

Culinary Practical Online Class: A Development of Study Method amid COVID-19 Pandemic

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Abstract

This study aims to develop learning methods in online culinary practice classes using MOOC (Massive Open Online Class). This research is descriptive exploratory with qualitative methods to find out stakeholders' weaknesses, strengths, and expectations for an effective MOOC design in online culinary practice classes. Stakeholders consist of students, permanent lecturers, part-time lecturers, and experts spread across all regencies/cities in East Java and other regions in Indonesia. The study results concluded that the MOOC design was able to meet the expectations of stakeholders, namely that practicum classes could be delivered effectively even though the duration was less than the classes before the new normal era. An effective MOOC means that all components must be planned holistically for both lecturers and students, but lecturers are also obliged to complete the teaching components before learning begins. Starting with determining the theme as a focus, then designing teaching methods supported by giving assignments, assessments, and feedback. This component must have a conducive learning atmosphere, which requires full cooperation and trust between lecturers and students. The overall MOOC plan should be visualized and communicated regularly from the first week of learning.

Keywords: Online, Blended Learning, Project-Based Learning, Practical, Culinary

A. Introduction

In this era, students needed three categories of skills for the university afterlife. First, skills of comprehension and innovation that include critical thinking and problem solving, communication and collaboration, creativity and innovation. Second, Skills in digital technology, which consist of digital information input,

digital media conduct, and understanding of communication and information technology. Third, skills in the workup for life and career consist of flexibility, adaptability, initiative, self-direction, social interaction, productivity, accountability, leadership, and responsibility (Trilling & Fadel, 2009).

Rank	Province	EV-DCI Score	Changes from 2020	
			Rank	EV-DCI Score
1	DKI Jakarta	77.6	=	-2.1
2	West Java	57.1	=	+2.2
3	East Java	48.0	=	-1.7
4	Bali	47.7	▲ 3	+7.1
5	Banten	47.7	=	+2.9
6	DI Yogyakarta	47.5	▼ 2	+0.8
7	Riau Islands	43.0	▲ 3	+7.1
8	Central Java	42.6	▼ 2	0.0
9	South Sulawesi	40.7	=	+4.5
10	East Kalimantan	39.5	▼ 2	+1.6
11	North Sulawesi	35.9	▲ 4	+5.7
12	West Sumatra	34.5	▲ 1	+3.5
13	North Sumatra	34.2	▼ 1	+2.9
14	North Kalimantan	32.8	▼ 3	-1.3
15	South Kalimantan	32.6	▼ 1	+1.9
16	Gorontalo	32.3	▲ 4	+4.7
17	Riau	32.1	▼ 1	+3.4
18	Southeast Sulawesi	32.0	▲ 8	+5.4
19	Bengkulu	31.3	▲ 11	+6.2
20	Jambi	30.9	▲ 3	+3.9
21	South Sumatra	30.8	▼ 3	+3.1
22	West Nusa Tenggara	30.7	▲ 3	+4.0
23	Central Sulawesi	30.7	▲ 6	+5.4
24	Maluku	30.1	▲ 3	+3.8
25	Bangka Belitung Islands	29.8	▼ 6	+2.1
26	Lampung	29.6	▼ 2	+2.8
27	Aceh	29.4	▼ 5	+2.1
28	Central Kalimantan	29.4	▲ 4	+5.7
29	East Nusa Tenggara	29.3	▲ 2	+5.6
30	West Papua	27.6	▼ 2	+1.4
31	West Kalimantan	26.6	▼ 10	-0.8
32	North Maluku	26.5	▼ 15	-1.6
33	West Sulawesi	22.9	=	+1.8
34	Papua	22.0	=	+4.2

● Jawa ● Bali - Nusa Tenggara ● Sumatera ▲ Up ▼ Down = Same
● Kalimantan ● Sulawesi ● Maluku-Darussalam

Tabel 1. East Ventures - Digital Competitiveness Index 2021 Rank

COVID-19 Pandemic brought a big negative impact on every aspect, including business, religion, and education. More than 1.6 billion students in the world are affected by the Pandemic (Lestari & Gunawan, 2020). The education must conduct an alternative which is an online class instead of an on-site class, because of the COVID-19 (Lonela et al., 2021). Based on the East Ventures-Digital Competitiveness Index, the index of East Java was 48, which decreased

