

# **Student-Centered Learning in the Culinary and Tourism Industry Subjects to Increase Learning Outcomes of Culinary Education Students**

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## **ABSTRACT**

Abstract. The Culinary and Tourism Industry (KIP) at PTBB FT UNY is a compulsory subject with 2 credit points. Students are required to be able to associate the world of culinary and tourism, and be able to apply their expertise to market their products in the world of tourism as one of the regional tourism attractions. Therefore, learning in theory class with only limited learning resources is very insufficient and does not support the achievement of competencies in this KIP course. In addition, students are passive in finding learning resources apart from lecturers' power point learning materials. Based on the results of observations that have been made over the past few years, some competencies that cannot be achieved in KIP lectures in previous classes, namely: the ability to analyze the development and application of culinary tourism in other countries, the ability to analyze the development and application of culinary in the world of tourism in Indonesia, the ability analyze the concept of culinary tourism products in the tourism industry in Indonesia. The implementation of KIP lectures requires a learning design that is student oriented so that competency can be better achieved. Therefore, a student-centered learning (SCL) approach such as inquiry based learning (IBL) is needed as a form of learning method that focuses on students and their learning needs rather than being oriented to input from lecturers only. This study aims to (1) determine the application of IBL in KIP courses in the even semester of 2016/2017 TA, and (2) determine the achievement of competency in KIP courses with the implementation of IBL in the even semester of 2016/2017. The design of this research was experimental research. This research involved 2 class groups, namely the experimental group (class A semester 4 of FY 2016/2017) and the control group or comparison group (class D of semester 4 of FY 2016/2017). This study only conduct an assessment of the learning outcome outcomes in the posttest only after the experimental group is given treatment. The experimental class apply the traditional learning method with lectures, discussions, and questions and answers. As for the treatment in the experimental class is a discussion by inviting guest lectures, international journal presentations, and field studies for observation of the implementation of regional culinary marketing in the tourism industry, as well as discussions and presentations on making tourism products (project based). The results show that (1) the application of IBL in KIP courses in the even semester of 2016/2017 was conducted through lecture and question and answer methods with guest lectures, analysis and presentation of international journals, field trips, and discussion on the presentation of the concept of culinary tourism in the tourism industry, (2) the competence of KIP courses with the implementation of IBL in the even semester semester 2016/2017 experimental class is better (more achieved) compared to the control class group.

*Kata Kunci: Tourism Industry Culinary, Student centered Learning, learning outcomes*