

IMPLEMENTATION OF PROJECT-BASED LEARNING IN THE COOKING CLASSES OF EQUALITY PACKAGE C STUDENTS AT SKB NEGERI 2 IN SAMARINDA CITY

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Abstract

This study aims to describe the implementstion of the Project-Based Learning (PJBL) model improving the culinary skills of package C equivalency approach. Data were collected through interviews, observation, and documentation. Then, it was analyzed using data reduction, data presentation, and conclusion drawing techninques. The result indicate that the PJBL model was implemented in three main stages: Planning, Implemented, and Evaluation. In the planning stage, tutors prepared materials, tools, and materials appropriate to the students' abilities. The implementation stage focused on practical activities making food products such as donuts and cookies. The evalution stage was conducted through product assesment and collective reflection. Supporting factors for success included student enthusiasm, active tutor guidance, and intitutional support, while obstacles included limited tools and materials. The PJBL model has been proven to improve students' skills, creativity, and self-confidence and is relvent for implementation in non-formal education.

Keywords: Project-based learning, culinary skills, non-formal education, students

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi model pembelajaran berbasis proyek (Project Based Learning/PJBL) dalam meningkatkan keterampilan tata boga warga belajar kesetaraan Paket C di SKB Negeri 2 Kota Samarinda. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Kemudian, dianalisis dengan teknik reduksi data, penyajian data, dan penarikan Kesimpulan. Hasil penelitian menunjukkan bahwa model PJBL diterapkan dalam tiga tahapan utama : Perencanaan, Pelaksanaan, dan Evaluasi. Pada tahap perencanaan, tutor menyiapkan materi, alat, dan bahan yang sesuai dengan kemampuan warga belajar. Tahap pelaksanaan difokuskan pada kegiatan praktik membuat produk makanan seperti donat dan cookies. Tahap evaluasi dilakukan melalui penilaian hasil produk dan refleksi Bersama. Faktor pendukung keberhasilan dilakukan meliputi antusiasme warga belajar, bimbingan aktif tutor, dan dukungan Lembaga, sementara hamabatan meliputi keterbatasan alat dan bahan. Model PJBL terbukti meningkatkan keterampilan, kreativitas dan kepercayaan diri warga belajar serta relevan diterapkan dalam Pendidikan nonformal.

Kata kunci: Pembelajaran berbasis proyek, keterampilan tata boga, pendidikan nonformal, warga belajar

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INTRODUCTION

Education plays a strategic role in improving the quality of human resources because it is a means of developing the knowledge, skills, and values needed in modern society. Education in Indonesia, such as formal, non-formal, and informal education, plays a strategic role in national

development because it is related to economic, social, and cultural progress. Therefore, the Indonesian government has made education, especially basic education, a national development priority in order to improve the quality of human resources. (Tariyono, 2023).

However, education in Indonesia still faces challenges such as a complex curriculum, uneven distribution of teachers, low quality of teaching staff, and inadequate infrastructure. Education is not limited to formal channels, but also includes non-formal education that provides opportunities for people to learn according to their needs and abilities. Non-formal education plays a role in developing the potential of students so that they have knowledge and skills that can be applied in everyday life (Irsalulloh et al., 2023). One type of non-formal education institution is the Learning Activity Center (SKB). SKB is a school that organizes Package A, B, and C equivalency programs. The city of Samarinda has several SKBs, one of which is SKB Negeri 2 Kota Samarinda, which organizes equivalency, skills, and training programs. The culinary skills program is a program that is often held at SKB Negeri 2 Kota Samarinda, which aims to equip learners with the ability to process food ingredients and create products that have economic value using a project-based learning model or Project Based Learning (PJBL).

Project-based learning (PBL) is a model that emphasizes the active involvement of students in designing and producing real products through activities such as researching, analyzing, creating projects, and then presenting them (Ratnawulan et al., 2024). According to (Latifah, 2021) this model encourages independent, collaborative, and contextual learning that can improve academic performance and 21st-century skills such as problem solving, communication, and teamwork. (Aziz & Nurachadijat, 2023) states that the project-based learning (PBL) model has several stages, such as Planning, Implementation, and Evaluation. From these stages, the performance of tutors and learners can be assessed during the culinary skills learning process.

Although various studies have shown the effectiveness of the Project-Based Learning model in improving students' skills and creativity, in non-formal education there are still not many studies discussing the implementation of the Project-Based Learning (PBL) model, especially in culinary skills. Therefore, this study focuses on discussing how the project-based learning model is implemented in the culinary skills process for package C equivalency students at SKB Negeri 2 Kota Samarinda.

