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ANALYSIS OF KNOWLEDGE ABOUT FLOUR FOR READINESS OF PASTRY PRACTICE OF STUDENTS STUDY PROGRAM DIII HOSPITALITY HARAPAN BERSAMA POLYTECHNIC IN TEGAL

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ABSTRACT
Students of DIII Hospitality Harapan Bersama Polytechnic in Tegal are equipped with a number of productive courses, one of which is the Pastry course, where this course learns from the preparation, manufacturing, serving to storage of bread and cake with standard recipe specifications and company practices. But the knowledge of some students is still very low in the material "Flour" so it is feared that it will affect the readiness in the implementation of pastry practices. The purpose of this study was to determine the level of student knowledge related to the understanding of flour, types of flour, flour function, how to store flour, and use of flour in the material "Flour" for the readiness of pastry practice. The research method use descriptive methods with descriptive statistical analysis. The population is the Hospitality Study Program DIII students, amounting to 35 people. The instrument used in this study is a multiple choice objective test. The results of this study indicate that the level of student knowledge regarding flour material related to understanding, type, function and method of storing flour is quite good criteria and the level of student knowledge regarding flour material related to the use of flour in making pastry products is in good criteria. Suggestions submitted by researchers for pastry lecturers in order to continue to improve students’ knowledge competence in flour material by giving assignments in the form of papers on flour material that is still poorly understood.

Keywords: Knowledge, Flour, Practice Readiness

ABSTRAK
Mahasiswa prodi DIII Perhotelan Politeknik Harapan Bersama Tegal dibekali beberapa mata kuliah produktif, salah satunya yaitu mata kuliah Pastry, dimana mata kuliah ini mempelajari dari proses persiapan, pembuatan, penyajian hingga penyimpanan roti dan cake dengan spesifikasi resep standar dan praktik perusahaan. Namun pengetahuan sebagian mahasiswa masih sangat rendah dalam materi “Flour” sehingga dikhawatirkan akan mempengaruhi kesiapan pada pelaksanaan praktik pastry. Tujuan penelitian ini untuk mengetahui tingkat pengetahuan mahasiswa mengenai materi flour terkait pengertian tepung terigu, jenis-jenis tepung terigu, fungsi tepung terigu, cara penyimpanan tepung terigu, dan penggunaan tepung terigu pada pembuatan produk pastry untuk kesiapan praktik pastry. Metode yang digunakan dalam penelitian ini metode deskriptif dengan analisis statistik deskriptif. Populasi dalam penelitian ini yaitu mahasiswa prodi DIII Perhotelan yang berjumlah 35 orang. Instrumen yang digunakan dalam penelitian ini yaitu tes objektif pilihan ganda. Hasil dari penelitian ini menunjukkan bahwa tingkat pengetahuan mahasiswa mengenai materi flour terkait pengertian, jenis, fungsi dan cara penyimpanan tepung terigu berada pada kriteria cukup baik dan tingkat pengetahuan mahasiswa mengenai materi flour terkait penggunaan tepung terigu pada pembuatan produk pastry berada pada kriteria baik. Saran yang disampaikan peneliti untuk dosen pastry agar terus meningkatkan kompetensi pengetahuan mahasiswa dalam materi flour dengan memberikan tugas berupa makalah tentang flour untuk materi yang masih kurang dipahami.

Kata Kunci: Pengetahuan, Flour, Kesiapan Praktik
INTRODUCTION

Study Program DIII Hospitality of Polytechnic Harapan Bersama in Tegal is a new course in tourism. This study Program is very interested in prospective new students from high school or SMK. In this hospitality program, students are provided with some productive courses, one of which is the course of Pastry, where the courses learn from the preparation, manufacture, presentation to the storage of bread and cake with standard recipe specifications and company practices.

Material taught in the course of this Pastry one of which is about describing the flour that is in accordance with the basic competencies in this subject. The main material learned is Flour. Flour staple material is a material that explains about wheat flour, where the relation is very closely with the pastry is the process of use and the function of wheat flour against bread, cake, pastries (cookies) and others. The original purpose of learning material Flour is to have students understand and able to explain the meaning of wheat flour, wheat flour function, how to use and storage of wheat flour properly (Handayani et al., 2017). By studying this material hopefully students have readiness knowledge about wheat flour before entering the period of practice.

Before the students start the practice of making bread and cake, students have been equipped with material flour. But at the beginning of the test in class some knowledge of students is still very low in the material flour related understanding, type, function and the way of storing wheat flour and the use of wheat flour on the manufacture of pastry products, also in determining the example of pastry products of each type of wheat flour used. The knowledge of flour is very important to understand before starting the practice because it affects students' readiness during later practice.

