



# Culinary Class in Student Skill Exchange Program: A Project Based Learning Between Indonesian and Korean Vocational Students

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## Abstract

Globalization has brought its own changes and challenges in various fields including in the field of education. The learning program must be aligned with 21st century skills. Project-Based Learning (PjBL) in student skill exchange program can be alternative ways to improve student's skill. This research aimed to investigate : 1) How can Project Based Learning in culinary class improve students' speaking skill ?, 2) To what extent the culinary class in students skill exchange program can increase the 21<sup>st</sup> century skills (character education, citizenship, critical thinking, collaboration, creativity and communication) ? and 3) To what extent the culinary class in student skill exchange program can increase student's cultural competence ?. The result of this research showed that : 1) The culinary project in student skill exchange program could improve students' speaking skill with the main score was 87.33. This score was taken from students' speaking test 2) Then after conducting observation, the project could also improve the 21<sup>st</sup> century skill. Both Indonesian and Korean students could work creatively and collaboratively in team. Teacher assigned problem and gave questions at the beginning of learning is a starting point of an inquiry process. This inquiry process could promote the students' critical thinking skill and problem solving, collaboration and self management. 3) The data from students' interview, it was found that project could definitely increase their cultural competence/awareness. They tried to make adjustments to the new cultures and culture shock.

**Key words** : exchange program, project based learning, Indonesian and Korean Vocational Students

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## 1. Background

Student exchange program among nations bring many positive changes. This program is one of the facilities provided so that students can learn language and culture directly from the source. Cross-cultural understanding is a concept of acceptance when people with their culture relate to other humans from different cultures, interact, influence each other, and have positive and negative impacts (Indriati et al., 2022). Choiriyati (2019) suggests cross-cultural competence as "the ability to think and act in interculturally appropriate" (Selvia & Sunarso, 2020). This statement can be interpreted that cross-cultural competence is an ability to think and act in accordance with intercultural conditions that occur in the surrounding environment (Wibowo, 2022). Johnson (in Bisri et al., 2022) describes the ability in this case as an individual activity that implements knowledge, skills, and expertise to work together with people who come from other countries and have different cultural backgrounds (Insani et al., 2021). Cross-cultural understanding is also familiarly known as cross-cultural competence, Bolten (in Pratimi & Satyawan, 2022) defines that cross-cultural competence includes three basic things, namely hearing,

structure, and process models. These three things are reflected in the use of language in everyday life as one of the cultural elements first understood by anyone who wants to get to know a new culture (Liliweri et al., 2022). This is also in line with the opinion expressed by Busch, D. (in Rafia, 2019) which emphasizes that cross-cultural understanding is a manifestation of intellectual wealth that can facilitate communication and understanding of new cultures (Maulani, 2022).

SMK Negeri 6 Palembang Indonesia and Seoul Technical High School, South Korea are two vocational schools that have conducted a student exchange program. This program focused on student skills exchange program. The theme of this exchange program was Interconnected Technical Vocational Education and Training (TVET). The flow of this exchange program was that Indonesian students taught Indonesian cooking skills to Korean students and Korean students taught Korean cooking skills to Indonesian students. This culinary class was a project carried out by both schools. One way of learning model to help vocational students in improving students' soft skills and hard skills is Project-Based Learning (PjBL). According to Chen and Yang (2019), Project-Based Learning (PjBL) is very helpful for students in demonstrating the learning of the world of work and the industrial world authentically and contextually. Then based on the learning objectives in Indonesia national curriculum, Project-Based Learning (PjBL) is highly recommended because students will gain authentic learning experiences according to the projects given by the teacher and during the project, students will experience the process of acquiring knowledge and information and autonomy in learning (Thomas, 2000). Furthermore, one of the learning designs that constructs learners' competencies to be able to: communicate, think critically, using technology, solve problems, and collaborate is Project-Based Learning (PjBL). Project-Based Learning (PjBL) is learning that refers to the principle that learners are the main focus for exploring real problems in social life. Learners are fully involved in a meaningful task to solve a problem. They will learn to construct their learning patterns and eventually produce a valuable product (Blumentfeld et al., 2011). This opinion is also supported by Larmer and Margendoller (2010) that there are important aspects in Project-Based Learning (PjBL), including starting with a question or challenge, building motivation to gain new knowledge, bringing a question or problem to gain new knowledge, encouraging critical thinking, communication, cooperation, and technological skills, feedback and revision, creating a product or output that can be published, and giving students the opportunity to have an opinion and choose in completing the project. From the opinions of these experts, it can be concluded that the characteristics of Project-Based Learning (PjBL) are directly proportional to the skill attainment in 21st century education. Thus, this learning model is also suitable to be applied to senior high school students such as vocational schools because it accommodates students to have good attitudes and cognition and students can master media and technology literacy.

