Video Tutorial of Continental Food

To cite this article: A S Nurani et al 2018 IOP Conf. Ser.: Mater. Sci. Eng. 306 012006

View the article online for updates and enhancements.

Related content

- 4D Model on Assessing Psychomotor Aspect in Continental Food Processing Practice
  P Nurafiati, A Ana, H Ratnasusanti et al.

- An example of using CASPER tutorials for teaching knowledge of firmware development for FPGAs.
  A.W. Pollak

- High Frequency Dielectric Measurement: Proceedings of a Tutorial Conference held at the NPL, March 1972
  M H Boyle
Video Tutorial of Continental Food

A S Nurani*, A Juwaedah, and A Mahmudatuss’adah
Universitas Pendidikan Indonesia

*atatsiti@upi.edu

Abstract. This research is motivated by the belief in the importance of media in a learning process. Media as an intermediary serves to focus on the attention of learners. Selection of appropriate learning media is very influential on the success of the delivery of information itself both in terms of cognitive, affective and skills. Continental food is a course that studies food that comes from Europe and is very complex. To reduce verbalism and provide more real learning, then the tutorial media is needed. Media tutorials that are audio visual can provide a more concrete learning experience. The purpose of this research is to develop tutorial media in the form of video. The method used is the development method with the stages of analyzing the learning objectives, creating a story board, validating the story board, revising the story board and making video tutorial media. The results show that the making of storyboards should be very thorough, and detailed in accordance with the learning objectives to reduce errors in video capture so as to save time, cost and effort. In video capturing, lighting, shooting angles, and soundproofing make an excellent contribution to the quality of tutorial video produced. In shooting should focus more on tools, materials, and processing. Video tutorials should be interactive and two-way.

1. Introduction
Continental Food is a course on food processing that began its development from France. In Continental Food courses are discussed from the history, the development of menu order, Handling Knives, Vegetable Pieces, Appetizer (ordered (hot, and cold): pate, balotin, galantine, aspic and Salad, soup (Stock), Canape, Sandwich, Processing broth and sauce, Poultry Processing, Vegetable Processing, Flour and Eggs, Soma Sauce: Sauce and Meat, Poultry Seafood. Competence is so much of course requires the help of learning resources that can be learned at any time such as tutorial media.

Media is derived from Latin which is the plural of the word medium which means intermediary. Media is a medium for channeling learning information or message channeling [1]. Arsyad stated that "learning media have several terms such as hearing instrument, instructional material, audio visual communication, visual education, educational technology, visuals and explanatory tools [2]. The eight criteria of good instructional media that need to be addressed in the media selection process are as follows: (1) Clear and neat, (2) Clean and attractive, (3) Matches the target, (4) Relevant to the topic being taught, (5) (6) Practical, flexible and resistant, (7) Good quality, (8) The size is in accordance with the learning environment [3]. The five principles of media selection are suitability, clarity of presentation, accessibility, affordability, availability, quality, alternative, interactive, organizational, novelty, and student oriented [3]. Good media criteria and have principles in choosing instructional media according to Sudjana [4]: (1) Media accuracy with teaching objectives, (2) Support for content, (3) Ease of access to media, (4) Teacher skills in using it, (5) Available time to use it, (6) In
accompany with the child's thinking level. Ariani and Haryanto suggested several benefits of multimedia learning, among others: (1) More interesting, (2) More interactive, (3) Total teaching time (lecture) teachers / educators can be reduced, (4) Student learning quality can be more motivated (5) Attention to the text by including sounds, pictures, music, animation and video, (7) Interesting because it is a combination of sight, sound and movement [5].

The benefits of multimedia are: (1) Students can learn according to their abilities, readiness and desires, (2) Students learn from a patient tutor (computer) that adapts to students' abilities, (3) Students will be motivated to pursue knowledge and acquire (4) Students face an objective evaluation through their participation in the provided practice / test, (5) Students enjoy privacy (6) Learn-while-needs ("just-in-time" learning), (7) Learn whenever they want to be unattached a predetermined time, (8) Overcome weaknesses in group and individual learning.

