

Application of 34 Indonesian Special Culinary as a Learning Media of Entrepreneurship in the University PGRI of Palembang

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Abstract: *This study aims to introduce 34 Indonesian culinary specialties to the community, foster entrepreneurial spirit and student motivation in preserving the culture and creating young entrepreneurs in the culinary field. This research is a qualitative study with data collection techniques documentation, questionnaire, and observation. The results of the analysis gave rise to the 4 themes discussed here; 34 Indonesian culinary as learning media, student entrepreneurial activities, entrepreneurial interests, and entrepreneurial learning outcomes. The four themes are very useful for understanding the optimal way to foster an entrepreneurial spirit among students.*

Keywords: Indonesian Special Culinary, Learning Media, Entrepreneurship

1. Introduction

Making a variety of Indonesian dishes from Sabang to Merauke, which has unique and distinctive flavors from each province is not easy. However, along with the development of technology and high student creativity, it is not uncommon for students to combine the special dishes of each Province into one new dish that is no less delicious. This research is not to change the taste and specialties of various Indonesian dishes, but the researchers intend to preserve these dishes so that they are better known by the local, national and international community.

As Indonesian Citizens (WNI), of course, we are very proud to live in a land that has fertile land with a variety of biodiversity and agricultural products, as well as living in a friendly environment with a variety of ethnic and cultural diversity. This is what makes this country has many culinary variations and unique flavors from an area that makes it different from other cuisines. As proof of the existence of the taste of Indonesian specialties in the face of the world, namely the rendang rendered as the most delicious food in the world according to the CNN survey. On the other hand, Indonesian culinary is also famous for the nutritional value contained in the composition of the food served and the raw materials used are also easy to find.

Students who have so many ideas and have never had a crisis with creativity as the most important object as a prospective entrepreneur or the best target to help and expedite the spirit of easy entrepreneurship that is successful. Entrepreneurship courses as one of the future investments of students in business, through the integration of experience, skills and knowledge are important to develop and expand a business. Entrepreneurship activities can also increase the interest of students to choose the world of entrepreneurship as a career choice in addition to being an employee.

The problem that will be examined in this study is how the Application of 34 Indonesian Culinary Specialties as

Entrepreneurial Learning Media at PGRI Palembang University. The Special Purpose that researchers want to achieve in this research is to introduce and preserve 34 Indonesian culinary specialties to the local, national and international community, foster entrepreneurial spirit and student motivation in preserving Indonesian special cuisine and creating young entrepreneurs in the Indonesian culinary field. Recognizing the fact that the modern era has made our society very close to fast food and western food, so this research is very important to do, considering that students are millennials who will assume the responsibility of the Indonesian State later.

The Beginner Lecturer Research Scheme is a form of our love for the Indonesian cash culinary research team, a conscious effort to maintain and develop Indonesian cuisine to the global market and is a training facility for Palembang PGRI University students, especially accounting education study programs to become young entrepreneurs in the culinary field. Research activities are also intended to support government programs that students can graduate with an independent and creative spirit so that they can open jobs with creative and innovative ideas.

Based on the above background the researcher needs to guide the students in making a typical Indonesian cuisine and take the time to make the special cuisine of each province so that it can be liked by the public, therefore the researcher gives the title "Application of 34 Indonesian Culinary Specialties as Entrepreneurial Learning Media at PGRI University Palembang".

2. Literature Review

2.1. Indonesian Culinary Specialties originating from 34 provinces

According to Marcel Danesi in Sumarni (2011: 223) food is a sign that is infiltrated by meaning. In the social environment, food gains significance beyond that function and influences the perception of whether something is eaten.

From typical cuisine, we can find out what certain groups of people eat, how to make it, and what is revealed from typical dishes about them.

As is known by the people of Indonesia that Indonesia has a variety of regional cuisine, ranging from Sabang to Merauke, following 34 typical dishes from 34 provinces in Indonesia, according to Chandra (2019); Aceh (mIE Aceh), South Sumatra (Pempek), West Sumatra (Rendang), West Nusa Tenggara (Ayam Bakar Taliwang), Riau (Gulai Belacan), Central Java (Lumpia), Riau Islands (Otak-Otak), Banten (Sate Bandeng), East Nusa Tenggara (Catemek Jagung), West Kalimantan (Bubur Pedas Sambas), East Papua (papeda), Central Sulawesi (Sup Ikan Jantung Pisang), Central Kalimantan (Juhu Singkah), Gorontalo (Binte Biluhuta), Jakarta (Kerak Telor), West Java (Serabi), Central Papua (Bagea), North Kalimantan (Kepiting Soka), North Sulawesi (Bubur Manado), South Kalimantan (Soto Banjar), Yogyakarta (Nasi Gudeg), East Java (Rujak Cingur), South Sulawesi (Sup Konro), East Kalimantan (Ayam Cicane), Maluku (Ikan Asar Cakalang), North Maluku (Gohu Ikan), North Sumatra (Bika Ambon), Lampung (Seruit), Jambi (Gulai Ikan Patin), Bengkulu (Pendap), Bali (Ayam Betutu), Bangka Belitung (Mie Bangka), Southeast Sulawesi (Lapa-lapa) and West Papua (Ikan Bakar Manokwari).