1,7 from in 2020. This made East Java become third place highest below DKI Jakarta and West Java, which indicated East Java still has a hindrance in implementing e-university. This concludes that a digital gap caused East Java to experience the difference and gap in access to the internet, human capability, applying knowledge, and IT knowledge for business from each individual, which affects education. Online learning also has some obstacles, such as minimal knowledge of IT operation, lack of concentration skills, monotonous online learning, and conventional pedagogy of lecturers (Prawanti & Sumarni, 2020; Sholichin et al., 2021).

Online learning or e- universities are important in this pandemic situation that universities must decide online learning is compulsory for the student. In contrast, on-site learning situations were ineffective during this Pandemic (Bawa, 2016). This research will explore stakeholders (lecturer, students, and practitioner) to discover practical culinary online classes' inadequacy, advantages, and expectations to contend with challenges in the new normal era. The exploration results are going to cover learning themes that have the link to the student's achievement in the class (Nurlaela et al., 2018), the designed syllabus by the learning outcomes and objectives (Sundari et al., 2018), the teaching method, which includes on how the lecturer delivers the learning material to the students and how the students' response it (Bidabadi et al., 2016), learning atmosphere that effects on the class interaction between lecturer and students (Sieberer-Nagler, 2015), homework that will help the students for self-learn (Songsirisak, 2019), feedback on the students so that they can improve based on the learning objectives (Mammon Al Bashir et al., 2016), score that helps students to reflect their capabilities(Chalmers et al., 2018).

B. Literature Review

MOOC (Massive Open Online Courses) is a learning method where 80% and above are online. Almost all of the delivery methods for learning are carried out online. This learning can generally be carried out simultaneously by using online media to communicate and discuss (Shaari et al., 2018). MOOC can also cover all students or students who are able and have access to use the internet. The main content of MOOC is videos from lecturers or lecturers of the subjects being studied. Discussion forums are provided for students or students who want to share ideas and discussions between students and teachers (Boettcher & Conrad, 2016). The learning model consists of several sequential and continuous phases. There are 4 phases or stages in the "The Project Learning Bicycle" model that must be carried out, namely, define, plan, do, and review (Trilling & Fadel, 2009). This phase or stage is a series of activities that must be carried out by students and lecturers in the proportions and later.

In the new normal era, the practicum class must be able to adapt where this practicum is a way of teaching and learning where the students face off in a

rigorous and lengthy process in an investigation of learning that is complex, original, and problematic in line with the achievement of the knowledge, skills, and behaviors required embodied based on curriculum outcomes (Erazo & Esteve-Gonzalez, 2015). A set of learning through experiences and tasks leads the student in an investigation to answer a central question, solve a problem, or meet up with a challenge, as opposed to several activities combined in a theme, concept, schedule, culture, or geographic area. (Prince Edward Island, 2012).

The new normal happened in Indonesia after the situation of the COVID-19 pandemic was getting better. Thus stated, the people are expected to live along with the virus, which will enable the creation of herd immunity (Fridayani & Iqbal, 2020). So it means that the people are allowed to go outside but with Indonesia's healthy protocol, such as social distancing, using a mask, wash their hands thoroughly. Some businesses or premises can be opened without any work from home rules anymore. With the latest regulation, public places can be open until night at ten o'clock (Muhyiddin, 2020).

C. Research Methodology

This research is descriptive, exploratory, and development. This research attempts to find the root cause (Bungin, 2017). The research methods are qualitative using FGD (Focus Group Discussion) with 77 students who have undergone online culinary practice classes and in-depth interviews with five lecturers responsible for online practical courses, two culinary practitioners, and one education expert. This research aims to find out all stakeholders' weaknesses, strengths, and expectations (lecturers, students, and practitioners) and develop the study method for culinary practical online classes using MOOC (Massive Open Online Class). The results of focus group discussions and in-depth interviews were analyzed and made into the syllabus, video overviews, study roadmaps, teaching videos, and modules as outputs. Education experts will validate the production and then socialize with the team teaching and students. This research was conducted for six months (August 2020 to January 2021) at Universitas Ciputra, a Tourism-Culinary Business study program. The main focus of this research is the Tourism-Business culinary practical online classes.