In relation to this study, after the students finished the project with their group, they were asked to do a presentation and introduce the food products they had made. They presented in English even though both Indonesian and Korean students come from non-English speaking countries. This was what made Indonesian and Korean students enthusiastic about learning English. During the presentation process, the teacher assessed the students' speaking skills.

Project-Based Learning (PjBL) has been implemented to improve English productive skills such as in speaking and writing classes (Dewi, 2016; Rochmawati, 2015; Irawati & Lulus, 2015; Afandi & Sukyadi, 2016; Hasani et al, 2017; Praba et al, 2018; Ismuwardani et al, 2019; Wulandari & Seftika, 2021). Previous studies showed that Project-Based Learning (PjBL) is an option for teachers in teaching English. However, not many studies have examined the relationship between Project-Based Learning (PjBL) and 21st century skills, especially in speaking skills. Therefore, this study will examine various information regarding the application of Project-Based Learning (PjBL) which is considered to be able to develop students' speaking skills in building and possessing a number of skills in the 21<sup>st</sup> century. Based on this, this research aims to explain how Project-Based Learning (PjBL) can improve students' English speaking skills in the era of 21st century education. This research is also useful to : 1) explain the process of implementing Project- Based Learning (PjBL) in speaking classes, 2) what 21<sup>st</sup> century skills/competences (character education, citizenship, creativity, collaboration, communication, critical

thinking) can be obtained by students after applying Project- Based Learning (PjBL) and 3) can project of culinary class in exchange program improve students' cultural competence.

This culinary/cooking class project also aims to introduce Global Citizenship Education (GCED) to Indonesian and Korean students. According to UNESCO (2004) Global Citizenship Education (GCED) aims to empower learners of all ages to take an active role, both locally and globally, in building a more peaceful, tolerant, inclusive and secure society. GCED is based on three learning domains - cognitive, socio-emotional, and behavioral. So it is assumed that the culinary/cooking class project in the student skill exchange program is considered as a good way to help students understand the concept of Global Citizenship Education (GCED) and can promote the culture of each country.

Furthermore, culinary/cooking class as a Project-Based Learning (PjBL) in the student skills exchange program is expected to improve students' 21st century skills/competencies. The 21st century is centered on the development of the Industrial Revolution 4.0 era which prioritizes knowledge as the main spear. However, knowledge is not enough to realize the Era of Industrial Revolution 4.0, because there needs to be a balance between knowledge and skills as the basis of quality human resources in the times. 21st century skills can foster and improve cooperation in a group to solve certain problems, increase tolerance for differences in friends' opinions, strive to think critically and creatively to solve problems about linking, analyzing and synthesizing many things.

To entirely understand the outcomes of the project based learning, the research questions have been formulated into three questions, they are :

### **Research questions :**

1. How can Project Based Learning in culinary class improve students' speaking skill ?
2. To what extent the culinary class in students skill exchange program can increase the 21<sup>st</sup> 6C or 21<sup>st</sup> century skills (character education, citizenship, critical thinking, collaboration, creativity and communication) ?
3. To what extent the culinary class in student skill exchange program can increase student's cultural competence ?

## **2. LITERATURE REVIEW**

### **2.1 Project-Based Learning (PjBL)**

The Project-Based Learning (PjBL) is a teaching model that put emphasize on assigning task, particularly in the form of projects that can lead the students to experience an inquiry process. Hence, it is expected that students will be able to develop knowledge, skills and attitudes as the assessment basis for teachers (Thomas, 2000). Nevertheless, not all learning models resulting in a project is categorized as project based learning. Furthermore, Heitmann distinguishes between learning ended with a project and project based learning (cited in Kubiato and Vaculova, 2010). Learning ended with a project is an extension of the knowledge implementation which students have gained in the classroom. Generally, a project is assigned at the end of a lesson, so the project is completed without observing the inquiry process. So far, this kind of project is often assigned by teachers and it can be done individually or in a group.