2.2. Instructional Media

In general, the media is the plural word of "medium", which means an intermediary or introduction. The term media is also used in the field of teaching or education so that the term becomes the medium of education or learning media (Wina Sanjaya, 2006: 42). Learning media by Munadi (2008: 23) is defined as anything that can convey and channel messages from a planned source to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively.

NEA (Educations Association) is defined as objects that can be manipulated, seen, heard, read or discussed along with instruments that are used well in teaching and learning activities that can affect the effectiveness of instructional programs. Teaching media is defined as an impersonal (non-human) means used or provided by teaching staff, who play a role in the teaching and learning process, to achieve instructional goals (Winkel, 2009: 36). Association of Education and Communication Technology (AECT) said that learning media is everything that people use to deliver learning messages (Hamdani, 2011: 17).

Three strengths of media capabilities Ibrahim, et.al (2001) in the book (Hamdani 2011: 23) are:

- a) Fixative ability means being able to capture, store and display an object or event. With this ability, objects or events can be drawn, photographed, recorded, filmed then stored, and when needed can be demonstrated and re-observed as the original event.
- b) Manipulative ability means the media can re-display objects or events with a variety of changes (manipulation) as needed, for example, the size, speed, color are changed, and the presentation can also be repeated.

- c) Distributive capability means that the media can reach large audiences in one presentation at the same time, for example, TV or radio broadcasts.

Sudjana (2010: 21) mentions the benefits of learning media as follows:

- a) Teaching will attract more attention from students so that it can foster motivation to learn.
- b) The teaching material will be clearer in meaning so that it can be better understood by students and allows students to better master teaching objectives.
- c) Instructional methods will be more varied so that students are not bored.
- d) Students do more learning activities.

Based on the opinions above, it can be concluded that learning media are all tools and materials that can be used for educational purposes such as radio, television, books, newspapers, magazines, and so on.

2.3. Entrepreneurship Course

This entrepreneurship course students will gain knowledge about entrepreneurship theory and practice. Students must be able to design a place of business, type of business, commodity plan, carry out a pioneer and develop an entrepreneurial profession. A student is given a debriefing form of planting attitudes and behavior as an entrepreneur who has ethics determine booster development of a business, as well as know stories of success and failure of the entrepreneurs in the field, to encourage the maha students to further pursue this profession or as eco-entrepreneurs themselves.

The aim of the lecture is that students can understand the meaning, development of Indonesian and world entrepreneurs, entrepreneurial and entrepreneurial conceptions, characteristics, soul, spirit, entrepreneurial personality, efforts made by entrepreneurs and factors detrimental to entrepreneurs. The main subjects of the Entrepreneurship Lecture are as follows :

- 1) Understanding entrepreneurship and entrepreneurship
- 2) Entrepreneurship development
- 3) Characteristics of entrepreneurship
- 4) Entrepreneurial quality
- 5) Excess entrepreneurship
- 6) Successful chaser types
- 7) The ladder is busy with entrepreneurship
- 8) Entrepreneurial work ethos
- 9) Entrepreneurship education and training
- 10) Factors that harm entrepreneurship
- 11) Entrepreneurial Pledge
- 12) Choosing a business field.

3. Research Method

This research is descriptive qualitative research. According to Sugiyono (2012:32), descriptive research is research conducted to describe and interpret objectives accordingly without comparing or connecting. The study was conducted to illustrate findings of how the application of 34 Indonesian special dishes as a medium for entrepreneurship learning. Descriptive statistics are used to describe and provide

phenomena in conducting research using statistical measures.

Data collection techniques are the most important step in research because the main objective of this study is to get data (Sugiyono, 2012: 203). In this study, the techniques used are Documentation, Observation and, Questionnaire.

Data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection within a certain period. Miles and Huberman (in Sugiyono, 2012: 246), argued that in qualitative data analysis it was carried out interactively and lasted continuously until it was completed so that the data was already saturated. The analysis was carried out through the following procedures: Data Reduction Data Display and Conclusion Drawing / Verification (Sugiyono, 2012: 252).

