

The Impact of Teaching Practice Outcomes on the Pedagogical Competence of Culinary Education Students

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Abstract

This study aims to determine the effect of Teaching Practice outcomes on the pedagogical competence of Culinary Education students at UNNES class of 2021. The research method used is descriptive quantitative. The population in this study includes all 2021 students who participated in the UNNES Teaching Practice, with a total sample of 75 respondents selected using a saturated sampling technique. Data were collected through a pedagogical competence questionnaire using a Likert scale and documentation of the final Lantip scores. Data analysis was conducted using a simple linear regression test with the help of SPSS 25. The results show a positive and significant effect of Teaching Practice Program outcomes on students' pedagogical competence, with a significance value of 0.000 ($p < 0.05$) and a coefficient of determination (R^2) of 0.621. This means that 62.1% of the variation in pedagogical competence can be explained by the

UNNES Lantip learning outcomes. These findings indicate that students who achieve high learning outcomes in the Lantip program tend to have better pedagogical abilities, particularly in lesson planning, implementation, evaluation, and student potential development. Therefore, the Teaching Practice outcomes can be said to significantly contribute to shaping the pedagogical competence of students as future professional teachers.

Keywords

Teaching Practice, Student Pedagogical Competence, Culinary Education, Educational Outcome

Introduction

Education is the cornerstone in shaping intelligent, character-driven, and competent generations. In the educational process, teachers play a strategic role as learning facilitators, character mentors, and learning leaders. Therefore, teachers are required to possess four essential competencies: pedagogical, professional, personal, and social. One of the most crucial competencies that teachers must master is pedagogical competence. This competence includes the ability to understand student characteristics, design and implement learning activities, as well as assess and optimally develop students' potential. However, in reality, prospective teachers often face challenges in mastering pedagogical competencies. Factors such as a lack of practical experience, low internal motivation, and limited academic guidance in the field are the main causes of these limitations. Research by Marzuki (2017) and Sujanto (2015) emphasizes that the lack of contextual practice and negative perceptions of the teaching profession further exacerbate this issue.

As a result, graduates of teacher education programs (LPTK) tend to be less prepared to enter the workforce as professional educators.

In response to these challenges, Universitas Negeri Semarang (UNNES), through the Lembaga Pengembangan Pendidikan dan Profesi (LP3), initiated the UNNES Lantip program. This program is part of the Merdeka Belajar Kampus Merdeka (MBKM) policy, which aims to develop a learning experience based on direct practice. Lantip itself is an acronym for Literate, Agile, Nurturing, Trailblazing, Innovative, and Problem-solving, reflecting the ideal characteristics of modern prospective teachers. Through this program, students are placed in partner schools to integrate learning theory with comprehensive Teaching practice.

The learning outcomes of the UNNES Lantip program are evaluated through various indicators, such as lesson planning, teaching implementation, technology use, classroom management, learning evaluation, reflection, and participation in school activities. The final grade obtained represents how well the student has mastered these skills. Assessment is conducted by field supervisors and mentor teachers based on standardized rubrics and indicators.

Various studies have shown that student involvement in field practice has a significant impact on improving pedagogical competence. For instance, studies by Alatahu et al. (2024) and Anandha & Susanto (2023) demonstrate that the PLP program and Kampus Mengajar enhance students' abilities in lesson planning, implementation, and evaluation. However, there has been no research that specifically examines the impact of the learning outcomes of the UNNES Lantip program on the pedagogical competence of vocational students, particularly in Culinary Education.

Against this background, this study is crucial to determine how the learning outcomes of the UNNES Lantip program contribute to the development of pedagogical competence in students as prospective professional teachers. The focus of this research is on Culinary Education students from the 2021 class, with the hope that it will provide both theoretical and practical contributions to the development of teacher education policies based on field practice.

Research Method

This study uses a descriptive quantitative approach. The research population consists of all Culinary Education students at UNNES from the 2021 cohort who participated in the UNNES Lantip program. The sample consists of 75 students, selected using a saturated sampling technique. Data were collected through a pedagogical competence questionnaire based on the indicators of the Ministry of National Education Regulation No. 16 of 2007 and documentation of the final Lantip grades. Data analysis was conducted using simple linear regression with SPSS 25 to test the influence between the independent variable (Lantip learning outcomes) and the dependent variable (pedagogical competence).