D. Result

The FGD and in-depth interviews were conducted with stakeholders from 16 provinces and 29 cities throughout Indonesia. Figure 1. shows the stakeholders' distribution throughout Indonesia.

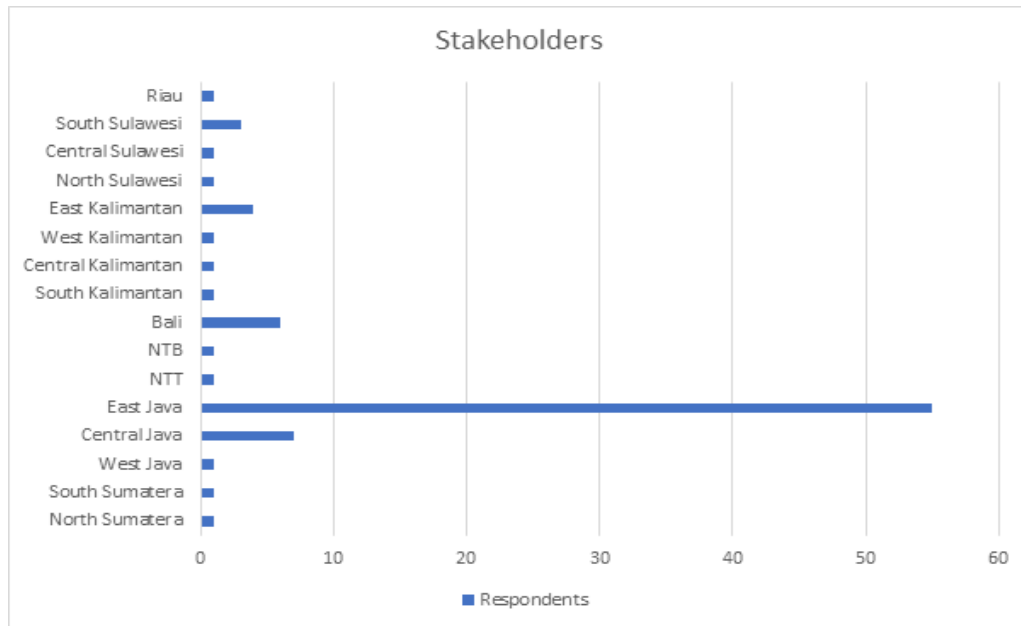


Figure 1. Stakeholder Distribution throughout Indonesia

Each of the stakeholders gave their opinion on culinary practical online classes that can be concluded:

Learning Theme

Table 2. FGD dan In-depth Interview Result of Learning Theme

Students	Lecturer	Part-Time Lecturer/ Expertise
Learning themes/ concepts must be clear and effective.	Lecturer expectations are different from the reality given by students.	The learning themes were not explained in detail.
The recipe for students must be upgraded and updated..	Learning objectives cannot be well achieved during online lectures.	Create engaging and challenging learning themes.
Learning materials are less connected to the conditions or phenomena around them, making them less easy to understand.		
The lecture shouldn't give monotonous themes to make a difference from the previous semester, making the learning activity more interesting.		

Based on the students' perspective, they expected the learning theme to be an up-to-date theme. Thus, the concept must be clear from the start of the class. Every semester must have a different learning theme to make the learning activity more interesting. On the other side, the lecturer repeated the same theme to ensure that the students understood the particular subject, yet the students did not completely understand. It is not easy to achieve the learning objective during these culinary practical online classes because the presence of the class must support the learning theme. The part-time lecturers and experts stated that the learning theme must have more engaging and challenging so the students can improve themselves better. Learning themes must be explained to the students starting from the beginning of the class. It can be concluded that the learning theme must be up-to-date but synchronized with learning objectives, then delivered continuously attractive, challenging, and engaging to all stakeholders.