4. Results and Discussion

The research entitled "The Implementation of 34 Indonesian Culinary Specialties as Entrepreneurship Learning Media at PGRI University in Palembang is one of the real efforts of the research team as part of the academic community of the PGRI University of Palembang, which aims to equip graduates with a variety of life skills in the 21st century. There are several major specialties 21st century, the realization of a global community that became an agreement between nations, the opening of mobility in various fields between one country and another, this must be understood and responded to as closely as possible by the Indonesian people, especially in the fields of economy and resources, bearing in mind this nation is a market place with consumers the most and is the breadbasket of natural resources. The second is that this century will be more dominated by the development of increasingly sophisticated science and technology and also combined with social and humanities. To be able to compete in such a global society, every nation must give special attention to its education, which must be considered not limited to the mastery of science and technological innovation but mastery in the field of social science and humanities, because the existence of a nation in the 21st century is not only focused on advances in science and technology alone, but the nation's philosophy and investment in cultural values must also be a priority (BNSP, 2012: 40).

4.1 Learning Media 34 Indonesian Culinary Specialties

The implementation of class A entrepreneurship in semester IV is already proceeding as planned, which is applying 34 Indonesian culinary specialties as learning media aimed at helping students to deepen and enrich their knowledge in the field of entrepreneurship, especially culinary business. Overall the theories proposed in this study can be proven in the field. The application of 34 Indonesian culinary specialties as an entrepreneurial learning media has been implemented quite well because in essence students prefer lectures that are directly involved in the field to feel and add independent experiences and decision making with careful consideration. In everyday life, students are faced with real economic problems that require rational thinking to solve them. The entrepreneurial ability of students develops in

line with cognitive development and experience in running a small business, so the role of lecturers in the class is needed to provide learning experiences that require active involvement and creative thinking.

According to Piaget's theory of cognitive development (Trianto 2010; 29), cognitive development is largely determined by the manipulation and active interaction of students with their learning environment. Learning is not just the acquisition of information, but as giving meaning by students to their experiences through the process of assimilation and accommodation that leads to updating the cognitive structure. The information provided by students is not only passively accepting, but plays an active role in compiling knowledge about the reality around them.

The selection of appropriate learning media will greatly influence the cognitive development and mindset of students. Lecturers must choose carefully the learning media that shapes learning situations to challenge creativity in thinking. Like the small business media that researchers are currently applying, lecturers accustomed students to explore a problem in starting and running a small business and learning to look for new opportunities and solutions to problems encountered in the field. Through the guidance of lecturers in each stage of face-to-face learning, students are accustomed to asking questions and expressing their opinions logically, then when student entrepreneurship practices are accustomed to measuring and making budgets carefully and rationally, spending raw materials and producing products independently, accompanied to conduct marketing activities. This habit is intended so that students can animate their roles as young entrepreneurs.

Through 34 culinary learning media typical of Indonesia, the ability to think rationally economically, entrepreneurial interest and student independence will continuously increase, because in solving economic problems the basis is rational, logical and reasonable, while the entrepreneurial activities based on rational activities are in the depiction, efficient, effective, independent and agile.

The application of this learning media is an investment for the future of students in doing business, through the integration of experience, skills, and knowledge essential to developing soft skills and finding business ideas. After attending entrepreneurship lectures with 34 Indonesian culinary media, the interest of students to choose the world of entrepreneurship as a career choice as well as being an employee tends to increase.

4.2 Entrepreneurial Activities 34 Indonesian Culinary

These 34 Indonesian culinary entrepreneurial activities are part of a series of entrepreneurship learning plans with a weight of 2 SKS. Entrepreneurial activities are designed by the research team, starting from the division of groups, tasks, cooking references, capital costs, production plans and processes, marketing sites to the reporting stage.

As a manifestation of the responsibility to participate in strengthening the nation's economy, through the University of PGRI Palembang's entrepreneurship courses, it forms and

trains cadres of future young entrepreneurs. Through these 34 Indonesian culinary entrepreneurial activities, lecturers who are in charge of the course facilitate the process of finding students' entrepreneurial interests, which will certainly become a career choice after they graduate. Time limitation 2 SKS face-to-face also became the motive for the initiation of activities such as Indonesian culinary 34 specialties, so that students have the opportunity to explore further the concepts around the world of entrepreneurship and experience how to become young entrepreneurs, with their creative ideas.

