

# E-Worksheet Text of Culinary Procedures to Achieve Writing Elements Competence Based on Prototype Curriculum

*by Mar'atus Sholihah*

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## E-Worksheet Text of Culinary Procedures to Achieve Writing Elements Competence Based on Prototype Curriculum

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### ARTICLE INFO

### ABSTRACT

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The prototype curriculum is a curriculum that is derived from the improvement of the 2013 Curriculum. The prototype curriculum has learning outcomes that students in learning activities must obtain. These learning outcomes are classified in each subject. The Indonesian learning in the prototype curriculum is in phase D for the junior high school level. There are several elements: listening, reading and listening, speaking and presenting, and writing. This study aims to describe the validity of e-worksheet teaching materials texts of Surabaya culinary procedures in terms of the material content and the feasibility of the media. Material expert and media experts validate the e-worksheet text procedure. Researchers use the ADDIE model research and development methods. Questionnaire techniques collect data. Based on the discussion results, it can be concluded that the feasibility of e-worksheet text of Surabaya culinary procedures in terms of material gets an average of 70% of the percentage interpreted in the decent category. Furthermore, the feasibility of e-worksheet text of Surabaya culinary procedures in terms of media gets an average rate of 91.25%, which is very feasible.

#### Keywords

e-worksheet  
procedure text  
curriculum  
product validation

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## **Introduction**

The prototype curriculum is a new curriculum that continues where this curriculum is more flexible because there are three essential elements, namely; competency-based, flexible learning, and Pancasila character, which strongly reflects the diversity of the education system in Indonesia. It is under the decree of the head of the Research and Development agency and books. Learning outcomes in driving schools number 028/H/KU/2021 has regulated the learning outcomes that students must own to interrupt the level of education. The prototype curriculum is a curriculum established from the improvement of the 2013 curriculum. The 2013 Curriculum has been refined and included in forming the Pancasila Student Profile character. The prototype curriculum contains learning outcomes that students in learning activities must obtain.

The prototype curriculum is adapted to learning outcomes resulting from the fusion of Main Competencies and Basic Competencies in the previous curriculum. These learning outcomes are then classified in each subject. Based on the prototype curriculum, the class section has several phases: phase A for the elementary school level of 1st and 2nd grades and phase B for the elementary level of 3rd and 4th grades. Phase C is for the elementary level of 5th and 6th grade, and phase D is for the junior high school level. Phase E is for the 10th grade, and F is for the 11th and 12th-grade students. Each phase has the same elements, but the learning curves in each phase are different. The Indonesian learning in the prototype curriculum is in phase D for the junior high school level. There are several elements: listening, reading and listening, speaking and presenting, and writing.

Writing is one of the ways that can be used to hone students' abilities in developing ideas, thoughts, and ideas in the form of writing. To sharpen students' abilities so that they have skills in writing requires a continuous process of practice and practice so that it can improve one's ability and skills in writing [1]. The prototype curriculum in phase D has learning outcomes. One of them is the writing element to write ideas, thoughts, views, directions or written messages for various purposes in a logical, critical, and creative way. Learning Indonesian is taught not only as language knowledge but as a communication tool to convey insight and knowledge.

A procedure text is a text which it describes a series of activities that must be carried out so that the reader or viewer can precisely and accurately follow a process of stages of making something, doing one job, or using a tool [2]. Meanwhile, according to Ref. [3], the procedure/direction text is one of the text types that belongs to the factual genre of the procedural subgenre. The social purpose of this text is to direct or teach the determining steps.

Thus this type of text emphasizes more the aspect of how to do something, which can be one of experiments or observations.

Learning activities require a reciprocal relationship between educators and students. Educators have a duty as an informer, and students have a duty as recipients of information and active responders in the classroom. To elicit a response requires educators' skills in various ways to manage the classroom. In addition to using textbooks, an educator must use learning sheets that include assignment sheets, work cakes, information sheets, and assessment sheets. The sheets can be interpreted as teaching materials.

Teaching materials are a set of learning tools or tools that contain learning materials, methods, boundaries and ways of evaluating that are systematically designed and attractive to achieve the expected goals, namely performing the competence [4]. Teaching materials must be of good quality. The excellent quality of teaching material can be known from the activity analysis. In the study, it is necessary to tap the quality criteria of the results of the development of teaching materials. Teaching materials are one type of teaching materials, so the requirements for the quality of teaching materials also apply to teaching materials [5]. Teaching materials can be grouped into four, namely: printed, audio, audio-visual, and interactive teaching material[6].

