

RINGKASAN

PENGEMBANGAN MODEL PELATIHAN HIGIENE SANITASI MAKANAN UNTUK MENINGKATKAN KUALITAS SUMBER DAYA MANUSIA PENJAMAH MAKANAN KATERING

SRI HANDAYANI

Penguasaan dan pemahaman higiene dan sanitasi makanan yang diberikan dalam pelatihan bagi penyelenggara makanan jasa boga, khususnya bagi penjamah makanan yang terlibat langsung dengan makanan. Diharapkan dengan higiene sanitasi yang baik dalam pengelolaan makanan maka dapat tercapai keamanan makanan.

Penelitian bertujuan untuk mendapatkan model pelatihan higiene sanitasi makanan sumber daya penjamah makanan katering yang meliputi pengetahuan, sikap dan ketrampilan.

Rancangan penelitian ini adalah non randomized control group pre test - post test design. Populasi adalah tukang masak katering ada di wilayah Surabaya. Sampel penelitian diambil 60 orang terbagi menjadi 2 kelompok secara non random, yaitu kelompok perlakuan sebanyak 30 orang dan kelompok kontrol sebanyak 30 orang. Pelaksanaan pelatihan dilakukan pada tanggal 23 Oktober 2003 bertempat di gedung G1 Lembaga Penelitian Universitas Negeri Surabaya. Variabel tergantungan adalah kualitas sumber daya manusia penjamah makanan katering (tukang masak) yang meliputi pengetahuan, sikap dan ketrampilan, sedangkan variabel bebas adalah pemberian pelatihan. Instrumen penelitian adalah kuesioner dan pengumpulan data yang menggunakan metode observasi dan pengisian kuesioner. Untuk menganalisis data yang menyangkut manfaat pelatihan, penilaian terhadap modul, pengamatan pembelajaran dan pengamatan efektifitas instruktur dan peserta pelatihan diolah dengan menggunakan distribusi frekuensi. Untuk menguji data *pre test* dan *post test* pada pengetahuan, sikap dan ketrampilan digunakan Uji Wilcoxon Signed Rank Test, sedangkan untuk menguji perbedaan antara kelompok kontrol dan perlakuan digunakan Uji Wilcoxon-Mann Whitney dengan tingkat signifikansi 0,05.

Hasil penelitian menunjukkan tidak ada perbedaan pengetahuan antara pre test dan post test pada kelompok kontrol dengan signifikansi 0,209 ($p > 0,05$), sedangkan pada kelompok perlakuan ada perbedaan antara *pre test* dan *post test* dengan signifikansi 0,000 ($p < 0,05$) dan hasil *post test* menunjukkan ada peningkatan skor pengetahuan. Tidak ada perbedaan pengetahuan *pre test* antara kelompok kontrol dan kelompok perlakuan dengan signifikansi 0,067 ($p > 0,05$) serta ada perbedaan pengetahuan *post test* antara kelompok kontrol dan perlakuan dengan signifikansi 0,000 ($p < 0,05$). Pada variabel sikap hasilnya menunjukkan ada perbedaan sikap *pre test* dan *post test* kelompok kontrol dengan signifikansi 0,000 ($p < 0,05$) dan ada perbedaan sikap *pre test* dengan *post test* pada kelompok

perlakuan hasil perhitungan rata-rata perubahan sikap kelompok kontrol $-5,1333$ dan kelompok perlakuan $11,633$ yang berarti perubahan sikap pada kelompok pengetahuan lebih tinggi atau baik dibandingkan kelompok kontrol.

Hasil perhitungan variabel ketrampilan menunjukkan tidak ada perbedaan antar *pre test* dan *post test* kelompok kontrol dengan tingkat signifikansi $0,051$ ($p > 0,05$), sedangkan pada kelompok perlakuan ada perbedaan antara *pre test* dan *post test* dengan tingkat signifikansi $0,000$ ($p < 0,05$). Tidak ada perbedaan *pre test* antara kelompok kontrol dan kelompok perlakuan dengan tingkat signifikansi $0,876$ ($p > 0,05$) dan ada perbedaan *post test* antara kelompok kontrol dan kelompok perlakuan dengan tingkat signifikansi $0,000$ ($p < 0,05$) dengan skor *post test* pengetahuan menunjukkan angka peningkatan setelah mendapatkan pelatihan. Penilaian terhadap modul menunjukkan komponen modul dan penulisan modul sudah baik dalam pengamatan pengelolaan pembelajaran yang perlu diperbaiki atau ditambahkan adalah penyederhanaan materi dan gambar, sedangkan aktifitas instruktur dan peserta pelatihan sudah baik hanya pada peserta pelatihan perilaku yang tidak relevan dengan kegiatan belajar mengajar. Manfaat perangkat pelatihan baik, tetapi perlu menambahkan media pengajaran yang lain agar lebih menarik dan memperbaiki modul yang digunakan. Pada umumnya peserta pelatihan merasa senang dengan adanya pelatihan dan berharap pelatihan ini bisa dilakukan secara berkala.