Entrepreneurial activities are designed by the research team, the division of groups using a random system without looking at gender or values. Students are divided into five groups, each numbering 7-8 people, the division of tasks in groups is done independently by students. Furthermore, the reference of the raw material for cooking and how to make it The research team provided two archipelago cuisine magazines as a reference for students in the production process. If it felt that the references provided were insufficient, students were allowed to look for other references both from books, magazines or looking for information via the internet and YouTube. Each group of students is given an initial capital of 34 Indonesian culinary businesses, which henceforth must be managed independently by their respective student groups. The capital provided is managed to purchase raw materials, renting cooking equipment and product packaging equipment, while for places, transportation and marketing equipment (bazaars) facilitated by the research team.



Figure 1: Raw Material for Sup Ikan Jantung Pisang

The process of purchasing raw materials is done independently by students, Figure 1 shows a variety of typical Indonesian spices used for cooking. The raw materials used are fresh produce from the sea and Indonesian spices that are selected and bought directly by students. The production process was carried out at the residence of one of the group members, accompanied by a research team. The purchase of raw materials and the production process of 34 Indonesian culinary specialties are conditioned on every weekend so that they do not interfere with other lecture activities. The following picture is one of the dishes from 34 typical Indonesian culinary produced by students



Figure 2: Sup Ikan Jantung Pisang from Central Sulawesi

34 Indonesian special culinary is directly marketed by students in several events in the Palembang PGRI University Campus such as the bazaar of student organization activities at major events in the city of Palembang such as the Kambang Iwak and Sat night car-free days at the Sudirman Street Pedestrian and at the two downtown spots in Palembang such as the 16 Ilir market and Palembang Jakabaring Stadium. The five events and places were chosen by the research team based on consideration; the number of visitors on weekends, the age range of visitors and entrepreneurial activities can only be done on weekends so as not to interfere with lecture activities.



Figure 3: Bazar Palaspa, at PGRI University

Figure 3 is a product marketing activity of 34 Indonesian culinary specialties at the bazaar at the PGRI Palembang University campus.



Figure 4: Bazaar in Palembang's 16 Ilir Market

34 Special Indonesian culinary products are not only marketed when there are activities on campus, but students are eager to sell their cuisine in several crowded areas of the city of Palembang, one of which is the 16 Ilir market which is the legendary shopping center of the city of Palembang which is never empty of visitors every day

4.3 Student Entrepreneurial Interest

Interest is the acceptance of a relationship between oneself and something outside oneself. While interest according to Witherington is defined as someone's awareness that an object, a person, a problem or a situation contains something to do with him. The interest in an object, activity, situation or others, between individuals of the other individual, maybe different - different, depending on how much interest in an object, activity, or situation of the other person. According to Subandono (2007: 18), entrepreneurial interest is the tendency of the heart within the subject to be interested in creating a business that then organizes, organizes, bears the risk and develops the business that it creates.

According to Hurlock (2010) that interest is an impulse that exists in individuals to do what they want and see that something will benefit and bring satisfaction, then aspects of interest are:

a) Cognitive aspects

The concept developed regarding the preferred field. Based on personal experience and what has been learned both at home, at school and society and various types of mass media.

b) Affective aspects

Emotional concepts are expressed in attitudes towards what is discovered. In this concept, the attitude towards an invention becomes one aspect to get something that can be beneficial. The attitude, behavior, and interest towards entrepreneurship of a student are influenced by consideration of various aspects regarding career choices as entrepreneurs. The consideration of career choices may vary depending on their preference for the risks they will endure later. Students who are afraid to take risks tend to choose to become a private employee, civil servant, or BUMN employee as a career choice while students who dare to take risks (risk takers) to leave the comfort zone will tend to choose to become an entrepreneur as their career choice.

Interest in being an entrepreneur is defined as one's desire to work independently (self-employed) or run his own business (Li, 2006). In this study, a person's interest in becoming entrepreneurs is divided into four groups, namely: Interest in starting entrepreneurship soon Interest in starting entrepreneurship in the next two years. Interest in starting entrepreneurship for the long term has no interest in entrepreneurship.