In the 21st century, human life, which is full of information needs, has caused dependence on the field of information and communication technology. Information and communication technology can facilitate various human activities such as business, health services, work, daily needs, and education. Ref. [7] said that currently, information communication technology is not only an alternative technology but also information communication technology is an inseparable partner in various fields in improving life processes, one of which is the field of education.

Electronic ajar material is a teaching material whose material is contained in the form of electronic, which can be in the form of audio, audio-visual, or interactive multimedia. Electronic teaching materials are a set of materials arranged in a sequence and systematically and display the needs of the competence that will be mastered by students in the learning process mixed with interactive multimedia. Electronic teaching materials include e-books, electronic magazines or e-magazines, interactive multimedia CDs/DVDs, interactive flash models or slides, e-learning, and others [8]. One of the applications used to make electronic teaching materials is Sigil. Sigil is one of the free legal software applications. In the Sigil software application, two standard formats are used in creating digital books, one of which is Electronic Publishing (EPUB). The EPUB format has advantages that PDF does not have. It has a gan guide that we can use commands to insert audio and video files in addition to text and

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*E-Worksheet Text of Culinary Procedures to Achieve Writing Elements Competence Based on Prototype Curriculum (Sholihah et al.)*

images. In addition, the EPUB format is available on all screen sizes, facilitating access to many electronic components, both PC and mobile [9].

One of the teaching materials that are very familiar to be used in academic units at each level of education is student worksheets. Student worksheets include student guidelines used to conduct research activities and solve problems. The student worksheet contains a collection of basic activities carried out by students to maximize their understanding in developing essential skills under the indicator of learning outcomes achievement [10]. The function of worksheet for educators is to determine whether students can learn to progress at their own pace and whether the material can be designed to meet their needs in both fast and slow reading [11].

<sup>3</sup> Local wisdom is local knowledge used by the community to survive in an environment integrated with belief systems, norms, and cultures and expressed in traditions and myths that are adhered to over a long period [12]. Local wisdom is a product of the past civilization that should be constantly used as a lifeline [13]. Local wisdom is part of the life of the local community, which has been quenched for generations. Local wisdom is part of the community to survive according to environmental conditions, needs, and beliefs that have taken root and are difficult to eliminate [14]. From the explanation of local wisdom above, a conclusion can be drawn; local wisdom is a characteristic that distinguishes one area from another with its uniqueness and peculiarities so that it can make the area different from the other.

<sup>2</sup> One of the local wisdom in the city of Surabaya is known as a culinary centre because it has unique and external food. Starting from the upper middle class with many restaurants, there are street stalls for the lower middle class. Surabaya cuisine that attracts the hearts of culinary enthusiasts such as lontong balap, rujak cingur, pecel semanggi, tahu tek, tahu campur and so on is a local food of the city of Surabaya. Connected with the learning situation that is currently running in the surrounding environment, the development of teaching materials is one way to overcome students' boredom with the material taught by educators and teaching materials that tend to be monotonous. So far, the teaching materials developed in the environment around researchers have printed teaching materials, so students do not explore their knowledge because they feel bored with their learning. Electronic-based teaching materials exist, but they are still not used by educators as often as teaching materials in printed form. Therefore, researchers need to develop electronic-based teaching material incorporating elements of local wisdom. It aims to create a new learning atmosphere for students. The parts of local wisdom included also aim to introduce and bring these closer to the local culture in the surrounding environment. In addition, this teaching material can also help students in learning independently so that students do not rely on the educator's explanation.

Electronics worksheet based on Adobe Flash CS6 on 7<sup>th</sup> grade-student has been validated, which has been done by material experts and media experts with very decent categories. The results of this worksheet trial in 7<sup>th</sup>-grade students of junior high school men can be exciting interpretation criteria. The worksheet is practical for use during teaching and learning, especially in mathematics and calculations of fractional number material [15]. Another research on metacognitive-based e-worksheet development using 3D Page Flip on Atomic Structure Materials and Elemental Period Systems in 10<sup>th</sup> grade-student in the category of both media experts and material experts; in addition to the excellent category of teachers. Students responded very well to this e-worksheet. Overall, this e-worksheet was developed with the ADDIE framework and is worthy of use as teaching material [16].

This article contains a description related to the quality of teaching materials e-worksheet text of Surabaya culinary procedures for the achievement of the element of writing learning outcomes in phase D of the prototype curriculum of 7<sup>th</sup> grade-students of SMP Muhammadiyah 4 Surabaya. Furthermore, the purpose of this study is to determine the feasibility of e-worksheet texts of Surabaya culinary procedures for the achievement of elements of writing accomplishments in phase D of the prototype curriculum for 7<sup>th</sup> grade-students in terms of material and media.

