

The Faculty Management Readiness and Perception of Students in Implementing Curriculum in Culinary Art Education Study Program in Universitas Pendidikan Indonesia

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Abstract— Many efforts have been done by Teacher Education Institutions (TEIs) in Indonesia. It believed that improvements in teacher education, in part resulting from better-prepared entrance to pre-service training, will promote better teaching and learning at all levels of education. (OECD, 2015). In line with that statement, Universitas Pendidikan Indonesia (UPI) as one Teachers Education Institutions (TEIs) in Indonesia has formulated curriculum development as one of responses to need for 21st century teacher education. This is marked, among other, by the deep mastery of subject matter to be and taught, knowledge of learners and their characteristics, mastery of pedagogical content knowledge, knowledge of context of education, and mastery of ICT used in the teaching and learning processes. This study focuses on identifying analyzing students perspective on the implementation of curriculum in Culinary Arts Education Study Program, Faculty of Education Technology and Vocation (FPTK) Universitas Pendidikan Indonesia. The subjects of this study are students of culinary arts education study program of FPTK UPI. The findings, among other, indicated that the perception of students on curriculum development in terms of planning, implementation and assessment in culinary education study program in UPI is good, even though they need some more guidance and encouragements in finishing their study.

Keywords— Perception, curriculum development, culinary education.

I. INTRODUCTION

Teacher education for 21st century must be directed to response the demands of this era. As it is reiterated by Hammond and Hammond (2005) that teachers for the 21st century must provided themselves at least with knowledge of the learners, have profound pedagogical content knowledge and skills, have strong mastery of the subject matter to be taught, have sound knowledge of context of education, and have the ability to use ICT in the teaching and learning processes. In addition, Improvements in teacher education, in part resulting from better-prepared entrants to pre-service training, will promote better teaching and learning at all levels of education. (OECD, 2015).

In Indonesia, according to the report of OECD (2015), it is stated that there has been an increase in the quality of students entering pre-service teacher training, the quality of the courses offered appear to have improved little, if at all. It seemed that lack evidence that indicated that pre-service teaching is aligned with the pedagogical expectations of the 2013 curriculum. While it seemed that teacher educators knew their

subject matter, they themselves were not using the innovative student-centred pedagogies that they wished their students to acquire. In order to ensure new teachers are able to implement the 2013 curriculum, teacher educators urgently need to be provided with professional development on modern pedagogies. (OECD, 2015; UNESCO, 2010). Considering also the central role of teachers in providing learners in that century with both hard and soft skills adaptable to future demands, they have to be more responsive to this future demands.

Related to that statements, it is believed that preparing teachers for that century requires coherent approaches. Those approaches put emphasis on the existence of integration between academic and professional education in the program. The first, it emphasizes on providing students with content knowledge and pedagogical content knowledge and skills consisting subjects like curriculum and instruction and the use of ICT in teaching and learning including earlier exposure to the school setting. The second is emphasized on providing students with workshops on specific pedagogical subjects and practicum conducted in a real classroom setting, including the program of teaching factory.

The study focuses on the following points: (i) identifying and analyzing students perspective on curriculum development in Culinary Education Study Program, from the perspective of curriculum planning; i) identifying and analyzing students perspective on curriculum development in the perspective of curriculum implementation, and (iii) i) identifying and analyzing students perspective on curriculum development in Culinary Art Education Program, from the perspective of curriculum assessment.

II. REVIEW OF RELATED LITERATURE

The quality of an education system cannot exceed the quality of its teachers (Barber and Mourshed, 2007). It means that improving the competence of teachers has been at the heart of policies designed to raise the quality of education. Professional education for teachers which is conceptualized and proposed by UPI is based on assumption that (1) professional teacher career must be perceived as a continuous process. Consequently, it needs also continuous professional development to help them adapt to the changing challenges; :2) the policy change regarding with teacher education as it is

mandated by Law No. 14, 2015 in our view it must be based on coherent approach in the sense that its curriculum has to be conceptually and structurally coherent. Related to that statements, coherent curriculum must be reflected in the consistency and integration from the point of lateral coherent - integration of contents in curriculum structure, implemented curriculum, and experienced curriculum - what prospective professional teachers learn. (Bachman and Floden, 1992; Marsh and Willis, 1999).