### **2.2 Principles of Project Based Learning (PjBL)**

Besides acknowledging the project specifications in this learning, teacher should understand the main principles in applying Project-Based Learning (PjBL) in a classroom. According Larmer et al. (2015), Project-Based Learning has seven primary standards as the main principles, among others :

- a) Principles of challenging problem or question

- b) Principle of sustained inquiry
- c) Principle of authenticity
- d) Principle of students voice and choice
- e) Principle of reflection
- f) Principle of critiques and revision
- g) Principle of public product

### 2.3 Stages of Project Based Learning (PjBL)

The stages of the Project-Based learning (PjBL) for language learning majorly consist of three main stages, namely planning, implementation and reporting (Stoller, 2006). Furthermore, the three main stages of project based learning result in eight learning activities as follows :

#### a) Planning

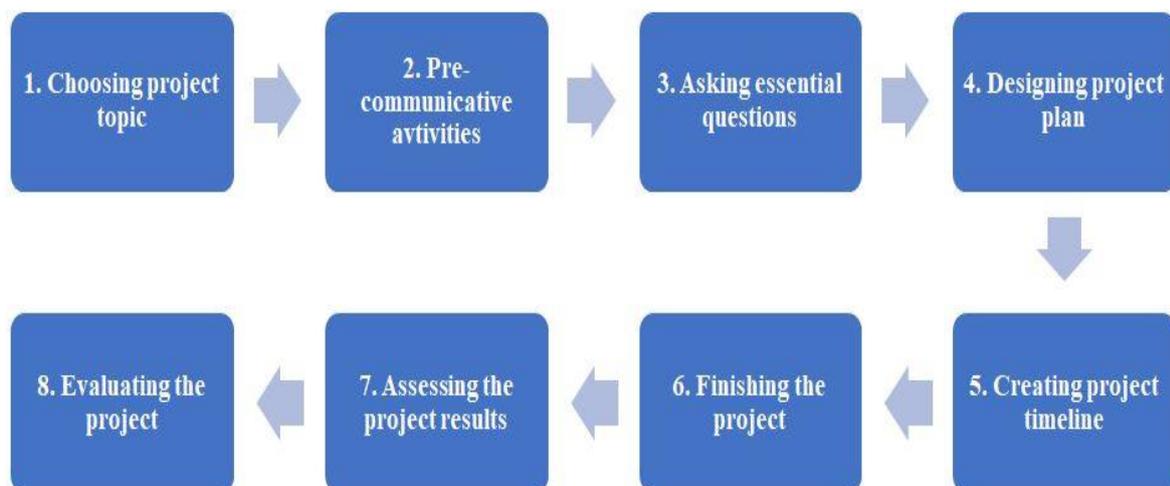
Planning consist of five activities which are choosing project topic, pre communicative activities, asking essential questions, designing project plan and creating project timeline.

#### b) Implementation

The implementation comprises of one activity namely finishing the project

#### c) Reporting

There are two activities in this stage, namely assessing the project results and evaluating the project as well as evaluating project result and learning activity.



**Figure 1 : Stages of Project Based Learning (PjBL)**

### 2.4 The Flow of Student Skill Exchange Program Between Indonesian and Korean Vocational Students

The flow of the student skills exchange program between Indonesian and Korean vocational students was that both schools exchanged skills and teach each other on how to make food/cuisines from their each country. Both schools agreed to establish a bilateral cooperation in the field of education and culture that promotes Global Citizenship Education (GCED). Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. GCED is based on the three domains of learning - cognitive, socio-emotional and behavioral. The primary aim of Global Citizenship Education (GCED) is

nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. Seeing the GCED is very important for our students, so the student skill exchange program between Indonesian and Vocational students was done.

## **2.5 Culinary/Cooking Class as Project in Student Skill Exchange Program**

In culinary/cooking class, Indonesian and Korean students exchanged skill on how to cook or to make cuisines from their own countries. Korean students introduced Korean foods to Indonesian students namely : Kimchi, Japchae, Bulgogi, Kimbap, Tteokbokki and Dalgona. Meanwhile, Indonesian students introduced Palembang traditional food such as : Pempek, Tekwan, Model and Mie celor. All materials, ingredients and tools have been prepared by the students. Indonesian and Korean students were divided into six groups. Each group consisted of two Korean students and three Indonesian students and they worked collaboratively to complete their project.

According to the research done by Green and Whitsed (2013), exchange programs has the following advantages for students : 1) Students gain the ability to recognize differences among people, 2) They understand the differences between rapacious exploitation vs ethics, 3) Ability to recognize a knowledge gap based on comparative thinking, 4) Capacity for intercultural communication, 5) Ability to know on what terms to compare countries, 6) Possession of knowledge of other countries based on diagnostic skills, 7) Ability to recognize educational trends in other cultures, 8) Understanding and possession of cognitive complexity and cognitive integration.

