

PROFESSIONALISTIC EDUCATION MODEL: A STUDY ON CULINARY ARTS PROGRAM

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Abstract

This Study focuses on the implementation of vocational education, with the study cases within the domain of culinary arts, wherein paradigmatic issues are applied in the process. Constructivism and pragmatism are the focal points of the paradigm, identified based on action research involving students' first year, second year, and third year of culinary arts study programs. The primary purpose of this article is the importance of understanding the paradigm in education implementation. Design/Methodology/Approach Using a qualitative approach, with interview techniques, data were collected through structured, unstructured, and semi-structured; the result indicates that both paradigms are ideal for shaping a professionalistic education model. The informants of this research are students of the Culinary Arts Study Program - Politeknik Pariwisata Makassar who are in their first, second, and third years in the Diploma 3. Findings The results showed that the applies model of pragmatism and constructivist education paradigm on the students by considering the education period, which is suggested to be divided into two periods: the first one and half years or the first, second, and third semesters and the second period or the fourth, fifth and sixth semester. The division of the two-time spans is due to the substance of organizing vocational education, where the culinary artisan profession and the deepening of identity as a culinary artisan is the substance at the root. Originality/Value The results of our research show two things. First, constructivism is an appropriate educational paradigm for students in their first, second, and third semesters or first year and a half. Second, pragmatism is the right educational delivery paradigm for students in their fourth, fifth, and sixth semesters. In each of these years of education, it is essential to give assignments that aim to develop imagination, creativity, innovation, managerial capability, and leadership, which summarizes the character aspects and the knowledge and skills of a culinary artisan.

Keywords: Vocational Education, Educational Paradigms, Professionalistic Education Model, Educational Implementation

INTRODUCTION

Professional identity is based on the actions and activities of a profession (Fitzgerald, 2020). On the other hand, the actions and activities in question also refer to identity or self-similarity in a community (Erikson, 1994), which is why professional identity can also be interpreted as a characteristic of occupation (Dickie *et al.*, 2006; Pierce, 2001). Although there is a view that professions are not related to occupations as an implication of the presence of certain aspects in them, one of which is altruism (Buhai, 2012; Rogers and Ballantyne, 2010), which is why business as a field is considered to have no reference to professions (Bowie, 1988; Posner, 1998), culinary artisans, which is an occupational category for stakeholders in the brigade de cuisine (Gleason, 2014; James, 2006; Lortie *et al.*, 2023) is a profession, as it is closely related to hospitality in that there are similar aspects to the profession itself, albeit in the context of a culinary business. Professionalism can be formed through various forms of learning, including self-learning, training, and higher education. This study takes the form of knowledge in higher education as an object, thereby making professionalism more than just practicing the results of self-learning and/or training.

Although formal education has referred to forming a professional identity, field experience is of higher value, as it is the medium through which the transition from student to professional takes place (Zhang and Parsons, 2015). However, vocational education, teaching, and learning emphasize the practical aspect more than the theoretical aspect. Thus, field experience, which refers to practicum and internship (Zhang and Parsons, 2015) occurs. Our study does not focus on field experiences. However, students in vocational education, such as in the Culinary Arts Study Program - at Politeknik Pariwisata Makassar, also do internships as part of the curriculum. Studies with this focus are still scarce, even non-existent in the Indonesian context, because, in general, paradigmatic issues are placed in organizing formal education without paying attention to the model of education itself: vocational and

non-vocational. On the other hand, studies on the culinary artisan profession in the context of formal education are still scarce because they focus more on the work model and its implications for the self, such as studies on stress management (Min and Hong, 2021; Murray-Gibbons and Gibbons, 2007; Wilkesmann and Wilkesmann, 2021), or related to the general nature of the culinary artisan profession (see Mutlu and Doğan, 2021; Pratten, 2003).

Examining the educational process, the learning program, and the experiences of the students in vocational education for three years makes the purpose of this study to explain the process of organizing vocational education by taking the culinary arts field as a case in which an educational-model based on paradigmatic understanding is applied.

METHODOLOGY

This study is based on the seven-month field research on Culinary Arts Study Programs – Politeknik Pariwisata Makassar as the research field, where the students fully take part as the correspondents through the application of action research, which is considered one of the methodological variants in qualitative paradigm (Cohen *et al.*, 2002; Creswell, 2013; Mertler, 2019; Norton, 2009) this research is conducted by utilizing three types of interviews in the process of data collection and analysis (Creswell, 2013; Mertler, 2019).