Related to the foundations of curriculum, it is believed that foundation curriculum is reflected with for basis point of philosophical point of view, psychological basis of teaching learning, social and culture basis of society, and consideration basis on development of science and technology. It this consideration curriculum shall be developed with reliable, systematic, participatory, transparent, and accountable characterization. Curriculum should be an instrument of reconstruction of knowledge systematically developed to control managerial educational institutions; curriculum as that reconstruction of knowledge and experience systematically developed under the auspices of the school and university to enable the learners to increase his or her control of knowledge and experience (Oliva, 1988; and Wahyudin, 2014). However, there should be coherence between curriculum with learning undertaken at the institution. *First*, the curriculum rests on purposes or goals of the curriculum – curriculum objectives to be achieved. Likewise, when the curriculum is conceived as the transmission of cultural heritage, the curriculum should serve as a glue instrument for cultural heritage to the younger generation next. *Second*, the curriculum which is based on a point of view based on the context of the curriculum used. Meaning of curriculum which is based on the viewpoint of context, for specialist curriculum wing essentialism is seen as the transmission of cultural heritage by teaching the younger generation for the preparation of a better life in the future. *Third*, the curriculum is based at strategic vantage points on the chosen curriculum development. The development also can't be separated from the processes, which have better teaching strategies, teaching techniques used (Oliva, 1988; Stobie, 2013; and Wahyudin, 2014, Hunkins, 1988).

In this context, Oliva (1988) again refer to it as the curriculum as individualized learning and the curriculum as programmed instruction are in reality specifications of systems by which the learners encounter curricular content through the process of instruction. On this understanding, the curriculum experts refer to the curriculum as a process.

Based on those statements above, coherent curriculum for professional teacher education as most related experts believe could provide prospective teachers with the integration of their expected behaviors, knowledge, skills, and their proper attitudes needed by professional teachers. This could be granted on condition that all parties involved in its implementation have sufficient knowledge and believe that they have the ability to implement it effectively. This can be identified from the factors, such as communication built among individuals or groups within organization who have key positions in the curriculum implementation and management, the existence a solid teamwork who

comprehends and has the ability to translate expected change of the implanted program (redesign of professional education for teachers), the existence of leadership and self-management among leaders in the organization, their willingness to response to feedbacks from related stakeholders, and their ability to delegate their decision to their staffs (Dunham, 1995).

Related to culinary education, as quoted by Keith Muller (2017), historically, the culinary craft was passed from one generation to the next, in its simplest form, from parent to child, and in the case of professional cooking from master chef to apprentice often in a formalized guild system. As the food and hotel business grew in the industrialized world in the 19th century the development of formal and legitimate institutions to teach the craft of cooking occurred. The development of these institutions created the need for suitable curriculum development to validate such institutions (Meyer & Rowan, 1977), and ensure student's success and meet the needs of industry. Curriculum development and evaluation is a dynamic process (Gustafson, Love & Montgomery, 2005, Muller, 2017).

And institutions must ensure that currency is met at all times to ensure credibility (Baker, Cattet & Riley, 1995). Culinary education curriculum had its roots in the vocational education movement of the late 19th and early 20th centuries and traditionally focused on achieving student mastery of core technical culinary competencies (Mandabach, et al., 2002). The traditional distinction between liberal and vocational education must become more irrelevant as we are challenged to recreate the citizen (well rounded worker) as opposed to the consumer (Hegarty, 2004). Thus, a more holistic approach is assumed to be more appropriate in today's business environment. In addition to hospitality/culinary related skills and education, employees require specific life skills to survive or thrive in an increasingly complex environment. Today's culinary student often has developed perceptions about a culinary career from the media. The increase in the number of food-related programs on television and on the Web has helped popularize the chef profession and increase the awareness of the pleasure of food (Pratten a, 2003). For the "millenials" or "echo boomers" (entering the workforce for the first time), there is a clash between reality and expectation (Twenge, 2006) as they expect immediate results and success and struggle to come to terms with a working environment which has a long standing tradition of authoritarianism (Pratten b, 2003, Muller 2017).

III. RESEARCH METHOD

This study uses descriptive method. Based upon the objective of the study, the design used in this study can be figured out into Identification and analysis of factors related to the perception of students towards the implementation of curriculum development in terms of planning, implementation and assessment. Subjects of the study involve students of Culinary Arts Education Study Program FPTK UPI.

The instruments used for identifying the existing condition of curriculum implementation in terms of planning, implementation and assessment.

IV. DISCUSSION OF THE FINDINGS

Viewed from the relevancy of management readiness and organizational behavior in implementation of the curriculum from faculty management, the data can be shown in the following.

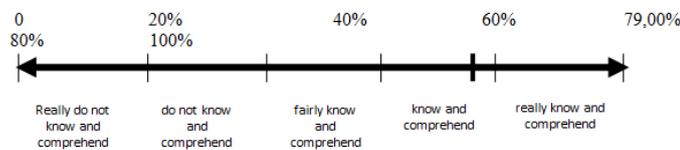
1. Management readiness as perceived by the faculty management can be seen in the table below

TABLE I. Management readiness and organization behavior perceived by the faculty management in implementing curriculum.

