The data of this research was taken in the implementation of healthy breakfast program for elementary school student in Gunungpati, Semarang. The survey process was conducted using questionnaire of elementary school student response that was taken by the college student who took a part in this program. Then, the college student



reported it to the researcher and the report evaluator. The map of healthy breakfast program 2016 accompaniment by the student of Culinary Education Program UNNES is showed in table 4.

Table 4. The Description of Healthy Breakfast Education Program for Elementary School Student by College Student as Facilitator.

No	Location	Implementation
1.	SDN Sekaran 1	20 college students accompanied 10 classes' elementary students.
2.	SDN Sekaran 2	12 college students accompanied 6 classes' elementary students.
3.	SDN Patemon 1	13 college students accompanied 6 classes' elementary students.
4.	SDN Patemon 2	13 college students accompanied 6 classes' elementary students.
5.	SDN Ngijo 1	13 college students accompanied 6 classes' elementary students.
6.	SDN Ngijo 2	13 college students accompanied 6 classes' elementary students.
7.	SDN Mangunsari	12 college students accompanied 6 classes' elementary students.
8.	SDN Kalisegoro	12 college students accompanied 6 classes' elementary students.

(Home Economics Department UNNES, 2016).

RESULT AND DISCUSSION

Based on the filled and reported questionnaire survey, 96.94% of the targeted elementary students joined the healthy breakfast program (table 5). Moreover, 12.54% of the participants do not like vegetables and 24.7% do not have breakfast before going to study at school.

Table 5. Questionnaire Report

No.	Point	n	%
1	Class	1 to 6	-
2	Attended Students	1300	96.94
3	Students do not like vegetables	163	12.54
4	Students do not like fruits	10	0.77
5	Students do not like egg	31	2.38
6	Students do not like noodles	13	1.00
7	Students do not like water	8	0.62
8	Students do not like milk	27	2.08
9	Number of students suffers from stomachache when eating vegetables	2	0.15
10	Number of students suffers from stomachache when eating fruits	1	0.08
11	Number of students suffers from stomachache when eating egg	17	1.31
12	Number of students suffers from stomachache when eating noodles	8	0.62
13	Number of students suffers from stomachache when eating milk	31	2.38
14	Number of students who have breakfast at home	554	42.62
15	Number of students who have breakfast at school	425	32.69
16	Number of students who bring lunch box to school	59	4.54
	Total of students who have breakfast	1292	99.38

(Home Economics Department UNNES, 2016).

Based on the evaluation and observation of the college student participation (table 6), the college student of Culinary Education Program UNNES was enthusiastic in joining the program (100 % attended). However, only 89.65% submitted the report. From the accepted report, 70% have a complete data, and 30% have incomplete



data. This condition shows that the curriculum of Culinary Education Program still has a weakness, especially related to the research report. It is still focused on the vocational practice (Culinary Education Program, 2015). Student's motivation in writing or reporting research is still low compare to the practice activity. It is shown in the student's attendance in the healthy breakfast program activity. Whereas, some students do not like the menu (3% of the students do not like noodles). However, they have high enthusiasm to do the program activity (table 6).

Table 6. Evaluation of College Student Participation in Healy Breakfast Program

No.	Point	Amount	Percentage
1	Number of students attend the activity	108	100%
2	Number of students submit the report	52	89,65%
3	Number of students have complete survey data	36	70%
4	Number of students have incomplete survey data	16	30%
5	Number of students active in accompany the participant	108	100%
6	Number of students do not like noodles for breakfast	3	3%

CONCLUSION

The student of Culinary Education Program UNNES has high enthusiasm in practice or field activity but is still weak in writing or reporting research. Because of this reason, the improvement of curriculum quality in Culinary Education Program is needed. It should be not only focused on the vocational activity program.

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