Syllabus

Table 3. FGD dan In-depth Interview Result of Syllabus

Student	Lecturer	Part-Time Lecturer/ Expertise
The provision of information is unclear, resulting in a miss perception between lecturers and students.	Much information (administrative) needs to be done, thus making the work less effective and unfocused.	It takes a rubric and an explanation of the lectures given to students.
Rules need to be clarified initially, so there will not be a miscommunication.	The lack of briefings between lecturers, part-time lecturers, and tutors incoherence makes the vision and mission different.	It takes one educator responsible for communicating and deciding on a subject.
Lack of coordination between the coordinating lecturer and part-time lecturer, resulting in differences in information.	There must be a detailed timetable.	There must be one application or platform for communication.
	Some lecturers feel that using the WA Group makes it easier for communication and monitoring.	

The students needed clear information about their syllabus to not be any missing information in the future. The lecturer and part-time lecturer must conduct proper coordination, which results in united information. From the lecturer's point of view, it can be stated that because of having too much workload, it is hard for them to coordinate the syllabus during effective weeks between the part-time lecturer and the students, which is the output of giving non-accurate information. The lecturer realizes that there is a clear timetable and one platform that enables communication of the information precisely. The part-time lecturer agrees on having the same platform as a tool for communication on the syllabus. The syllabus must be clearly explained to the students, and it has to be from one person in charge of the class. It can be concluded that the syllabus must be done and delivered clearly to all stakeholders before the effective week starts. It has to be visualized in detail and published on one platform for all stakeholders.

Teaching Method

Table 4. FGD dan In-depth Interview Result of Teaching Method

Student	Lecturer	Part-Time Lecturer/ Expertise
The videos used as student learning resources were not original, only taken from the internet (example: Youtube), so they lack engagement with students.	Lack of time in preparation for appropriate materials and techniques, which results in a lack of detail.	It will be more engaging when there is an explanation of real experience from the educator.
Some videos made by lecturers independently are less interesting and interactive.	Video conferences for teaching are a must.	Using the COI (community of inquiry) theory, there are three aspects of learning; in essence, there is an engagement aspect from both students and educators even though education is carried out online.
There is a balance between learning techniques and recipes during online lectures.	Need a complete-time management	RPS (Rancangan Pembelajaran Semester) and learning outcomes are the main things that aim to produce an outcome and increase student interest in learning.

Student	Lecturer	Part-Time Lecturer/ Expertise
No directions are given for alternative tools and equipment used by students when doing cooking practice.	The students need self-learning material before the lectures begin.	
The discussion time needs to be increased to equalize understanding and the chance to ask questions.	The lecturer must improve using the technology to make an easy engagement with the students.	
Needs a real-time learning method for students.	Tools and equipment are hindrances when giving the practical cooking class.	
	Live demo from the lecturer and the students were also following in real-time.	
	The lecturer makes a cooking video for the students.	
	Difficulty in teaching because there was no direct physical contact.	
	It is hard to prepare and adapt because of the sudden change in the learning methods.	
	Teaching is carried out live in real-time to make the evaluation towards student real-time and effective.	

Students have expected the lecturers to make their videos of a good quality covering the audio and visual instead of using other resources. The lecturers need to give information about the required tools for the online classes. In the end, on-site teaching methods are more effective than online classes. For the lecturer, it is hard if one can not adapt to the new habit of using the technology, which will result in difficulty in preparing the teaching method for the online classes. The lecturers also needed more spare time to prepare the teaching method. The

lecturer must have real-time cooking classes that provide the students with real-time engagement.

The teaching method must be based on creating a meeting between the lecturers and students. Real-time experience can be used as a material for teaching methods. Syllabus and learning outcomes must make the students interested in learning. All stakeholders, students, lecturers, and practitioners agree that the teaching method requires an element of engagement. The part of engagement can be realized if a learning video is made by the lecturer responsible for the course. A live demo is also needed for students to be studied in real-time. The teaching videos are also expected to have good quality pictures, sounds, and interesting teaching from the lecturers. These things will be achieved if there is a thorough preparation by the lecturer team, and they can follow the technology used today.