### **Method**

In this study, researchers used to research and development methods. This method is used to produce a product and test its effectiveness of the product. In this study, researchers developed e-worksheet teaching materials for Surabaya culinary procedure texts for 7<sup>th</sup>-grade junior high school students. This study used the ADDIE (Analysis, Design, Development, Implementation, and Evaluations) balance model. The development is only up to an excellent product to be implemented based on the advice of the validator. Data research was obtained from the results of validation carried out by material expert validators and media experts to find out the validity in terms of material and media of the product developed, namely e-worksheet on Bahasa Indonesia (Indonesian) phase D text of Surabaya culinary procedures.

The data analysis technique used in the study is to use qualitative data analysis. Qualitative data sources are derived from interviews with material validators and the media. Analisis data is used to analyze data derived from validators to expose the results obtained. Qualitative data analysis is data analysis for questionnaires in the form of responses from material expert validators and media experts. Eligibility criteria are from Unfit (less than 20%) to Very Feasible (above 80%)[17].

## Result and Discussion

The validation questionnaire was given to one expert validator in the field of material, namely a lecturer in the Indonesian language and literature education study program at the Muhammadiyah University of Surabaya. Material validation questionnaires are given to determine the material's feasibility. E-worksheet Indonesian phase D of the text of the Surabaya culinary procedure is said to be feasible if the validation results from the material expert are declared to be at least quite feasible. The following Table 1 is the validation results by material experts.

**Table 1.** Material Expert Validation Results

No.	Aspects	Score			
		1	2	3	4
<b>Introductory Aspects</b>					
1.	Clarity of study instructions				√
2.	Clarity of information delivery (usage guidelines, learning objectives, and practical activity steps) on e-worksheet			√	
3.	Clarity of learning outcomes			√	
<b>Content Aspects</b>					
4.	The alignment of learning objectives in each e-worksheet learning activity with materials			√	
5.	The collapse of the content of the material			√	
6.	Compatibility of materials in learning e-worksheet and competencies			√	
7.	The material in the learning e-worksheet is easy to understand			√	
8.	The material in the learning e-worksheet helps add knowledge and insight.				√
9.	Adequacy of examples included with students' learning needs			√	
10.	The terms used in the learning e-worksheet are easy for students to understand		√		
11.	The use of communicative language in the material presented.				√
<b>Evaluation Aspects</b>					
12.	Clarity of instructions on the subject matter				√
13.	The sequence of questions presented				√
14.	The difficulty of the questions				√
15.	The suitability of the question exercise with competencies				√
16.	Balance of proportions of the number of questions in each Chapter				√
<b>Concluding Aspects</b>					
17.	Clarity of the overall summary of the Chapter review of the material				√
18.	Presentation of a bibliography				√
<b>Total</b>		<b>56</b>			
<b>Percentage</b>		<b>77%</b>			
<b>Category</b>		<b>Good</b>			

The assessment results from the material expert stated that from all aspects of the content. The attractiveness of the content of the presentation as a whole, a process of 77% was obtained. It also provided the product, namely the teaching material e- worksheet text of the Surabaya culinary procedure in the Indonesian 7th-grade student in terms of material suitable for use.

From these data, it can be seen that the explanatory aspects in the form of clarity of learning guidelines are considered very good, clarity of information delivery (usage requirements, learning objectives, and steps of practical activities) on e-worksheet, transparency of learning outcomes are considered good, from the aspect of content, clarity of learning objectives in each of the e-worksheet learning activities with the material, collapse of the content of the material, conformity of learning outcomes is considered good, from the aspect of content clarity of learning objectives in each of the e-worksheet learning activities with the material, collapse of the content of the material, conformity of the material, conformity of the material and material in e-worksheet learning, material in e-worksheet is easy to understand is considered good, material in e-worksheet education is helpful for adding insight to knowledge is considered very good, the adequacy of examples included with student learning needs, the terms used in e-worksheet learning are easy to understand students are considered quite good, the use of communicative language in the material presented is considered very good.

The aspect of the instruction includes clarity for working on the questions and the problem sequence presented. It also covers the difficulty level of questions and the suitability of the question exercises. In addition, the balance of the proportion of the number of questions in each Chapter is considered good. The aspect of chapter summary clarity and the bibliography presentation is considered good. The material expert validator stated that the teaching material media is good to use from the overall value obtained.