LITERATURE REVIEW

1. Knowledge

Knowledge according to (Perdani, et al., 2017) is a person’s ability to to remember recall or reidentify about names, terms, ideas, formulas and so on, without expecting the ability to use them. Knowledge is the lowest level in cognitive aspects, but knowledge is essential to support other learning outcomes.

Interflow knowledge between individual working groups allows them to increase their competence and generate new knowledge each other (Yang, 2007).

Knowledge management is an activity of gaining knowledge, sharing and then applying knowledge to achieve a specific purpose (Pamukti, 2017)

2. Flour

(Kurek et al., 2015) revealed that Flour is the basic ingredient for bread making.

(Magnus et al., 2000) explains that: In addition to the quality of protein content and the quality of bread on the quality of bread making, some reports show the effects of other flour components and, in particular, non-starch polysaccharides.

3. Readiness

Readiness according to (Hadiningrum et al., 2018) is the learning readiness of students can be seen in the course of the lecture, students are seen in the condition ready to study, ready with the teaching material on the day, ready with all the written equipment and with the attention that is drawn to his prayer. With this condition, the lecture process will be easier, and the material that has been made easier to understand.

Readiness is a fairly good ability of physical, mental and learning equipment. Physical readiness means adequate energy and good health, while mental preparedness means having enough interest and motivation to do an activity (Rachman et al., 2018).

(Le Lopa & Day, 2011) explained that: The Readiness to Change approach advocates an understanding of individual readiness to change behavior so that customised plans can be used to support individual progress through the process of change.

4. Practice

Practice according to (Nafisah, 2015) is a real implementation of what is
mentioned in the theory, consisting of:

a. Impersonating
b. Compile
c. Perform with the procedure
d. Doing well and appropriately
e. Take action Naturally

5. Pastry

Pastry is one bakery products containing a lot of sugar (confectionery) and classed in baked products (Halimah, 2016)

METHODOLOGY

This research is a quantitative study. Quantitative research is also called positivity (positivist) which emphasizes on testing theories through measurement of research variables with numbers and conducting data analysis with statistics (Sugiarto, 2015) This research uses deskriptif methods with descriptive statistical analysis. The instruments in this study used multiple-choice objective tests with a total of 30 questions. Tests are given to obtain student knowledge analysis data on flour material tailored to the indicator on the material. According to (Oktaviani, 2017), multiple choice tests are tests where each item has an alternative number of answers more than one, in general the number of alternative answers ranges between 2 (two) to 5 (five).

RESULT AND DISCUSSION

The results of the research is obtained from objective test instruments double choice of 30 items and then processed according to the purpose of research, namely: a) analyzing the knowledge of material flour related to the meaning of wheat flour, types of wheat flour, wheat flour function and the way of storing wheat flour for the readiness of pastry practice. b) Analyzing the knowledge of material flour related use of wheat flour on the manufacture of pastry products for the readiness of pastry practice.

a. Analyzing knowledge of material flour related to the sense of wheat flour, types of wheat flour, wheat flour function and the way of storing wheat flour for the readiness of pastry practice

In the multiple choice objective test related to the meaning of wheat flour, type of wheat flour, wheat flour function and the way of storing wheat flour, there are 18 items of 30 items that are given to respondents with each-each of the criteria related to the sense of wheat flour There are 2 grains, problems related to the type of wheat flour There are 12 items, related to the function of wheat flour There are 3 items and problems related to the storage of wheat flour.

Based on the Figure 1. above shows about the average percentage of the knowledge of the respondent related to the sense of wheat flour reaches 46% which means the average knowledge of respondents related to the meaning of wheat flour is not good.

While the average percentage of the knowledge related to wheat flour type reaches...
63% which means the average knowledge of respondents related type of wheat flour is good enough.

And the average percentage of knowledge related to wheat flour function reaches 89% which means the average knowledge of respondents related to the function of wheat flour is excellent.

The average percentage of knowledge related to wheat flour storage reaches 83% which means the average respondents knowledge related knowledge is very good.

From the results of the data processing above, there are two questions that are in the criteria less good that is about wheat flour making and other designations of medium flour.

There are 12 items that are on the criteria good enough that is about the protein content of wheat flour, high protein wheat flour gluten content, the properties of wheat flour, medium wheat gluten content, the content of gluten soft flour, wheat flour that has low water absorption, flour mixture of hard wheat and soft wheat, wheat flour with fermentation level of medium development, wheat flour added materials and salt.

There are 4 items that are on the criteria very good that is about the characteristics of wheat flour, the content in wheat flour, the basic material for making wheat flour, the proper storage of wheat flour.

b. Analyzing knowledge of material flour related use of wheat flour on the manufacture of pastry products for the readiness of pastry practice.

In the multiple choice objective test related to the use of wheat flour in the manufacture of pastry products, there are 12 items given to respondents.

