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HOW TO DEVELOP A BREAD PROCESSING VIDEO STORYBOARD

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Research Highlights

The purpose of this study was to produce a video storyboard guide for bread processing practicum and the feasibility level of a practical guide video storyboard in a Bread Processing practicum course. This research uses research and development methods, conducted with the development of practicum guide video storyboards. Data collection techniques through interviews and questionnaires. Data analysis techniques using quantitative and qualitative data analysis. The procedure for developing instructional media is carried out by preparing an outline of the contents of the material, preparing a description of the material and preparing a storyboard. Furthermore, validation of the assessment by material experts, media experts, learning experts to assess the feasibility of the contents of the storyboard. The results of the expert material assessment showed that the storyboard was feasible, the assessment of the storyboard media experts in the feasible category, the assessment of the learning expert was very feasible to be developed into a practicum guidance video.

Keyword: Research Model, Storyboard Video

Research Objectives

The condition of practicum learning that is available and the limited number of laboratories owned by the culinary education study program. It is necessary to develop a practicum model that can maximize practical learning. The development of the practicum model developed is assisted by video guidance practicum so that students can be independent, disciplined, and creative in practice. The use of video has become one of the interesting and important studies to be studied in the Culinary Arts Education Program

This study focused on developing storyboard video guidelines in the Taiwanese Bread processing practicum. This study aims to produce storyboard video guidelines in the Taiwanese Bread processing practicum and determine the feasibility of storyboard video guidelines in the Taiwanese Bread processing practicum. The research questions of this study formulated as follows: (1) How is the development of storyboard video guidelines in the Taiwanese Bread processing practicum? (2) What are the feasibility results of storyboard video guidelines in the Taiwanese Bread processing practicum?

Methodology

The study method used Research and Development (RnD) by Dick and Carey's model development. It used to design new products and procedures, apply research methods to field trials, evaluate and refine products to meet effective, quality, and standardized criteria. Dick and Carey's model development steps consist of the following ten steps : Assess needs to identify goals; Conduct instructional analysis; Analyze learners and contexts; Write performance objectives; Develop assessment instruments; Develop an instructional strategy; Develop and select instructional materials; Design and conduct the formative evaluation of instruction; Revise instruction; and Design and conduct the summative evaluation. To assess the feasibility of storyboard video guideline, content validation assessed by a material expert, media expert, and learning expert. The measurement scale used a Likert scale. The variables to be measured are translated into indicator variables. Then the variable indicators are used as starting points for compiling instrument items, which can be statements or questions. The answers to each instrument item that uses a Likert scale have gradations from very positive to very negative

Results

A storyboard video guidelines development is an initial step in the production of patisserie processing practicum. It aims to get quality storyboard video guidelines in the Taiwanese Bread processing practicum that fit the students' needs. A formative evaluation of storyboard video guidelines in the Taiwanese Bread processing practicum conducted to experts and small group trials

Based on the results of formative evaluations, the data obtained from formative evaluations are collected and interpreted to solve the difficulties faced by students in achieving their goals. The evaluation results used to revise the storyboards that were developed to be more productive and carry out the summative evaluation (design and conduct summative evaluation). Summative evaluation is the process of collecting data and information in order to decide on the acquisition or continuing storyboard video guidelines in the Taiwanese Bread processing practicum.

Findings

Researchers developed storyboard video guidelines in the Taiwanese Bread processing practicum, which consists of visual, audio, and duration sections. The visual part consisted of the opening, intro, scene 1 to scene 13, closing, and outro. The audio section consisted of segments 1 to segment 3. The duration section consisted of 2 minutes for opening and intro, 6 minutes for each scene, and 2 minutes for closing and outro.

A validity assessment in this study referred to Sugiyono (2015: 168), who said that a valid instrument means used to obtain valid data. Valid means that the instrument can be used to measure what should be measured. Assessment of storyboard video guidelines in the Taiwanese Bread processing practicum is done by experts through an assessment instrument, existing theories, and assessment. Experts included material expert, media expert, and learning expert.

Bread processing practicum revealed that 80% for material suitability, 79% for material accuracy, 79.58% for supporting learning material, 78% for material updates, 80% for learning presentation, 80% for completeness of presentation, 80% for level of students' development, and 80% for communicative, dialogic or interactive, critical or reflective.

Bread processing practicum revealed that 76.8% for accuracy in formulating General Instructional Objectives (GIO), 78.5% for Relevance of Specific Instructional Objectives (SIO) with General Instructional Objectives (GIO), 76.5% for Accuracy in formulating Specific Instructional Objectives (SIO), 78.5% for Material suitability with Instructional Objectives (IO), and 77.5% for Systematic, coherent and logic.

Bread processing practicum revealed that 87% for visual layout design, 85% for typography, 87% for color visual, 87% for visual move, 86% for navigation icon, 87% for communicative, 85% for usability, and 85% for maintainable.

The study result revealed that the storyboard video guidelines were feasible to be developed in the Taiwanese Bread processing practicum. The average level feasibility obtained 79.57% for the feasible category of material experts' judgment, 77.54% for the feasible category of media experts' judgment, and 86.12% for the very feasible category of learning experts' judgment. It concluded that the storyboard video has a valid, practical, and potential effect in the Taiwanese Bread processing practicum.

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Author's Biography

Annis Kandriasari, Born in Jakarta, November 2, 1984 was the first daughter of the late Otto Iskandar and Fetty Hendriawati. Completed undergraduate education in the culinary education study program, Universitas Negeri Jakarta in 2008, continued Education at the master's of Technology Education Post graduate Universitas Negeri Jakarta in 2010. Currently while completing a Doctoral Program (S3) in Education Technology Universitas Negeri Jakarta. Married to Indra Parwita and have one daughter named Charissya Z Ramadhanty and one son named Rayhan Abqary Parwita. The Writer active participating in national/international seminars, conferences and workshops, beside that doing research and writing in national /international journal.