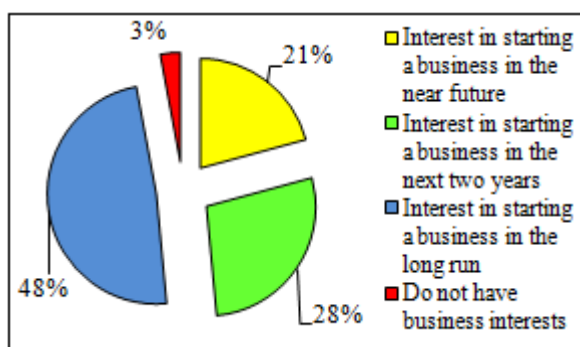


Figure 5: Student Interest in Being an Entrepreneur

Student assessment on the ambition factor for independence, which most motivates graduates to be interested in entrepreneurship is the desire to have their own business and freedom of activity. Respondents who are interested in becoming entrepreneurs, especially for the short term up to 2 years, provide a very supportive perception of having ambitions of freedom and owning their businesses. This can make their incentive to realize the desires of individuals who should have the support of other parties. Some factors inhibit the ambition of independence, namely individuals who have their businesses feel more honored than working with others. This assumption does not apply to most people including the assessment of students. Working as an entrepreneur is considered "less honorable" than working with others. This kind of assumption must be straightened out in the world of education, that this entrepreneur is a job that can change one's fate for the better, because by managing one's own business, a person can determine his income as much as possible, depending on how much ability and willingness he has. On the driving factor, the perception

of students who get the highest score is wanting to get a better income.

The illustration above clearly shows that basically, people have a desire to earn a high income, especially for students who want to open a business in the short term and about two years. On the factor of wanting to open entrepreneurship if exposed to layoffs only have a moderate assessment. This means that for someone interested in opening a short-term entrepreneur, to open a new business does not need to wait for layoffs, but for those who are interested in opening a long-term business or are not interested, even though they have been laid off, they are looking for alternatives to looking for income not through entrepreneurship, so in this matter, both those who are interested and those who are interested in entrepreneurship both give low scores, but with different motivations.

4.4 Entrepreneurship Learning Outcomes

Based on research data, the results of entrepreneurship learning in accounting students in semester IV have increased during the application of 34 Indonesian culinary specialties as learning media takes place. These improvements can be seen in the following diagram,

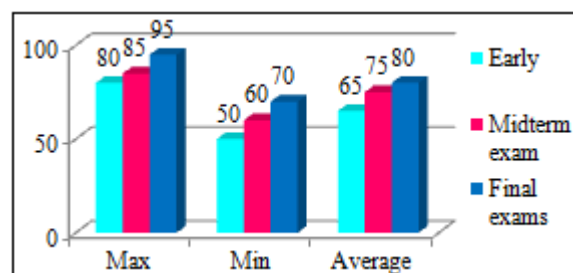


Figure 6: Increasing Entrepreneurship Learning Outcomes

The diagram above explains the increased ability of student entrepreneurial learning outcomes in each test-giving cycle, the initial reflection of the entrepreneurial learning outcomes of some students are still relatively low, even the highest score is only 10 digits above the completeness criteria. But along with the improvement of learning by applying 34 Indonesian culinary specialties as learning media student learning outcomes are increasing, in the second stage of the test that is in the middle of the semester there are 7 people who scored 85. Then at the end of the semester the results of student entrepreneurship learning shows a very good number, only 5% of all students get a minimum score. This shows that learning with practical media such as entrepreneurship is very effective in use, in addition to providing new experiences for students, practical activities have greatly facilitated the learning needs of students, students can carry out whatever activities they want in entrepreneurship, including new sales ideas that have not been there before.

Improved student learning outcomes, at the highest score, lowest and average scores gradually increased dynamically in line with the increasingly good and interesting learning atmosphere. The following can be seen the difference in each score used as a benchmark for improving student learning outcomes in the fourth-semester entrepreneurship

courses from initial reflection, midterm, and final semester exams. It can be seen that the highest score from the initial reflection to the midterm exams increased by 6.25 %, this shows quite good progress, on the other hand, the lecturer also feels that through the entrepreneurial learning media the concept of entrepreneurship is more easily understood by students. Whereas at the end of the semester exams the highest score increased by 11.76 % of the midterm exams, with a score of 95 indicating excellent student learning outcomes, students were able to do 5 entrepreneurial questions well.

The variability of student entrepreneurial learning outcomes that occurred in this study coupled with the influence of the learning media applied, other factors may not be ruled out, namely the independence of student learning and entrepreneurial interest that is inherent in the students themselves. Independent learning affects students' interest in learning activities is underway, most students will be active in class if the way to teach lecturers is by following their interests.

5. Conclusion

Based on the results and discussion, the research conclusions are as follows;

- The application of learning media for 34 culinary specialties of Indonesia is an investment for the future of students in doing business, through the integration of experience, skills, and knowledge.
- 34 Indonesian culinary entrepreneurial activities are activities designed by researchers to increase student entrepreneurial interest
- After participating in entrepreneurship learning, students are interested in starting a business within the next 2 years
- Student entrepreneurship learning outcomes increase in line with the implementation of 34 culinary learning media typical of Indonesia.

6. Acknowledgment

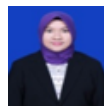
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