Score	Ideal Score	Percentage
237	300	79.00

The data indicated that faculty management readiness and organization behavior as perceived by the faculty management in implementing curriculum was more than a half (79%). This can be interpreted that the faculty management really understand the program.

If it is interpreted, 79,00% is categorized as *know* and *comprehend* as it can be seen from the following table:



Furthermore, based on its aspects, the view of the faculty management towards the management readiness and the behavior of UPI organizations in implementing curriculum can be seen from the following table II.

TABLE II. The view of the faculty management in implementing curriculum.

No	Aspects	Score	Ideal Score	Percentage
1	Foundation and Principles of the curriculum implementation	50	70	71.43
2	The curriculum components	34	40	85.00
3	delivery system in implementing the curriculum	49	60	81.67
4	Scoring system in implementing the curriculum	16	20	80.00
5	The management of professional education implementation	16	20	80.00
6	Infrastructure	16	20	80.00
7	Human resource mapping	17	20	85.00
8	Partnership and coordination in developing the curriculum	32	40	80.00
9	Continuous professional development services	7	10	70.00

Based on table II, it can be seen that the view of the faculty management towards the management readiness and the behavior of UPI organizations in implementing curriculum falls in the category of *know and comprehend* and *really know and comprehend*.

Students Perception

Based on questionnaires from sampled students concerning with curriculum implementation in Culinary Art education Study Program in term of curriculum planning, it covers as follow:

- 1) Getting self-preparedness prior to attending lectures as part of the learning process;
- 2) Getting prepared before attending in-class sessions as assigned;
- 3) groups or individually as part of the learning process;
- 4) Searching for relevant sources as references before coming to a class
- 5) Searching for relevant sources as references before coming to a class
- 6) Searching for relevant sources as references before coming to a class Selecting relevant sources of information to the completion of assignments

Based on questionnaires from sampled students concerning with curriculum implementation in Culinary Art education Study Program in term of curriculum implementation, it covers as follow:

- 1) Getting ready with PowerPoint's before presenting a topic of discussion as assigned in
- 2) Asking questions to the instructor about things student think hard to comprehend during the class session;
- 3) Making efforts to answer instructor's questions during the process of learning;
- 4) Solving problems as they are raised by the instructor to exercise student's critical thinking supported by various kinds of resources and literatures;
- 5) Giving sound responses to lecturer's set of problems following an explanation on matters dealing with the course;
- 6) Attentively listening to the lecturer's accounts on matters dealing with the course and getting involved in the fellow student's presentation
- 7) Actively contributing insights to the discussion being held;
- 8) Wrapping up the essentials of the discussion as a result of problem-solving mode of ending the session;
- 9) Giving responses to generate the very core of matters upon completing a discussion;
- 10) Submitting work as assigned to the instructor on time;
- 11) Sitting for mid-term examination and final examination on time.

At last, based on questionnaires from sampled students concerning with curriculum implementation in Culinary Art education Study Program in term of curriculum assessment, it covers as follow:

- 1) Collaborating in a peer evaluation during the in-class session to let the process of learning take place;
- 2) Conducting a self-evaluation during the process of learning;
- 3) Conducting a self-assessment in order to make it possible for the student to gain betterments in terms of the work completed;
- 4) Giving feedback or comments, self-evaluation, and peer evaluation during the process of learning leading to betterments in the next sessions
- 5) Giving feedback or comments, self-evaluation, and peer evaluation during the process of learning leading to betterments in accomplishing the coming assignments;

TABLE III. Students perception on curriculum implementation and teaching learning process.

		The teaching learning process (planning)	The teaching learning process (implementation)	The teaching learning process (evaluation)
N	Valid	40	40	40
	Missing	0	0	0
Mean		3.0750	3.0250	2.7750
Std. Error of Mean		.08311	.09120	.09120
Median		3.0000	3.0000	3.0000
Std. Deviation		.52563	.57679	.57679
Variance		.276	.333	.333
Range		2.00	2.00	2.00
Minimum		2.00	2.00	2.00
Maximum		4.00	4.00	4.00

Based on Table III above, it can be stated that students perception on curriculum implementation and teaching learning process in Culinary Art education Study Program FPTK UPI with mean of 3.0000 and standard errors .08311.

TABLE IV. The teaching learning process in terms of planning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	0	0	0	0
	Important	4	10.0	10.0	10.0
	Very Important	29	72.5	72.5	82.5
	Strong	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Based on questionnaires from sampled students concerning with curriculum implementation in Culinary Art education study Program in term of curriculum planning, it covers as follow: Getting self-preparedness prior to attending lectures as part of the learning process; Getting prepared before attending in-class sessions as assigned; groups or individually as part of the learning process; Searching for relevant sources as references before coming to a class; Searching for relevant sources as references before coming to a class; Searching for relevant sources as references before coming to a class. Table IV above shows respondents' answers on incorporating their institutions' the teaching learning process in terms of planning. More than a half (72,5%) of the respondents answer *very important*. A small number (17,5% and 10%) of 2 groups of respondents answer *strong* and *important*.

