



# The Implementation of Window Shopping Method Innutrition Science Course

Muhammad Asyrof Syaifudien, Rita Patriasih, Ade Juwaedah

Culinary Education Study Program, Indonesian Education University, Indonesia

Correspondence: E-mail: [muhammadasrof.58@upi.edu](mailto:muhammadasrof.58@upi.edu)

## ABSTRACTS

The learning method is a way for educators to present learning materials as an effort to achieve learning objectives. In the learning process, educators find various problems, one of which is the lack of student participation in the learning process. So there needs to be an effort to develop learning methods to increase student participation. One of the learning methods that focuses learning on students is the windows shopping method. This research is a descriptive qualitative research using a one group pretest-posttest type design. Data collection uses documentation, observation, tests and field notes. The results showed that the participation of students in the learning process using window shopping showed that they participated in learning. The participation of students begins to be seen when the teacher provides a stimulus for activities from the beginning of learning to the end of learning and shows a change in the competence of students' knowledge. In future research, it is hoped that it can be carried out using a treatment class and a control class and several cycles are carried out.

© 2024 Prodi Pendidikan Tata Boga UPI

## ARTICLE INFO

### Article History:

Received 01 December 2023

Revised 05 Februari 2024

Accepted 10 March 2024

Available online 01 April 2024

### Keyword:

Learning method,  
Student participation,  
Window shopping

## 1. INTRODUCTION

Learning is a series of activities that are organized between objectives and learning materials, methods and strategies so that it produces effective learning and students have new experiences (Komalasari k. 2013). As time goes by, the dynamics of learning continue to change and improve, from teacher centered learning to student centered learning. Implementation of the 2013 curriculum requires learning that is student-centered. With the

changing dynamics of education, teachers are required to always design sustainable learning innovations.

Learning methods are ways of presenting learning material to achieve learning objectives (Sobri. 2009. P. 88). An educator should be able to master and use it in the learning process, because the method will make it easier for students to receive and understand the lesson. Based on the results of the author's observations carried out at Yapari Aktripa Vocational School, Bandung in 2021, problems were found in the Nutrition Science lesson process. There are students who do not participate enough in the learning process in class, including in the learning process the students are less enthusiastic, only certain students are active in asking questions, not focused and students are still passive and hesitant to ask or explain something in public, when students' presentations are less interactive and less noticed by other students. Therefore, it can be seen that there is a lack of student participation and student involvement in the learning process. So there needs to be efforts to develop learning methods to increase students' active participation.

Participatory learning is learning that involves students in learning activities optimally (Rusman. 2012).

Indicators of participation activities refer to Paul D Dierich (2007) as follows:

1. Oral
2. Visual activities
3. Listening activities
4. Writing activities
5. Drawing activities
6. Metric activity
7. Mental activity
8. Emotional activities

One effort that teachers can make to encourage active participation and students' ability to explain is by implementing the Window Shopping learning method.

Window shopping is the activity of discussing shopping, there is verbal interaction and face to face exchange of material information in each group's shop (Lestari. 2018). Basically, the application of window shopping aims to create an interesting, fun and interactive learning atmosphere, however the effectiveness of learning remains conducive, effective and efficient.

## 2. METHODS

The method used in this research is descriptive. The type of design used is one group pretest-posttest (initial test, single group final test). This one group pretest-posttest design uses one predetermined group or class.

Participants involved in this research are:

**Table 1.** Participants

No	Participants	Role	Amount
1	Headmaster	Authorizer	1 person
2	Class X students in culinary arts	Research subject	24 people
3	Nutrition Science subject teacher	Observer	1 person
4	Student	Observer	2 persons
5	Catering Teacher	Teacher	1 person

The subjects in this research were class And the object of this research is student participation in learning.

The location of the research was at Yapari Aktripa Vocational School, Bandung. Located on Prof. Dr. Sutami street No. 50, Sukarasa, Kec. Sukasari, Bandung City, West Java 40152.

Documentation is used to serve as concrete evidence as a stable, rich and supportive source. Observation, Researchers use observation sheets to record important things that will help the writer remember the problems in the events that occurred during the observation. Tests are used to determine student learning outcomes. The test is carried out before learning (pretest) and after learning (post test).

### **Data Analysis**

Analysis in qualitative research is carried out before entering the field, during the field, and after finishing in the field. Researchers reduce data found in the field. Present the data obtained. Draw conclusions (verification) based on the results obtained.