It is reasonable for the researchers to research 'home soil' and other sites; however, the practical aspect is more crucial than the theoretical aspect in applying vocational education. As a result, educators have experience or are still actively working in the industry. This fact shapes the understanding that the education model varies based on the experiences of the educators who formed the curriculum, particularly regarding the teaching aspect. This insight led to the belief that it is appropriate for the researchers to initiate the study of vocational education in culinary arts in our own 'backyard.' In addition, the culinary arts program at Politeknik Pariwisata Makassar has a convincing experience, marked by remarkable achievements in written and practical contributions at the regional, national, and international levels. Although the research is conducted at 'home' also as the researchers' office, where the researchers have the role the educators, this will not become a crucial issue, particularly in the context of the paradigm practice, because fundamentally, there is no bias in qualitative research methodology (Creswell, 2015; Merriam, 2009; Mertler, 2019; Norton, 2009); moreover, all the data are obtained from students, not the lecturer.

In action research, the requirement for the number of participants is 20 individuals (Creswell, 2015; Mills, 2000), which has been fulfilled in this research by asking for volunteers from students who are in their first, second, and third years of education, with a total of 200 students in the three years. The participants are divided into three groups based on the education duration category from the enrollment, the study time, and the graduation year (see Table I).

RESULTS AND DISCUSSION

Table I: Participant Category

However, not all the students in each category are included as the research participants; they are chosen based on the essential facts of their background (see Table II).

Table II: Participant Criteria

The existence of participant criteria led to a deliberate participant selection (Merriam, 2009). In the first participant category, educational background is crucial, and by then, it allows researchers to identify the level of initial understanding in the culinary arts field. Involving part-time activities in a commercial kitchen, such as restaurants or hotels, is the next emphasized crucial criterion. Because the fundamental aspect of vocational education is the practical aspect emphasized more than the theoretical. As a result, work experience is fundamental for the learning process (Biesta and Burbules, 2003; Dewey, 1917). Similarly, the ownership of a culinary arts business is crucial for the third criterion in determining the participants in this research. This is related to learning by experience and applying knowledge and skills acquired in culinary arts. The temporality refers to the fact that the participants are current students undergoing their education.

Action research design emphasizes the improvement of the process in education implementation and upgrading the education practice by studying the issues or the problems faced (Creswell, 2015; Mills, 2000), whereas, in the implementation, participants act as the main focus in the context of data collection and data analysis. This has become one of the reasons why researchers choose to examine our home institution, as it ensures that the source of information in this study is based on the participant's experience, not the educators. To identify and understand the participants' experience, the study begins by delivering structured questions, emphasizing that the questions stem from the research focus (see Table III).

Table III: Structured Questions for each participant category

The participants' responses are then further explored through unstructured and semi-structured questions as the types used to aim for deeper understanding or more profound experience of the research participants (Creswell, 2013; Fontana and Frey, 2009; Somekh and Lewin, 2005). Both types of questions emphasize the ability of the researchers to develop the questions (Lune and Berg, 2017; Somekh and Lewin, 2005) due to the number of questions, the questions are not included in this part; instead, they can be seen on the findings of the research. The

data analysis process was automatically conducted by implementing the three types of questions, which were then narrated according to the theme of the conversation (Lune and Berg, 2017).

The Substance of the Three-year Education Period

There is a sustainable substance among three education periods in the Culinary Arts Study Program- Politeknik Pariwisata Makassar. The substance serves as a basis of the professional education model. In this chapter, the substance of the participant education period is explored.

The Substance of The First Year Period

Three substance components are included in the first-year education period, covering the first and second semesters (see Table IV).

Table IV: The Substance of the First Year Period

The core substance referred to is the introduction or recognition, which occurs in the first year of education when the students have just been introduced to new knowledge and professional skills in culinary arts. Despite some students being vocational high school graduates, there are still differences between high school and higher education levels. As a result, these students perceive many aspects as new. Theoretically and practically, the three substances in the first year continuously occurred for the whole year.