Learning video media is a medium that presents audio visual learning messages relating to principles, concepts, procedures, theories, and applications to aid understanding of learning materials [6]. According to Suslilana and Riyana tutorial model is a learning through computer media that has been programmed with the presentation of materials and exercise questions [7]. Media tutorial is a learning audio visual media that can be operated by using computer facilities that contains learning objectives, materials and exercise questions.

2. Research Methods
Research development aims to produce new products through the development process. Product development begins with survey, product creation and product evaluation. According to Borg and Gall development research is intended to create and then evaluate the resulting product. The steps in this study begin with a survey of student needs, literature studies, composing materials, making scripts, storyboards, story board evaluation, storyboard revision, product creation, product evaluation and product revision.

3. Results and Discussion
The first step is to identify the objectives of learning, learning needs, problems that often arise. This is important to do. Because by knowing and identifying the learning objectives, the researcher can design a program that allows the program user to perform the learning steps consistently and not deviate from the learning objectives to be achieved. Similarly, knowing the needs of learning then the designer can adjust the program to be made in order to meet the learning needs of learners as the main target in learning. As for identifying problems that arise can fix the problem.

Preliminary student survey results have failed in Hollandise sauce making. Hollandise sauce is a type of yellow sauce made from egg yolk, lemon and clarified butter unsalted made with auburn marrie technique. This sauce is perfect to be enjoyed with poached eggs or boiled vegetables. The characteristics of Hollandise sauce are creamy and soft, flowed perfectly and the viscosity is moderate. Failure in the manufacture of hollandaise sauce is characterized by the occurrence of clots due to broken or oily eggs because the emulsinya system is not achieved. Generally this is due to overheating or incomplete clarified butter so that the Hollandise sulphid emulsion fails to form.

Step make Hollandise sauce is by preparing 2 chicken egg yolk, store in a heat-resistant container. Water in a pot is about the size of a container containing heated egg yolk. In another container, liqueze 150 g of unsalted butter and then remove it and leave it to room temperature. White-white and bubbles that exist in melted butter are thrown away. Beat the egg yolks until well blended. Place this bowl on a pot of boiling water. Keep the fire small. Roll the lemon on the table, press, then add 1 tbsp lemon juice and 1 tsp of mustard, shake it flat with a wire shake. Pour the melted butter little by little while shaking it on until the eggs and butter emulsively emulate. Do not add too much liquid butter to avoid the dough. Once emulsified properly, Hollandise sauce will look shiny and creamy. Remove from the pan and stir until slightly cool. Tips for not failing in making Hollandise sauce is when heating or whisking eggs steam should not be too hot, done by pulling out occasional egg whisk, so it is not
continuously on the fire. To create a video tutorial making Hollandise sauce begins with the making of story board.

Story board is a media creation plan that consists of scene number, description, visual and audio. The description is a global record and an explanation of the contents of the scenes that are inclined. Visual contains an explanation of the contents of the scene concerned consisting of components of writing, pictures, and colors. In each scene the visual columns must be filled with illustrations to illustrate clearly the scene plan to be created. The audio column is filled with an audio plan that will be displayed in the tutorial video.

Assessment of feasibility by the learning expert through validation of the assessment of the learning expert with the question indicator such as: objectives, usability, quality of content, quality of language and other technical aspects with percentage of assessment result as follows: goal aspect 90%, 80% 77%, linguistic 80% and other technical aspects by 83%. If the average assessment of expert learning by 82%.

4. Conclusions
The results show that the making of storyboards should be very thorough, and detailed in accordance with the learning objectives to reduce errors in video capture so as to save time, cost and effort. In video capturing, lighting, shooting angles, and soundproofing make an excellent contribution to the quality of tutorial video produced. In shooting should focus more on tools, materials, and processing. Video tutorials must be interactive and bi-directional.

Acknowledgements
The authors would like to thank the Directorate General of Higher Education, Ministry of research and technology, Republic of Indonesia, for funding this research through Penelitian Penerapan Teknologi research grant 2017.

References