## **3. RESULTS AND DISCUSSION**

### **3.1. Window Shopping Method Learning Planning**

#### **3.1.1. Initial Observation of Learning**

The researcher made initial observations before carrying out action research which aims to find existing problems and see a picture of the conditions in class X which will be the subject of the research. In initial observations, researchers found various obstacles and problems faced during learning, especially problems with students.

Researchers also discussed with partner teachers asking what learning methods the teachers used in learning nutrition science. The methods often used in learning nutrition are lectures and discussions, never using the window shopping method.

#### **3.1.2. Action Plan**

Researchers designed a Learning Implementation Plan that will be used by teachers in implementing the window shopping method. Then the RPP is validated first by one of the learning planning experts at the Indonesian Education University so that it is suitable for use.

Learning planning is very important. The need for learning planning is intended so that learning improvements can be achieved. Improving the quality of learning must start from improving learning planning (Hamzah, 2011). The learning planning aims to prepare directed learning in order to obtain the expected learning outcomes.

In making the Learning Implementation Plan (RPP), teachers must adapt to the applicable curriculum. At Yapari Aktrima Vocational School, the 2013 curriculum is used, but in the 2022/2023 school year it is planned to replace it with an independent curriculum, but until researchers come to take care of permits, there is no certainty regarding the curriculum. independence, therefore, in making lesson plans, researchers still use the 2013 curriculum.

### **3.2. Student Participation**

The implementation of the window shopping learning method was carried out on Monday 15 August 2022 at 10.30-11.50 WIB with 21 people attending the learning.

The results of observations made by researchers regarding the results of implementing the window shopping method in learning nutrition on student participation based on the indicators proposed by Paul D Dierich are as follows:

### 3.2.1. Listen

Based on the results of research in the application of the window shopping method in nutrition science learning, the overall listening indicator during learning is that students generally listen to the teacher's explanation. However, when the teacher explains the material there are 2 students do not listen and be busy with their respective activities,

This can be caused by internal or external factors. Maybe it's because students feel bored or bored and less interesting. Rooijakker in [Dimyati and Mudjiono \(2007\)](#) states that students' attention increases in the first 15-20 minutes, then decreases in the second 15-20 minutes, and then increases and decreases again. Meanwhile, the tendency for decreased attention occurs parallel to the length of time spent studying.

### 3.2.2. Mentally

Based on the research results, activities on mental indicators include collaborating with groups. When working in groups, in general, students can collaborate well with their group colleagues, which is indicated by each person doing their task and if their task is finished, they continue to help their friends who have not finished it. However, there were still 2 students chatting, joking and just looking at their colleagues who were working on the concept map.

The importance of group collaboration, this is in line with what [Dyan \(2021\)](#) stated: The success of learning Windows Shopping is determined by success as a group, so the principle of togetherness or cooperation needs to be emphasized in learning Windows Shopping. Without good collaboration, learning Windows Shopping will not achieve optimal results

### 3.2.3. Draw

In the drawing indicator, students are assigned to develop a concept map on cardboard and use the colorful markers given by the teacher. When making a concept map, students gather with their groups and find a place to discuss and make a concept map. All groups made concept maps in the form of network trees, made them colorful and decorated with pictures so they looked attractive.

All groups create concept maps in the form of network trees. According to [Nur \(in Trianto, 2010: 160\)](#), there are four types of concept maps, namely network trees, event chains, cycle concept maps and spider concept maps.

### 3.2.4. Matric

In the metric indicator, students share roles in groups, two people play the role of sellers who will explain the material, and the rest play the role of buyers who will visit other groups' stands. Students who act as sellers offer something so that it attracts buyers to visit. Then the seller explains the material in turn and discusses it with the buyer. There are students who explain while reading material notes and there are also those who are good at explaining without reading notes.

The window shopping method opens up opportunities for children to play a role in various personality characteristics so that they can get to know themselves and others which allows for the exploration of feelings and emotional expression as well provide new experiences regarding attitudes, perceptions and values

According to [Hamzah B. Uno \(2008: 28\)](#) through role playing, students can improve their ability to recognize their own feelings and the feelings of others. They acquire new ways of behaving to overcome problems such as in role playing and can improve problem-solving skills.

### 3.2.5. Emotional

In terms of emotional indicators, in general students obey the rules given by the teacher both in group discussions and window shopping activities. Students who play the role of

sellers explaining or presenting show a calm and confident attitude, there is one group that is not used to explaining. Students who act as buyers show a calm attitude and are very enthusiastic in discussing. However, there was one student who just remained silent and showed a lack of enthusiasm.