Furthermore, Knight (2004) furthermore postulates that the following are the benefits of students exchange programs for teachers : 1) Increasing the understanding of the host country, its language and academic field, 2) The opportunity for a career-enhancing professional development experience that allows student teachers to gain perspective, to be exposed to new teaching methods, develop new curricula, and to share professional expertise, 3) The opportunity to develop life-long friendships and professional relationships and to become a member of an international community, 4) The additional benefit to accompany family members who get to live or go to school in a different cultural environment. One of the key reasons for attempting to deepen the knowledge of student teachers, is the need to improve classroom practice. Furthermore, students are given the opportunity to learn a variety of ideologies, religious as well as philosophical that serve as the basis for the pedagogical strategies of other countries.

## **3. Methodology**

This research was categorized as a case study with a qualitative research approach and using descriptive analysis. The activities in this research were carried out systematically to collect, analyze and conclude the data by using several technique to find the answer of the research questions. The purpose of this research was aimed to find the existing phenomenon which took place in state Vocational High School Number 6 Palembang Indonesia. This place became the location of student skill exchange program 2023. The culinary/cooking class was as the student's project in this exchange program. The participants of this research involved Indonesian vocational students (State Vocational High School Number 6 Palembang) and Korean students (Seoul Technical High Students/STHS South Korea). The convenience sampling technique was used in this research. All the groups of students became the sample for speaking assessment and observation and there were 7 Indonesian students, 8 Korean students who answered several interview questions.

Data analysis was carried out through the following steps. Data reduction, including the process of selecting, focusing, and simplifying. In this stage, researcher sorted and selected data that was relevant to the research objectives. Data presentation (data display), presenting data into information. The collected power is organized and presented systematically through tables. Conclusion drawing/verification, verifying data based on the data presented. Researcher looked for meaning from the data presented by looking at the relationship between

developing patterns. Meanwhile, to increase the validity and interpretation of research results, researches used within-method triangulation techniques, namely the use of various data collection methods (Daytner, 2006).

#### 4. Findings and Discussions

##### 4.1 Data from the Students' Speaking Score

The following table and chart show the students' speaking skill mean score. This score was taken when the students presented their project in culinary class. There were 6 groups got involved in the project. The highest score was 94 and the lowest score was 85. The scoring was done by using speaking measurement rubrics, namely : task completion, comprehensibility, fluency, pronunciation, vocabulary, grammar (O'Malley and Pierce : 1990).

**Table 1 and Figure 2 : the gain of students' speaking mean score**

No	Group	Mean score
1	Group 1	85
2	Group 2	87
3	Group 3	80
4	Group 4	88
5	Group 5	90
6	Group 6	94
	Total means score	87.33



##### 4.2 Data from the Interview

All Indonesian and Korean students or respondents agreed that the culinary project during the exchange program was very motivating and they were excited and inspired to see what other countries were doing.

The students agreed that they were impressed to observe and experience new learning environment. They exchanged skills on how to cook the food from their partner country. The students also felt that they have learned to see the world from a different perspectives, and they appreciated what they have and what they see. Green and Whitsed (2013) emphasize internationalizing the curriculum which involves providing students with global perspectives relevant to their discipline and giving them a broader knowledge base for their future careers. They furthermore state that these programs can also help to provide students with a set of values and skills to operate in diverse cultural environments. Skills

are here defined as 'intercultural competencies' or 'cross-cultural capabilities'. Korean Students felt that they were given opportunities to learn a variety of educational ideologies, religious as well as pedagogical strategies from their visit to Indonesian vocational school. This study revealed that introducing students exchange programs to institutions can result in a distinct improvement in classroom practice and grant students an opportunity to observe and learn from a variety of ideologies and pedagogical strategies practiced in other countries. The respondents also remarked that it is important that schools should work towards entering into partnerships with parents and that government should invest more money into education.