Learning Atmosphere

Table 5. FGD dan In-depth Interview Result of Learning Atmosphere

Student	Lecturer	Part-Time Lecturer/ Expertise
Optimize the UC Studio for a live streaming lecture.	It is difficult to adapt (non-social lecturers) to teach online or to build engagement with the students by online	Social presence: in teaching or learning there is sharing between students to form a learning community.
Unstable internet that disturbs the lecturing.	Students tend to be lazy to ask questions during lectures, even though students do not understand the material properly. The questions were only for personal interests	Cognitive presence: students need to be triggered to have a deeper desire to learn so that the results of exploration can be deconstructed and the students are finally able to find the meaning of learning for themselves.
Unappropriated cooking equipment that hinders the learning activity.	If there are on-site and online learning models, there is a high possibility that educators tend to focus on onsite.	Students were encouraged to create a learning process that starts from setting targets, then preparing strategies and evaluating learning outcomes.
The quality of videos, images and sounds needs to be supported with adequate		

Student	Lecturer	Part-Time Lecturer/ Expertise
equipment to create a conducive learning atmosphere.		
Lecturers cannot build good engagement with students because the learning process is only one way		
A study from home atmosphere, for some students, are less able to condition independently their motivation and situation.		
Lecturers need to dominate the class during teaching so that the course can be run conducive.		
Online classes lead to a lack of personal engagement with students.		
The teaching duration is too long, making the learning atmosphere less effective.		

The learning atmosphere must be created by the lecturer using the university's resources that will make it more engaging. The students also expected the lecturer to dominate or control the class so it would run conducive. The duration of online classes must be reduced than it should be. In the end, there is still a lack of engagement in online classes. The lecturer expected the students to be more interactive during the online classes instead of just pretending to understand the lecture. The lecturer must take precautions for the on-site class because it tends to be less focused on the online class.

The expertise and part-time lecturer suggest that the lecturer must create an atmosphere that encourages students to be active. Starting with creating a small group of students for the study that, in the future, will evolve into a learning community. The students were also needed to create their target for the practical online classes, which can help in engaging the new learning system. The activities

in the class have to be something that will trigger the students to do the self-exploration to make them find the meaning of learning.

Compared to all of the ideas, the online learning culinary practice must collaborate between lecturers and students to produce a conducive learning atmosphere. Both parties (lecturers and students) must be involved in a balanced way in the learning process. Lecturers are expected to position themselves as student partners by providing full support and trust to students. On the other hand, students are also expected to be able to independently and responsibly create a conducive atmosphere for themselves. The learning atmosphere is based on the relationship between lecturers and students, Which creates (emotional) attention that plays an important role in forming an effective learning atmosphere.

Homework

Table 6. FGD dan In-depth Interview Result of Homework

Student	Lecturer	Part-Time Lecturer/ Expertise
There are a few assignments that were repeated from the last semester.	Assignments to students would be better given individually.	Lack of detail in the explanation when the lecturer gives assignments to students.
The assignment was too many, ineffective, and monotonous.	An effective online tool is needed to monitor students in submitting assignments.	An assignment timeline/guideline is needed so the students can monitor their schedule for assignments.
The correct and ideal answer is needed for students to evaluate their assignments.		There was no example of how to do the assignment, especially the assignment that is still unknown to the students.
The assignments were not helping the students accomplish the learning objectives; instead, they were a burden for them.		Given assignments were not met with the learning objectives.
Two activities must be carried out simultaneously (making videos during the hands-on process and hands-on product making) so that students do not focus.		There was no discussion after the students finished with their assignments.

Student	Lecturer	Part-Time Lecturer/ Expertise
E-learning is very helpful for lecturers to monitor assignments and provide information to students.		The assignment given must be able to create an output that is by the main learning achievements and arouses students' curiosity.
Forcing unnecessary group assignments (should be done individually).		

The assignments given by lecturers to students are too often accumulated from all the classes taken compared to on-site/ offline lectures. According to the students, homework only adds to the workload and does not have the main function of achieving the main learning objectives. From the lecturer's side, it can be concluded that the assignment in terms of checking is not very effective because it has to be checked one by one, which takes more time than practical classes can be checked at the same time and immediately assessed. Assignments will be better if given individually rather than in groups.