When presenting, students showed a calm attitude even though there were 2 groups presenting while reading. When students act calmly, explanations become easy for listeners to understand and understand. Presentations can train a person's emotional intelligence. Therefore, schools need to develop students' emotional intelligence. because emotional intelligence has a significant contribution to learning success.

### **3.2.6. Visual**

In the visual indicator, students in each group develop material by discussing in groups and searching for other literature on the internet using cellphones. Each group is given a material module and then directed by the teacher on what points to look for, then each group develops and searches for other literature on the internet.

The activity of observing concept maps aims to gain knowledge from friends' explanations. In general, the display of concept maps created by students is prepared by prioritizing simple principles, which means that the visual media presented contains few message or material elements. This will affect the level of understanding and readability of the media for students. However, there is still one group that still uses many elements of written material or messages. Ideally there should not be too many messages, because the more messages or material there are in the picture, the more difficult it will be for students to capture the message conveyed through the picture.

### **3.2.7. Verbal**

In the verbal indicator, the class leader leads a prayer for study and a prayer for completion of study. At the beginning of the lesson the teacher provides stimulus in the form of questions, then there are 3 students who answer the questions and express their opinions. Then the teacher concludes the answers and continues to explain the material. When the teacher explains the teacher while interacting with the students, the students respond by replying and also responding together. During the window shopping activity, two group representatives presented the material in turn.

### **3.2.8. Write**

In the writing indicator, when the teacher explains the material on the teacher's power point while writing on the blackboard. In general, students record material provided by the teacher, group discussions and visits to other groups. However, not all students take notes.

## **3.3. Results of Learning Nutrition Science using the Window Shopping Method**

To determine students' understanding, researchers carried out a knowledge assessment in the form of a multiple choice test using Google forms. Students work using cellphones. The questions consist of ten pretest questions and ten posttest questions. Each question answered correctly gets one mark, if answered incorrectly it gets zero mark. The test was carried out twice, namely before learning (pretest) and after learning (posttest). The results of the research obtained data on learning outcomes using the window shopping method, namely the average pretest score of students was 4.4 and the average posttest score of students was 8.4.

## 4. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

### 4.1. Conclusion

The results of research on student participation in the learning process using window shopping can make students active in learning.

### 4.2. Implications

Implementing learning using the window shopping method in learning nutrition, researchers should be able to prepare good and interesting learning plans, control the class and provide more stimulus so that the learning process creates an active atmosphere so that all students participate more in learning.

### 4.3. Recommendations

After explaining the conclusions and implications of this research, the researcher then recommends it to related parties as input for the application of the window shopping method in the future, so there are several things that become recommendations, namely as follows:

a. For students

Students are expected to be able to participate actively and maximize the potential of the window shopping method so that learning becomes active

b. For teachers

The window shopping learning method is one solution for teachers to make the classroom learning process more interesting and students can be more active, creative and participate in learning.

c. For future researchers

Researchers are expected to be able to conduct research in several cycles and use two classes to compare the results.

## 5. REFERENCES

- Dimiyati, & Mudjiono. (2007). Study and learning. Edition I, Cet. IV; Jakarta: Earth of Letters, Faculty of Islamic Religion, Muhammadiyah University, Vol.1
- Komalasari. (2013). Contextual Learning. Bandung: Refika Adiatama
- Sustainable. (2018) The Effectiveness of Outdoor Learning in Increasing Early Childhood Creativity. Thesis. Department of Psychology: State University of Malang.
- Hamzah B. Uno. (2011). Learning Planning. (Jakarta: Bumi Aksara, 2011), p. 87.
- <http://journal.ummat.ac.id/index.php/elementary>
- <http://www.jonedu.org/index.php/joe/article/view/24>
- Sobry. (2009). Learning and Learning , Prospect. Bandung, 2009
- Paul B. Diedrich.2007. Teaching and Learning Interaction and Motivation, Jakarta: Raja Grafindo Persada,.
- Dyan. (2021). Influence of the Windows Learning ModelGeoenzo-Assisted Shopping on the Ability to Understand Mathematical Concepts in View of Students' Learning Interests. [thesis] Raden Intan Lampung State Islamic University.
- Rusman. (2012). Learning models. Depok: Pt Rajagrafindo persada