The initial introduction is to the study program stakeholders. For general high school graduates, the introduction is entirely new. Some are familiar with the term Chef, but not specifically about the profession of a chef or culinary artisan. Similarly, vocational high school graduates have limited knowledge about culinary artisans as a profession, depicted in the commercial kitchen organization structure, despite having experienced practical learning through internships in commercial kitchens such as hotel kitchens. The introduction of this phase is pivotal. This allowed students to know how an individual plays his role in commercial kitchen organization structure, not only limited to understanding 'what' and 'who,' but also 'how.' This naturally occurs in the learning process, particularly in the kitchen Lab; it forms the introduction regarding facilities and other supporting equipment and the applied culture.

The Substance of The Second-Year Period

Two substance components are included in the second education period, covering the third and fourth semesters (see Table V).

Table V: The Substance of second year period

The substance of the second-year period is also about introduction or recognition. The introduction in this stage referred to the workspace of the culinary artisan profession and the profession itself. At this level, the students are on their internship or undergo practical learning by participating in food production activity in commercial kitchens in hotels or restaurants. Although the substance is in reverse order, the introduction of the profession should come before the introduction of the professional workspace. Researchers found that introduction to the workspace is more crucial than the culinary arts profession. This is driven by the fact that vocational education implementation emphasizes practical aspects. As a result, the teaching and learning about culinary arts knowledge and skills are more impactful, without considering the profession the participants are being prepared to take on.

The Substance of The Third-Year Period

In the fifth and sixth semesters, the third-year period stressed the introduction to culinary arts professionalism, particularly in the context of imagination, creativity, innovation, management, and leadership. These contexts are found in the following: 1) Commitment to involvement from preparation to the implementation of culinary festivals; 2) Commitment to participating in competitions and; 3) Commitment to completing the final project.

The leading institution holds the first and the third points through the study program, and the students must participate. Certain parties conduct the second aspect, and the participants do not need to be involved. It is in the form of regional, national, and international competitions. In other words, the five contexts are formed individually for self-development despite the practical learning being conducted collectively.

The Paradigm of Culinary Artisan Professionalistic Education

Based on the substance of the three-year education model, we found a significant difference in the paradigm of the education model in the first, 1.5 years, and the second. The difference lies in the implementation of two paradigms. Therefore, it can be concluded that a paradigm is being implemented in vocational education.

The Paradigm of The First One and Half Year Education Model

Constructivism is a perspective that can be applied in various aspects to describe social phenomena. In the education field, the perspective is believed as a knowledge construction derived from learning process and the understanding of the total experience in one's life (Von Glasersfeld, 2013; Larochelle *et al.*, 1998; Schunk, 2012), which focuses on rationality on the form and interpretation cognitive activity on every occasion (Larochelle *et al.*, 1998) in which social interaction and social situation as the basis in developing and/or refining knowledge and skills (Cobb and Bowers, 1999). Furthermore, in this perspective, three Perspectives would be the main discussion in the perspective of constructivism (see Table VI).

Table VI: Sub-Perspective in Constructivism Paradigm (Creswell, 2015)

The first and a half years, or in the first, second, and third semesters, is believed to be the period where constructivism plays its role as a perspective in the education process, teaching, and learning. In the first year, introduction is the substance of the education process, which is the effort to construct knowledge related to the study program. In the second year, the third semester, introduction as the substance of the education process is the effort to build higher knowledge as the sequel of study program-related knowledge through the reality of the

profession for the graduates. Even though it shows the constructivism perspective implementation in the study program education model, there is still room for improvement, to be more specific on the students' data. It can be specified by: a) Education background before choosing a study program; b) Intelligent refers to diverse personal competencies.

These points play a pivotal role in shaping the students; therefore, understanding and implementing each sub-perspective of constructivism are required (see Table VII).

Table VII: Context of sub-perspective constructivism in artisan culinary professionalism education model. (Creswell, 2015)

The sub-perspective is not about levels or stages but is implemented by referring to its context. Despite the context implementation on the three sub perspectives can be referred to as a research topic to identify students' competencies; that is by using one or all three as the basis of the research purpose, but as a learning model, shaping all three as teaching and learning methods with specific goal and purpose (see Table VIII).

Table VIII: Implementing Constructivism Sub-Perspective in a Culinary Arts Professionalistic Education Model.