The following were examples of the remarks from the respondents:

*Respondent 1 (Indonesian student) : by participating in the culinary project during the exchange program, I can appreciate cultural differences between two nations (Indonesia and Korea). I could taste the authentic Korean cuisines from the real Korean people and I also learned how Korean people manage the time, they are very punctual. I am motivated, inspired and feel I should try and eliminate all the wrong things that I experienced in my school community. I think I am going to bring change to our community schools*

*Respondent 5 (Indonesian student) : I could make friends and experience new cultures of what I have already watched from Korean drama on Youtube , I also have seen different circumstances in literally every aspect of life. I could participate in social events and observe a completely different cultural value system in action.*

*Respondent 8 and 9 (Korean students) : By making friends with Indonesian students, now I know Indonesia is multicultural and big country. I saw their diverse ethnics from different islands such as : various traditional food, dances and local languages and I also saw how they behave and wear costumes.*

#### **4.3 Data from the Observation**

From the result of observation, it was found that there was no problem in the aspect of communication done by Indonesian and Korean students during conducting collaborative project. They used simple English well even though both Indonesian and Korean students are from non English speaking country, English did not become barrier in this context.

By doing the project, both Indonesian and Korean students could improve their critical thinking. They have arranged the plans, procedures, strategies, time management to complete the project. Project as the problem should be solved by the students. The principle underlying problem assigning or essential questions is able to stimulate students in discovering the answers. Learning begins with problems and questions that will enable students to learn about what to prepare in an inquiry process, types of inquiry activities to be chosen, tools to be prepared and steps to be taken to solve the problems.

During project of culinary/cooking class in student's skill exchange program, the students could work collaboratively. The students were divided into some teams. One team consisted of Indonesian students and Korean students. They worked collaboratively and introducing their cuisines to each other then they cooked, served the food together and presented their project result together. They felt that working together as a group is important and this helped them a lot to improve their self-esteem and confidence.

Besides that, the project of culinary/cooking class in student skill exchange program could accomodate the creative students because both Indonesian and Korean students had freedom to create everything such as : decorating and serving the food.

From the observation, it was also found that both Indonesian and Korean students felt motivated and enthusiastic in learning new things during their project. They worked together collaboratively, respected the differences between two different cultures and showed high tolerance and working harmoniously among cultural differences . In this context, they learned the concept of Global Citizenship Education (GCED) which enabled them to learn cultures, respect for all, secure societies and to be active in global exposures.

**Table 2 : List observation**

No	21 <sup>st</sup> Century Competence	List of Observation Aspects	Yes	No
1	Character Education	Both Indonesian and Korean have strong motivation, confident, open – minded in learning new things, such as : new knowledge and new cultures	√	
2	Citizenship	Both Indonesian and Korean students can understand the concept, implication and the implementation of Global Citizenship Education (GCED) such as : appreciating each other, understanding global issues, working collaboratively in new society and promoting peace and tolerance.	√	
3	Critical thinking	Both Indonesian and Korean students can accept new things, arranging planning and strategies and solving problems (project) given by the teacher	√	
4	Creativity	Both Indonesian and Korean students work creatively with their team during the project of culinary/cooking class	√	
5	Collaboration	Both Indonesian and Korean students can work collaboratively with their team during the project of culinary/cooking class	√	
6	Communication	Both Indonesian and Korean students do not have problem in using simple English communication during the project in culinary/cooking class	√	

#### 4. Conclusion

Project based learning pada mata kuliah speaking has contributed to developing students' ability to become skilled personalities in the 21st century, 1) In the aspect of oral communication (speaking), project-based learning can increase the acquisition of vocabulary words in English, practice pronunciation in English, familiarize students to convey ideas in English, and train students' confidence. So that they can communicate orally using English. 2) Then students become more global-minded, confident, open, creative, critical thinking, collaborative, communicative, so it can be concluded that projects in this student exchange program can improve students' 21st century skills. 3) Then, in the context of cultural competence, both Indonesian and Korean students are learning and trying to make adjustments to the new culture and culture shock. Students revealed that they have their own efforts to make these adjustments, the goal is : relieve culture shock, get comfortable, and achieve effective communication. Various forms of self-adjustment efforts such as: 1) Learning to understand the language and daily habits and 2) conducting intense interactions.

In short, Project-based learning which emphasizes on the learning science of active construction (Krajcik & Shin, 2014), emphasizes knowledge construction. This process of creating new knowledge allows students to test and achieve their ideas in the way they want, which promotes their innovation competence. Thus, the researcher believe it is necessary to encourage teachers in vocational education to adopt project-based learning. Besides, although disciplines were not analyzed in this review, there are many applications of project-based learning in all levels of education. Future research should more consider implementing project-based learning in vocational education and for future research, the researcher recommends that more experimental research should be done to determine the benefits of Project based learning on students' diverse learning outcomes.

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