METHODS

This study uses a qualitative approach with a descriptive research type. Qualitative research aims to describe in depth the experiences of research informants in the field. The location of the research is SKB Negeri 2 Kota Samarinda. The data collection techniques used by the author include interviews, observation, and documentation. Data analysis was carried out through data reduction, data presentation, and verification using source triangulation. According to (Alfansyur, 2020) source triangulation involves obtaining information from several sources and checking the consistency of information from different informants. The research subjects consisted of tutors, the head of SKB, and students.

RESULTS AND DISCUSSION

Results

Implementation of Project-Based Learning Model in Culinary Skills Learning for Students at SKB Negeri 2 Samarinda City

The results of the research were obtained using interview, observation, and documentation techniques with tutors, school principals, and students at SKB Negeri 2 Samarinda.

a. Planning

The initial planning process to determine the success of the culinary skills implementation. The planning of the culinary skills project at SKB Negeri 2 Kota Samarinda before the tutors carried out the practice involved preparing a project activity plan according to the needs of the students.

Ms. Rinda, as the tutor, conveyed the planning process to determine the project that would be given to the students.

“Searching through various references and determining which ones are suitable for culinary skills with the learners.”

Based on the interview results, the tutor developed a project activity plan tailored to the needs and abilities of the learners. The tutor selected recipes and tested them beforehand to ensure the results before the activity was carried out. The planning of culinary skills learning at SKB Negeri 2 Kota Samarinda was done in a simple manner. The main focus was to ensure that the learners could easily follow the practical process and be motivated to develop their skills.

b. Implementation

Implementation is the core of the culinary skills-based learning model. At this stage, all planning will be realized in real activities with active learners, with tutors acting as facilitators to provide instructions and assist groups or individuals.

1) Project Implementation (Culinary Practice)

During project implementation, the tutor provides a brief explanation to the learners. The project implementation consists of culinary arts practice carried out by the tutor together with the learners. At SKB Negeri 2 Kota Samarinda, the tutor first explains the tools and ingredients, then the learners practice in groups according to the recipes provided.

Ms. Rinda, as the tutor, said:

“We meet once a week. I give a brief explanation, then we practice together so they can understand more quickly. Each meeting lasts about 3-4 hours.”



Pictures 1. Process of Implementing Culinary Skills in Product Creation

From the interview results, it was found that the tutor conducted practical sessions so that the students could gain practical experience.

In this practical learning, the guidance and motivation from the tutor made the students more courageous to try and able to complete the practical tasks until the end. The products practiced included donuts and soft cookies, which were made from easily obtainable ingredients and had market value.

2) Product Assessment

After the practical stage is complete, the activity continues with an assessment of the products produced. Product assessment is an important stage after the practical work, where the results of the learners' work will be assessed in terms of neatness, success, and beauty. Learners also present their work to the tutor, explaining the materials and tools used, the steps taken, and any obstacles encountered during the practical work.

As stated by Mrs. Maswati, the principal, that:

“They present it as part of their assessment, so they must be able to show their work with confidence.”



Pictures 2. Culinary Skills Product Result

Based on the interview results, product assessment is a stage that provides a meaningful experience for learners. This assessment serves to shape character traits such as independence, discipline, and responsibility in learners. Thus, the implementation of culinary skills learning at SKB Negeri 2 Kota Samarinda not only produces food products but also shapes positive attitudes and social skills in learners.

c. Evaluation

The evaluation stage of culinary skills at SKB Negeri 2 Samarinda City was carried out comprehensively by the tutor after all students had completed their culinary skills practice. The tutor and students gave each other advice and feedback on the strengths and weaknesses they had observed during the practice activities.

The results of the observation showed that most of the students were able to produce good quality products, although there were still some obstacles such as dough maturity and texture consistency. Through repeated evaluations and direct guidance, the technical skills of the students improved.

Thus, evaluation in the project-based learning model for culinary skills at SKB Negeri 2 Samarinda does not merely assess the final product, but also serves as a means of reflection and character building. Learners understand their mistakes, improve the quality of their work, and develop confidence and motivation to continue learning.

Supporting Factors and Hindering Factors in the Implementation of Project-Based Learning Models at SKB Negeri 2 Samarinda City

1. Supporting Factors

The implementation of culinary skills at SKB Negeri 2 Samarinda City has three main factors, namely the enthusiasm of the students, tutor assistance, and institutional support. The students show high enthusiasm in participating in activities despite limited facilities. Learners participate in activities despite limited facilities. Tutors play an active and patient role in dealing with learners. The institution also provides support in the form of facilities and scheduling arrangements that accommodate the needs of participants. Thus, these complementary supporting factors provide a great opportunity for project-based learning to run effectively and in accordance with the plans made by the tutors.