In addition, validators also provide input for improvements because the product developed will be perfect. Some material validator suggestions: I think the learning instructions lack the effect of f and are not balanced with the tasks given.

The questionnaire validation was given to one expert validator in multimedia, namely a lecturer at the Muhammadiyah University of Surabaya. A media validation questionnaire is provided to determine the feasibility in terms of media use. E-summary Indonesian phase D of the text of the Surabaya culinary procedure is feasible if the material expert's validation results are declared minimal and quite viable. The following Table 2 is the validation results by media experts.

The assessment results from the media expert validator regarding the teaching materials and the overall interest obtained 91.25%. The product developed about the media of teaching materials e-worksheet text of Surabaya culinary procedure in Indonesian subjects at SMP Muhammadiyah 4 Surabaya in 7<sup>th</sup> grade-students is very suitable for use. Here is a table of media expert validation results.

The data shows that the clarity of the application title, the generality of the application title in providing an overview of the application, and the clarity of the application operation are considered very good. Meanwhile, the ease of application operation guide is deemed reasonable to the aspect of application introduction. In controlling the use of consignment, the tension of the navigation button layout is rated as good, and the ease of use of the button and the clarity of instructions for use are rated very good.

In the aspect of displaying the consistency of *layout* proportions (text and image layout), the colours used on the background page are hated, and the accuracy of font selection and text colours, the accuracy of text size selection is considered very good. The display of the e-worksheet menu presented is easy to understand, and the icons and navigation buttons are easy to understand and are rated good. The consistency of using icons or navigation buttons in the values is excellent.

**Table 2.** Media Expert Validation Results

No.	Aspects	Score			
		1	2	3	4
<b>Aspects of Application Introduction</b>					
1.	Clarity app title				√
2.	Ease of application title in providing a general picture of the application				√
3.	Clarity of application operation guide				√
4.	Ease of application operation guide			√	
<b>Aspects of User Control</b>					
5.	Consistency of button layouts			√	
6.	Ease of Use buttons				√
7.	Clarity of instructions				√
<b>Display Aspects</b>					
8.	Consistency of <i>layout proportions</i> (text and image layout)				√
9.	The colours worn on the background page are comfortable to look at				√
10.	Accuracy of font selection and text colour				√
11.	Accuracy of text size selection				√
12.	The display of the e-worksheet menu presented is easy to understand			√	
13.	Easy-to-understand navigation icons and buttons			√	
14.	Consistency of use of icons or navigation buttons				√
15.	Conformity of media (images and videos) used in e-worksheet			√	
16.	Media quality (images and videos) presented in e-worksheet				√
17.	Sound (video) quality presented in e-worksheet				√
18.	Ease of accessing the features in e-worksheet via <i>mobile phone</i> .			√	
<b>Aspects of Multimedia Design Principles</b>					
19.	The presentation of material in e-worksheet is not monotonous, using text only (inserts of images and videos)			√	
20.	The proportion of media use (images and videos) is not excessive				√
<b>Sum</b>		<b>73</b>			
<b>Percentage</b>		<b>91,25</b>			
<b>Category</b>		<b>Very Good</b>			

The suitability of the media (images and videos) used by the e-worksheet is considered good. The quality of the media (pictures and videos) presented in the e-worksheet and the

quality of the sound (video) shown in the e-worksheet are considered very good. The ease of accessing the features of the tour in the e-worksheet via mobile phone is considered good. In the multimedia design principle, the material presented in an e-worksheet is not monotonous. Text alone (inserts of images and videos) is considered good, and the proportion of media use (pictures and videos) is not too exaggerated to be considered very good.

In addition, the validator also provides for improvements to the product developed will be perfect. Saran to media experts, such as there is no reference video presented, and the cover of the e-worksheet does not fit the theme of the lesson.

### Conclusion

The validity of the e-worksheet of Indonesian phase D of the text of the Surabaya culinary procedure has two assessment indicators: material validation and media validation. Verification is carried out by two validators, namely material expert validators and media expert validators. For the confirmation of e-worksheet material, phase D Indonesian's text of the Surabaya culinary procedure obtained a percentage score of 77%, then interpreted into a decent category. In comparison, the validation of e-worksheet media Indonesian phase D of the former Surabaya culinary procedure received 91.25% and was diagnosed in the proper category. The validation results show that the Indonesian e-worksheet Phase D Text of the Surabaya Culinary Procedure is suitable for use.

### Conflict of Interest

All authors declare that there is no conflict of interest.

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# E-Worksheet Text of Culinary Procedures to Achieve Writing Elements Competence Based on Prototype Curriculum

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