Experts and practitioners stated that the assignment would be better if it were clear and designed from the beginning of the lecture. So, the students from the beginning understood and knew the tasks that must be completed during one semester. Assignments are better if they can make students achieve the main learning goals. So, an effective assignment must refer to the main goal of learning that creates an outcome and must not become a burden to students, which ultimately makes it ineffective. It can be concluded that homework or assignments have to be designed before the lecture starts, according to the main learning outcome. It is visualized in detail and submitted using the Learning Management System (LMS) and explained clearly to all stakeholders, especially students. The result of the assignment should be done by the lecturer while designing the assignment for students, so the lecturer can evaluate the assignment to make an adjustment based on the learning outcome.

Feedback

Table 7. FGD dan In-depth Interview Result of Feedback

Student	Lecturer	Part-Time Lecturer/ Expertise
Real-time assessment during an online class.	Virtual face-to-face is important to provide real-time feedback.	The lecturer gives feedback questions

Student	Lecturer	Part-Time Lecturer/ Expertise
So, the students can be warned immediately.		that are not by the material.
Motivational expressions are needed when students perform something that is right or in line with the learning objectives.	Difficulty in providing direct feedback when students make mistakes.	Feedbacks are not relevant to the real situation.
Real-time assessment is needed so that it can be corrected immediately when students make a mistake.	Giving feedback is less effective because it has to assess students. After all, there are no live examples for students.	The lecturers are not fast-response in giving feedback.
		Feedback cannot be conducted personally toward students.
		Organoleptic feedbacks are not valid because it is not given in real-time.
		There are lecturers or part-time lecturers who do not guide their students in carrying out or helping to understand.
		There is no explanation of the feedback that has been given.
		Neither part-time lecturers nor tutors can provide the right solution quickly.

The students expected the feedback must be given in the timeframe of the homework. Motivational expressions from the lecturer are needed to boost the morale of the students when giving feedback. The lecturer found that it is hard to give real-time feedback because it takes longer to assess them one by one, whereas on-site, the feedback can be given straight to the student. The part-time lecturer and experts agree that real-time feedback must be conducted on the students. The feedback must be relevant to the real-time issue and based on the class subject.

The teaching team must work together, which will help guide the students to understand the problem on the class subject thoroughly.

Feedback in learning culinary practice online is important, whereas it is given in real-time or fast response by the lecturer. The feedback also needs to be connected or linked to real conditions or phenomena that occur so that the students can be easily understood. Feedback is also recommended to be given personally, so each individual can understand the shortcomings that need to be improved. In this case, feedback also needs to be motivated so that students are more motivated to improve the learning quality.

Assessment

Table 8. FGD dan In-depth Interview Result of Assessment

Student	Lecturer	Part-Time Lecturer/ Expertise
Score indicators are not clear.	Subjective scoring from the lecturer cannot be avoided.	Better to give the score individually.
Individual scoring was needed instead of the team.	The course coordinators must be able to see and know the real condition of the class so that when there is a difference in grades, they can mediate and equalize the perceptions.	The score is important and given to the student for improvement.
		For students who pursue grades, measuring their abilities needs description from the educator when making assessments of A, B, C, and D, as well as how to get them.
		Need two types of assessment, such as during the process and then assessing the final result of the process, so that students understand their standards according to learning achievement.
		There must be an element of soft skill

Student	Lecturer	Part-Time Lecturer/ Expertise
		described narratively in the assessment.

Students expect to be assessed individually to figure out the deficiency and improve their performance. Detailed indicators are needed for students to measure students performance. Lecturers realized that subjective assessment could not be avoided, so lecturers agreed that the coordinator has to be a mediator and equalizer for other lecturers in team teaching to minimize subjectiveness. For part-timer lecturers and expertise, assessment is needed for students who must be clearly described and explained before the assignment is given. Assessment should be personalized and divided into the process, final result, and student’s behavior while doing the assessment.

It could be concluded that assessment in culinary practical online classes is better carried out individually to provide input that helps students understand what needs to be improved personally. Therefore, a clear description and explanation are needed to help stakeholders understand the things assessed from the assignment. The assessment must be divided into the process, final result, and student’s behavior, so students can get the guidelines to correct if there are errors. The deficiencies made by students must be notified and corrected. Affective assessment is also needed for students.