TABLE V. The teaching learning process in terms of implementation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	0	0	0	0
	Important	6	15.0	15.0	15.0
	Very Important	27	67.5	67.5	82.5
	Strong	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Based on questionnaires from sampled students concerning with curriculum implementation in Culinary Art education Study Program in term of curriculum implementation, it covers as follow: Getting ready with PowerPoint's before presenting a topic of discussion as assigned in; Asking

questions to the instructor about things student think hard to comprehend during the class session; Making efforts to answer instructor's questions during the process of learning; Solving problems as they are raised by the instructor to exercise student's critical thinking supported by various kinds of resources and literatures; Giving sound responses to lecturer's set of problems following an explanation on matters dealing with the course; Attentively listening to the lecturer's accounts on matters dealing with the course and getting involved in the fellow student's presentation; Actively contributing insights to the discussion being held; Wrapping up the essentials of the discussion as a result of problem-solving mode of ending the session; Giving responses to generate the very core of matters upon completing a discussion; Submitting work as assigned to the instructor on time; Sitting for mid-term examination and final examination on time.

Table V above shows that the respondent's answer to the questions on incorporating the institution's the teaching learning process in terms of implementation. More than a half (67.5%) of the respondents answer *very important*. A small number (17,5% and 15%) of 2 groups of respondents answer *strong* and *important*.

TABLE VI. The teaching learning process in terms of assessment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	0	0	0	0
	Important	12	30.0	30.0	30.0
	Very Important	25	62.5	62.5	92.5
	Strong	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Based on questionnaires from sampled students concerning with curriculum implementation in Culinary Art education Study Program in term of curriculum assessment, it covers as follow: Collaborating in a peer evaluation during the in-class session to let the process of learning take place; Conducting a self evaluation during the process of learning; Conducting a self assessment in order to make it possible for the student to gain betterments in terms of the work completed; Giving feedback or comments, self evaluation, and peer evaluation during the process of learning leading to betterments in the next sessions; Giving feedback or comments, self evaluation, and peer evaluation during the process of learning leading to betterments in accomplishing the coming assignments.

Table VI above shows the respondents' answers to the questions about applying the institution's the teaching learning process in terms of evaluation. More than half (62,5%) of the respondents answer *very important*. Less than half (30%) of the respondents answer *important*, and a small number (7,5%) of the respondents answer *strong*.

V. CONCLUSION AND RECOMMENDATION

1. The curriculum can be seen as an instrumental strategic input in educational programs. Curriculum should be an instrument of reconstruction of knowledge systematically developed to control managerial educational institutions; curriculum as that reconstruction of school and university to enable the learners to increase his or her control of

knowledge and experience. In curriculum perspective, aspect of philosophy of teaching is very important in the educational institutions. It is applied in the teaching-learning situations, in the conduct of research, and in developing educational policies.

2. Related to the foundations of curriculum, it is believed that foundation curriculum is reflected with for basis point of philosophical point of view, psychological basis of teaching learning, social and culture basis of society, and consideration basis on development of science and technology. It this consideration curriculum shall be developed with reliable, systematic, participatory, transparent, and accountable characterization. Curriculum should be an instrument of reconstruction of knowledge systematically developed to control managerial educational institutions; curriculum as that reconstruction of knowledge and experience
3. Culinary Art education curriculum had its roots in the vocational education movement and traditionally focused on achieving student mastery of core technical culinary art competencies. The traditional distinction between liberal and vocational education must become more irrelevant as we are challenged to recreate the citizen (well rounded worker) as opposed to the consumer. Thus, a more holistic approach is assumed to be more appropriate in today's business environment.
4. In term of curriculum planning, sampled students have prepared teaching learning activities and curriculum development in Culinary Art education Study Program in terms of planning very well (more than 60%), they need some improvement in discussing related topics before the learning process are held and searching for relevant sources as references before coming to a class.
5. In implementation stage, they have attended teaching learning activities and curriculum development implementation in Culinary Art education Study Program is very well, they still need some improvement on solving problems as they are raised by the lecturers and having responses to lecturer's set of problems following an explanation on matters dealing with the course.
6. In assessment perspective, concerning with curriculum implementation in Culinary Art education Study Program in term of curriculum assessment, it covers on collaborating in a peer evaluation during the in-class session to let the process of learning take place; conducting a self-evaluation during the process of learning. The students need some additional guideline in conducting a

self-assessment in order to make it possible for the student to gain betterments in terms of the work completed; So far, it is found that students regularly give feedback or comments, self-evaluation, and peer evaluation during the class.

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