Results and Discussion

This study aims to determine the impact of UNNES Lantip learning outcomes on the pedagogical competence of Culinary Education students at UNNES from the 2021 cohort. The data analysis of 75 respondents shows that the majority of students achieved UNNES Lantip learning outcomes in the "Very Good" category, while their pedagogical competence was in the "Excellent" category. It can be observed that 95% of students achieved UNNES Lantip final grades in the "Very Good" category, indicating a high quality of program implementation. The pedagogical competence of the students is also categorized as good, with 39% of students falling into the "Excellent" category.

To determine the impact of UNNES Lantip learning outcomes on the pedagogical competence of students, a simple linear regression test was conducted with the following results:

Tabel 1. Regression Result

Model	Coefficients ^a			t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-88.525	14.834		-5.968	.000
HASIL BELAJAR UNNES LANTIP (X)	1.809	.166	.788	10.926	.000

a. Dependent Variable: KOMPETENSI PEDAGOGIK (Y)

The regression equation obtained is: $Y = -88.525 + 1.809$. Based on this simple linear regression equation, it shows that the UNNES Lantip learning outcomes (X) have a positive effect on the students' pedagogical competence (Y). The significance value obtained is 0.00, and the regression coefficient is 1.809, indicating that every increase in UNNES Lantip learning outcomes is followed by an increase in students' pedagogical competence. The t-test result, with a calculated t value of 10.929, which is greater than the critical t value of 1.993, further strengthens the assertion that this effect is statistically significant. The coefficient of determination (R^2) value of 0.621 indicates that 62.1% of the variation in teaching practice implementation influences pedagogical competence, while the remaining variation is influenced by other factors.

The results of the study indicate that there is a positive and significant impact of the UNNES Lantip learning outcomes on the pedagogical competence of Culinary Education students at UNNES from the 2021 cohort. These findings affirm that the higher the students' learning achievements in the Lantip program, the higher the level of pedagogical competence they possess.

Theoretically, these results align with the concept of Experiential Learning as proposed by Kolb (1984), where effective

learning occurs through active involvement of learners in concrete experiences, reflection, conceptualization, and active experimentation. The UNNES Lantip program is designed in such a way that students are directly involved in teaching practice at partner schools, including lesson planning, teaching implementation, the use of technology, and evaluation and reflection. Full involvement in the entire learning cycle contributes to the improvement of students' pedagogical competence in terms of knowledge, skills, and professional attitudes.

These findings are also supported by several previous studies. Research by Alatahu et al. (2024) shows that students participating in the Kampus Mengajar program experienced improvements in classroom planning and management. Meanwhile, Anandha & Susanto (2023) found that the implementation of PLP-2 in the MBKM program had a significant impact on students' pedagogical competence, particularly in the aspects of learning outcome evaluation and student potential development. Therefore, this research strengthens the argument that field-based learning, as implemented in UNNES Lantip, is highly effective in shaping the professional competence of teachers.

Furthermore, this finding reflects the importance of integrating pedagogical theory learned in the classroom with real-world applications in the field. Students are not only required to master educational concepts but are also expected to apply them in actual teaching situations. The students' ability to develop lesson plans, use educational technology, conduct assessments, and foster student potential is a tangible manifestation of pedagogical competence as mandated in the Ministry of National Education Regulation No. 16 of 2007.

Thus, the success of students in the UNNES Lantip program not only reflects academic achievement but also indicates their readiness as prospective professional teachers. This program has provided students with the opportunity to experience, reflect, and

develop contextual and meaningful teaching practices. Therefore, the implementation of UNNES Lantip should be maintained and its quality enhanced as a vocational learning model based on practice that can address the challenges of 21st-century education.

Conclusion

This study concludes that there is a strong influence of students' teaching practice implementation through the UNNES Lantip program on their pedagogical competence. The determination of students' involvement in carrying out the entire teaching practice activities at the school trains their sensitivity to classroom conditions, student situations, and also classroom management solutions.

Suggestions for future researchers include investigating other factors that influence pedagogical competence, such as learning motivation, the practicum school environment, and the quality of supervision. Research using a qualitative or mixed-methods approach could also enrich the understanding of the process of developing this competence.

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