E. Discussion

Online learning is non-direct face-to-face learning that uses media intermediaries (virtual face-to-face). This online learning takes more participation or effort than on-site learning, which must be done not only by the teachers (lecturers and part-time lecturers) but also by students. Online learning requires mandatory intermediary media such as gadgets (laptops, cellphones, tablets, etc.) supported by the connections or internet (WIFI and quota/data packages). If there are no intermediary media, then online learning cannot be conducted.

Stakeholders have their obstacles and expectations towards online learning, but on the other hand, it is concluded that there are links beside the differences. Online learning cannot be effectively conducted because there is a lack of understanding of the role of both the stakeholders and the interaction process between stakeholders. There are several components in online culinary practice classes that need to be planned holistically and prepared before the scheduled learning begins. This preparation stage cannot be done only by the lecturer, but participation from the students is needed. This will be the beginning of the process of online learning.

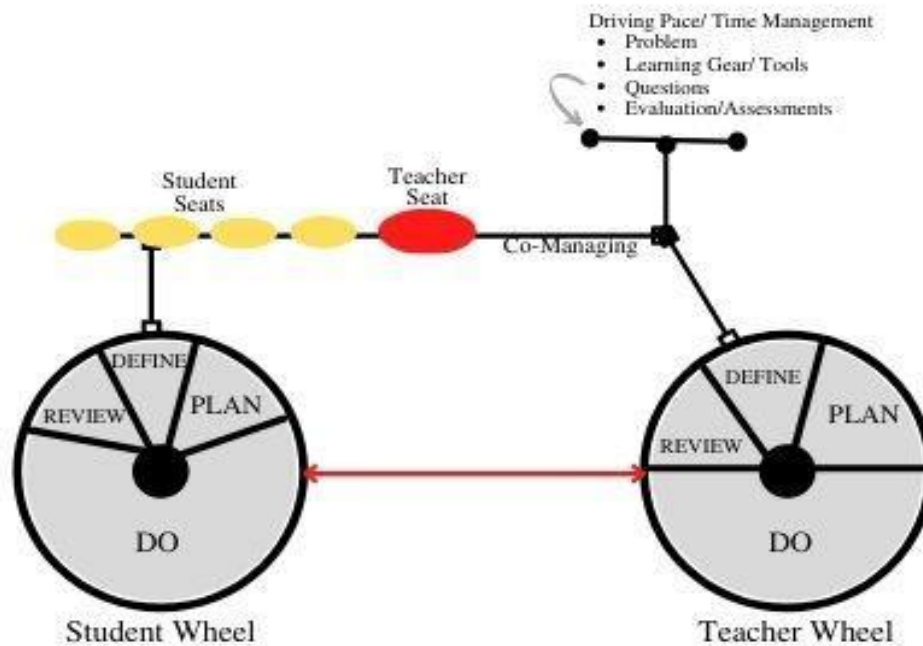


Figure 2. Project Learning Bicycle Model

The project learning bicycle model is a complete picture of the learning process needed in online culinary practice classes. In the project learning bicycle, teachers (lecturers) and students have independent roles in the early stages. Still, in the process of learning, their parts will be interrelated, and the teacher is the guide. So in the process, the preparation that has been planned can run well (Trilling & Fadel, 2009). In the project learning bicycle model, four stages need to be carried out by each stakeholder. There are defined, planned, done, and reviewed. In the "Define" stage, students will determine their goals in this learning; they will consider their resources and demands in real terms. At this stage, the teacher will choose the theme, learning outcomes, and learning descriptions that must be adapted to current real conditions.

In the "Plan" stage, students will plan their learning process from the timeline, time management, and materials. On the other hand, teachers need to do more detailed planning for everything required for the learning process because the teacher's position will be a mentor. These components include learning themes, lesson plan information, teaching methods, atmosphere, assignments, feedback, and assessments needed to plan before the process begins. The plan started by determining the learning theme as a reference in designing the next component. The learning theme will focus on both parties (lecturers and students) during the learning process to be more effective and efficient. The learning themes that have been defined are then designed into teaching methods. In online culinary practice classes, teaching methods need to be prepared to accommodate the

engagement between lecturers and students. The teaching method that can be done to increase engagement is the creation of teaching videos made originally by the lecturer, supported by clear pictures and sound quality, as well as interesting interactions. The teaching video also needs to be supported by a live virtual face-to-face, where lecturers can also conduct a live demo so that the students can ensure their understanding in real-time (Hananta & Sukardi, 2018).