2. Inhibiting factor

The implementation of project-based learning (PBL) at SKB Negeri 2 also has obstacles, especially limited tools and materials for practice.

This was conveyed by Ms. Rindah, a tutor, who said,

“The obstacle is more about limited tools and materials, so sometimes I have to provide them myself first.”

The interview results showed that these limitations forced students to take turns using the tools, making the practice time less effective.

This condition was also felt by the students, who stated that

“Sometimes there aren't enough tools, so we have to take turns with others.”

The interview results showed that according to the students, despite the limitations in tools and materials used for practice, they still showed enthusiasm for participating in culinary skills learning.

Thus, it can be concluded that the main obstacle in implementing the project-based learning (PBL) model in culinary skills lies in the limitations of tools and materials.

Discussion

The results of the study show that the implementation of the project-based learning model in culinary skills at SKB Negeri 2 Samarinda City was quite effective. Planning is the initial stage that determines the success of culinary skills implementation. At SKB Negeri 2 Samarinda City, planning was carried out in a simple but focused manner. The tutor does not develop overly complex plans, but rather adapts them to the actual conditions in the field, both in terms of the learners' abilities and the limitations of the available facilities and infrastructure. In this activity, learners carry out practical activities individually and in groups. Through this practice, learners not only acquire culinary skills in processing food ingredients, but also learn to work together, take responsibility, and be creative in making products. This is in line with the opinion (Sasoko, 2022) that planning is important because the activities to be carried out are in accordance with the established plan, which provides direction and allows for time management.

During the implementation stage, students were directly involved in making food products, which was the tangible result of the culinary skills project. In the culinary skills learning

activities, the tutor gave instructions on how to prepare before the activities were carried out. In these activities, the tutor and students spent a considerable amount of time learning culinary skills, around 3-4 hours. The implementation of culinary skills at SKB Negeri 2 Samarinda City is the core of the project-based learning model because at this stage, the learners are directly involved in making products. The products made by the learners are donuts and soft cookies. The selection of these products is adjusted to the conditions of the participants, most of whom do not have basic culinary skills, so that the recipes can be used by the learners for entrepreneurship. During the practical activities, the tutor accompanies the learners from start to finish. The results of this study show that culinary practice has a broad impact, not only on cooking skills but also on the character development of participants. This aligns with (Maulidah, 2020) who states that culinary practice for learners focuses on mastering techniques and methods of product management through direct practice.

Product assessment is the final stage of implementation. After completing the production process, the students present their dishes neatly and attractively. In addition, the students explain the process of making the product that has been carried out. This stage is useful for building confidence, communication, and a sense of responsibility for their work, which will be assessed by the tutor. In project-based learning assessment of culinary skills at SKB Negeri 2 Kota Samarinda, the tutor will correct the students' work, from the shape, taste, and appearance of the product presented. According to (As'ari et al., 2022) the assessment of results is to measure the achievement of standards among the students. This assessment serves to determine the level of understanding that has been achieved and becomes the basis for tutors in designing further learning strategies.

The evaluation of the implementation of project-based learning in culinary skills is very important because it will measure the achievement of learning objectives. (Gusmaningsih et al., 2023) The evaluation aims to find evidence of improvement after the implementation of actions, both in the teaching and learning process and in learning outcomes. Based on the results of the study, evaluation of project-based learning in culinary skills at SKB Negeri 2 Kota Samarinda was mostly carried out in a simple manner. According to (Iswantari, 2022) the application of the project-based learning model can improve student learning outcomes because it encourages them to be more active in learning, both individually and in groups.

Supporting factors for success in culinary skills include the learning motivation of tutors and the enthusiasm of learners to participate in this learning process. Based on research at SKB Negeri 2 Kota Samarinda, supporting factors are key to ensuring that learning continues to run well despite limitations. This has led to project-based learning in culinary skills. Meanwhile, the inhibiting factors experienced are limitations in cooking tools and ingredients, as well as short learning times. Despite these inhibiting factors, learners are able to overcome these obstacles with creativity in accordance with their desires.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the project-based learning (PjBL) model in culinary skills for Package C equivalency students at SKB Negeri 2 Samarinda City was quite effective through three main stages, namely planning, implementation, and evaluation. This model was able to improve the technical skills, creativity, cooperation, and confidence of students through practical activities such as making donuts and soft cookies. The success of PjBL implementation is supported by the active role of tutors, the enthusiasm of students, and institutional support, while the obstacles include limited time,

tools, materials, and differences in abilities among participants. Overall, the project-based learning model is considered effective in non-formal education because it can improve the skills, motivation, and independence of students.

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