Based on Figure 2 above shows the average percentage of knowledge of respondents related to the use of wheat flour in the manufacture of pastry products reaches 69% which means the average percentage of knowledge of respondents related knowledge on the criteria of good.

Figure 1 shows that the correct answer to knowledge related to the sense of flour reaches 46%. Knowledge related types of wheat flour reaches an average of 63%. Knowledge related function of wheat flour
reaches an average of 89% and knowledge related to the way of storing wheat flour reaches 83%. This means that students' knowledge of the material "flour" related to the meaning of wheat flour is in the criteria of poor, while the knowledge of the students related types of wheat flour is on the criteria well enough and knowledge of the students related to the function of wheat flour and its storage is on the criteria very good.

From this above the total average percentage of knowledge related to understanding, types, functions and how to store wheat flour reaches 71.75% or is on good criteria.

It can be concluded that the knowledge of students about the material flour related understanding, types, functions and means of storing wheat flour will greatly affect the readiness of the practice of the student pastry, as in the study (Sadana, 2019) that readiness is the whole condition that makes it ready for a thing. As well as according to (Perdani, 2017) knowledge is a person's ability to to remember recall or rerecognize about names, terms, ideas, formulas and so on, without expecting the ability to use them. Along with the expressed (Zuniarti & Siswanto, 2013) Occupational readiness is a condition that demonstrates the harmony between physical maturity, mental and experience work, so that individuals have the ability to perform certain activities in relation to work.

Based on that it is expected that good knowledge can affect the readiness of implementing pastry practice. Pengetahuan mahasiswa mengenai materi flour terkait pengertian, jenis-jenis, fungsi dan cara penyimpanan tepung terigu berada pada kriteria baik, namun beberapa responden masih belum mampu atau masih bingung dalam beberapa pengetahuan.

The knowledge is about making wheat flour and other names of medium flour, protein content of wheat flour, the content of wheat flour high protein, the properties of wheat flour, the content of gluten medium flour, the content of gluten soft flour, wheat flour that has low water absorption, hard wheat flour mixture and soft wheat, wheat flour with fermentation level of medium development, wheat flour added materials developer and salt.

In connection with the knowledge of students who are still confused or have not been able to improve more about his knowledge and for students who have good knowledge is retained so that the student will be more readiness at the time of pastry and can make pastry products according to the prescription and practice modules.

Figure 2 shows that the correct answer to the knowledge related to the use of wheat flour reaches 69%. This means the knowledge of students related to the use of wheat flour on good criteria. The assumption of the student knowledge level will surely affect the readiness of practice and others, it is as expressed by (Sadana (2019) That readiness is the whole condition that makes it ready for a thing. And also according to (Zuniarti & Siswanto, 2013) Occupational readiness is a condition that demonstrates the harmony between physical maturity, mental and experience work, so that individuals have the ability to perform certain activities in relation to work. As revealed by (Yang, 2007) Knowledge is interflow knowledge between individual working groups allows them to increase their competence and generate new knowledge to each other.

Knowledge of material flour related to the use of wheat flour is on good criteria with each of the wheat flour problem is the main ingredient, bread making materials, various pastry products, meaning word pastry, bakery products and cake.

Good level of knowledge will affect the good readiness also in implementing the practice of pastry.

**CONCLUSION**

Analysis of knowledge about material flour related to the meaning of wheat flour, the type of wheat flour, the function of wheat flour and the way of storing wheat flour for the readiness of pastry practice is on good criteria, but there are still some knowledge that is on the criteria quite good and less good. The knowledge is quite good and lack of good related materials about the protein content of wheat flour, high protein wheat flour gluten content, the properties of wheat flour, the content of gluten medium flour, the content of gluten soft flour, wheat flour that has low water absorption, wheat flour mixture hard wheat and soft wheat, wheat flour with fermentation level of medium development, wheat flour added materials developer and salt, wheat flour...
making and other designations of medium flour. Analysis of knowledge about material flour related to the use of wheat flour on the manufacture of pastry products for the readiness of pastry practice is on good criteria, but there are still some knowledge that is on the criteria quite good and less good. The knowledge that is quite good and less good is related to the materials about hard flour is suitable for the raw materials of what making, the raw material of pastry making, the manufacture of cakes that do not require fermentation process, medium flour is suitable for the manufacture, in readiness pastry practice must already mastered, bread and pastry making materials.

RECOMMEDATION
Pastry lecturers to continue to improve the competency of student knowledge in the material flour by giving tasks in the form of papers on flour for material that is still poorly understood.

It is hoped that students are always active in learning about the theory and practice of pastry, and are encouraged to be able to attend a training program held weekly at the Teaching Factory Prodi DIII Hospitality to deepen the material so that the student is very prepared in the practice of pastry later.

REFERENCE


ANDOTHER DESIGNATIONS OF MEDIUM FLOUR.

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RECOMMENDATION
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