To complete the planned teaching method, it is mandatory to plan the student's assignments, assessments, and feedback. These three things are inseparable units because they aim to determine the level of student absorption and understanding of the material and learning given. Assignments and assessments need to be given coherently and clearly so that students can set goals or targets and develop strategies independently to complete the task. It is also aimed so the connotation of the task received by the students is not a burden but an obligation that needs to be completed to understand the learning process. Assignments and assessments will be more effective if given individually. In giving assignments and assessments, the lecturers need to provide regular, personal, and real-time feedback so that students can make improvements and improve the quality of their work. The feedback can be related to real conditions or phenomena, making it easier for students to understand. It can be in the form of motivation so that students are enthusiastic and have positive thoughts in carrying out their responsibilities.

In addition, an effective learning atmosphere must support well-planned online culinary practice classes. Cooperation between lecturers and students is needed to produce a conducive learning atmosphere. Both parties (lecturers and students) must be involved in a balanced way in the learning process. Lecturers are expected to position themselves as student partners by providing full support and trust to students. On the other hand, students are also expected to be able to independently and responsibly create a conducive atmosphere for themselves. The learning atmosphere is based on the relationship built by lecturers and students to form an empathy that has a fairly important role in forming an effective learning atmosphere.

In the "Plan" stage, both students and teachers must observe and analyze to understand the real conditions and then develop and organize them in planning. All components that the lecturer has planned need to be materialized in a roadmap or video overview and communicated to the teaching team and students regularly, starting from the first week of effective learning.

In the "Do" stage, students and teachers implement the things that have been planned. At this stage, both students and teachers can conduct discussions (brainstorming) and visualize the results of their thoughts to create answers, solutions, and conclusions to the statements that have been set. In the "Review" stage, students and teachers will evaluate the implementation results to make improvements that will be used as a reference for the next learning process.

F. Conclusion

In online culinary practice classes, The roles of each stakeholder are the main key to the success of the learning process. The dominant role of guidance from the lecturer will help along the study process. So it can be focused and relevant according to the plan. Understanding the role of each stakeholder means that both students and teachers understand and will define, plan, do, and regularly review according to their individual needs. Both parties are ready to follow the learning process during the learning process so that the process can run well and focus. Setting goals, planning timelines, time management, and self-preparation are the main things that students need to be able to take part in the online learning classes process well.

The learning theme is the main focus that must be determined first. Based on these references, the next step is a design for teaching methods. Effective teaching methods need to combine independent performances by students and virtual face-to-face between lecturers with the students as a process of equalizing perceptions. Independent performance of students is supported by teaching methods from lecturers in the form of teaching videos that have been designed according to previously determined themes. Teaching videos need to be made original by lecturers with the best quality (image and sound). This aims to increase the engagement between lecturers and students and increase student interest in the learning process. Furthermore, the virtual face-to-face teaching method allows lecturers and students to ask real-time questions and answers by providing examples through live demos. This is intended so that the understanding between lecturers and students is the same.

To train and test the student's understanding, it is necessary to give assignments that are supported by personal or individual assessment and feedback. Assignments and assessments need to be given coherently and clearly at the beginning so that students can determine targets and develop study strategies independently. In the process of working on assignments, lecturers can provide regular and real-time feedback, so that students can improve their performance in the future. Feedback from lecturers can also be an expression of motivation to increase student morale. In this context, lecturers must be able to become partners for students by giving full trust. Through this trust, students become responsible independently.

The success of online culinary practice classes depends on the relationships built by lecturers and students, incoherence to a moral (emotional) approach has an important role in forming a learning atmosphere. Online culinary practice classes also require good cooperation and communication between students and lecturers, so that all things that have been previously planned must be visualized and communicated regularly to stakeholders, starting from the first week of study. The study's main conclusions should be presented in a short Conclusions section. Do not repeat earlier sections.

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