The Paradigm of The Second One and Half Year Education Model

Constructivism emphasizes the issues of constructing skills and knowledge through cognitive activities that occur in varied social interactions or materials, which makes it a perspective closely related to transcendental phenomenology. However, this does not mean that the pragmatism perspective cannot be applied using the methodological element, as pragmatism stresses the experience, which can be described through the methodological element. Pragmatism emphasizes practice or real action as the only way to come up with a solution when facing a problem, issue, or situation. The transaction will continuously develop the practice or action (Dewey and Bentley, 1960). The transaction occurred in experience; the experience is interpreted as a concept covering an individual's possibilities. Furthermore, the transaction refers to the interaction between living creatures, artificial materials, and the transactional environment (Biesta and Burbules, 2003; Dewey, 1917). Based on experience, humans form habits, which become the catalyst for action; therefore, from a pragmatism perspective, action is not derived from needs, wants, reasons, or instinct (Biesta and Burbules, 2003).

Understanding the pragmatism perspective in education and the fact in the education process at the study program showed that the pragmatism perspective is more suitable to be applied in the second and half year of the studying period: fourth, fifth, and sixth semesters (see Table IX).

Table IX: Implementing the Pragmatism paradigm in the culinary arts professionalism education model.

This is because students have been introduced to various aspects of the study program and artisan working space. Furthermore, students continue to be introduced to the profession for the study program graduates and many other requirements in the context of culinary artisan competencies. Applying a pragmatism perspective to this student's category can be constructed in various ways. Nevertheless, there are other approaches derived from the three ideas of the pragmatism perspective, which are customized to fit the needs of the model of education process development in the study program.

In other words, pragmatism occurred while implementing professional culinary arts knowledge and skills. The term 'professional' depicts that knowledge and skills are parts of a profession, rather than distinguishing it from others, such as the application of culinary knowledge and skills by non-professionals compared to those by professional culinary artisans who have completed culinary arts education. This deeper understanding refers to the imagination, creativity, innovation, managerial, and leadership attributes within the quality of a professional culinary artisan and a culinary arts student. Although these attributes are evident in research, it still cannot be concluded that they are found in third-year students since they refer to competencies formed in a self-competency aspect. The reference data for understanding these five attributes are: a) Commitment to festival involvement from preparation to conduction; b) Commitment and enthusiasm for culinary competition involvement; c) Commitment and enthusiasm in completing the final project.

This is based on the facts experienced in the first, second, and third years and the details of shaping, consolidating, and implementing (see Table X).

Table X: Attributes in culinary arts professionalistic education model

The description of the attributes are: a) Imagination is the ability to think/create ideas regarding culinary arts products. b) Creativity is the ability to develop products through the use of available resources; c) Innovation is the ability to develop and distinguish products from existing ones or innovate; d) Managerial is managing human resources, finances, facilities, and marketing aspects; e) Leadership is the ability to organize human resources in groups, provide solutions and/or decision-making when facing various issues, and provide the rights of the subordinates.

These attributes are formed in the first year period through the conducted introduction, particularly in the kitchen lab practice. Although several students at this level do not possess all the attributes, the pragmatism education model can still be implemented sustainably. The result of the introduction as the substance of the first-year study is strengthened or consolidated in the second year, where students participate in internships. Self-consolidation occurs in the workplace, culinary business, or other commercial kitchens. The result of the consolidation might vary due to the process of understanding when the interaction occurred.

Nevertheless, this diversity in meaning is understandable and can be justified. This can strengthen the attributes, particularly imagination, innovation, and creativity. On the other hand, the diversity in understanding can refer to

the same aspects in the third year of the educational period. They will experience the reinforcement stage by applying one, several, and/or all five attributes. The formation, consolidation, and reinforcement processes can be interpreted as the model for developing the educational process within the study program.

CONCLUSION

Understanding the shape of professionalism through the education process in the culinary arts program Politeknik Pariwisata Makassar shows that the professionalism education model can be applied in the process of vocational educational implementation. The model applies pragmatism and constructivist education paradigm on the students by considering the education period, which is suggested to be divided into two periods: the first one and half years, the first, second, and third semesters, and the second period, the fourth, fifth and sixth semester. The division of the two periods into three years of vocational education is essential because then the period is assumed to shape the professionalism of a prospective culinary artisan, which refers to professional character and knowledge and skills in culinary arts, including culinary production and management. However, this study certainly has its shortcomings in that it takes only one curriculum perspective, which, although we assume that both paradigms are universally applicable, is different due to the diversity of educational curricula.

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