Kesimpulan penelitian menunjukkan pengembangan model pelatihan higiene dan sanitasi makanan ini baik dan dapat meningkatkan kualitas sumber daya manusia (pengetahuan, sikap dan ketrampilan) penjamah makanan, terbukti dari hasil analisis yang menyatakan bahwa ada peningkatan skor pengetahuan, sikap dan ketrampilan pada kelompok perlakuan serta perbedaan pengetahuan, sikap dan ketrampilan yang signifikan antara kelompok kontrol dan perlakuan, dan model pelatihan ini selanjutnya dapat dipergunakan untuk pelatihan higiene sanitasi makanan bagi penjamah makanan catering yang lebih luas.

SUMMARY

FOOD HYGIENE AND SANITATION TRAINING MODEL DEVELOPMENT TO IMPROVE HUMAN RESOURCE QUALITY OF CATERING FOOD HANDLERS

SRI HANDAYANI

The competence and understanding of food hygiene and sanitation are provided in the training for catering business, particularly for food handlers who directly involve in food handling. It is expected that a good hygiene and sanitation in food processing may improve food safety.

This study was aimed to obtain a model of food hygiene and sanitation training to improve human resource of food handlers that include their knowledge, attitude, and skill.

This study used non-randomized control group pretest posttest design. The population was food handlers in Surabaya. Samples consisted of 60 individuals, divided non-randomly into 2 groups, i.e., treatment group and control group, each consisting of 30 individuals. Training was undertaken in October 23, 2003, in G1 building, Research Center, Surabaya State University. The dependent variable was the quality of human resource of catering food handlers (cooks), comprising of knowledge, attitude, and skill; while the independent variable was training implementation. Research instruments were questionnaire and data were collected using observation and questionnaire filling. Frequency distribution was used to process and analyze data that related to the benefit of training, assessment to the module, learning observation, and training instructors and participants effectiveness observation. Wilcoxon Signed Rank Test was used to examine pretest and posttest data on knowledge, attitude, and skill. The difference between control and treatment group was tested by means of Wilcoxon-Mann Whitney tests with significance level of 0.05.

Results revealed no pretest and posttest difference in control group with significance level of 0.209 ($p > 0.05$). However, treatment group showed difference between pretest and posttest with significance level of 0.000 ($p < 0.05$), and posttest result showed an increased score of knowledge. Knowledge in control and treatment group showed no difference in pretest, with significance level of 0.067 ($p > 0.05$), and showed difference in posttest, with significance level of 0.000 ($p < 0.05$). Pretest and posttest attitude showed difference in control group with significance level of 0.000 ($p < 0.05$), and similar difference was also found in treatment and control group with the mean difference in control group was -5.1333 and treatment group 11.633, indicating that the attitude change in treatment group was more considerable than that in control group.

The variable of skill showed no pretest and posttest difference in control group with significance level of 0.051 ($p > 0.05$), while this variable showed

difference in pretest and posttest results with significance level of 0.000 ($p < 0.05$). There was no pretest difference between control and treatment group with significance level of 0.876 ($p > 0.05$), and there was posttest difference between both groups with significance level of 0.000 ($p < 0.05$), in which the posttest score of knowledge showed an increase after participation in the training. Module assessment revealed that module components and writing were satisfactory. Results of learning management observation revealed an importance of materials and figures simplifications, while the activities of instructors and participants were satisfactory, except that the behavior of the participants remained irrelevant with teaching and learning activities. Instruments were still reliable, although other teaching media should have been added to render the teaching process more interesting and also to improve the modules used in the process. In general, the participants appreciated the training and they hoped that it could be implemented regularly.

In conclusion, food hygiene and sanitation training can improve human resource quality (knowledge, attitude, and skill) of food handlers, as proved by the analysis revealing that there are increased scores of knowledge, attitude, and skill in treatment group, as well as significant difference in knowledge, attitude, and skill in both groups. The training model may be used further to train food hygiene and sanitation to other catering food handlers.

ABSTRACT

FOOD HYGIENE AND SANITATION TRAINING MODEL DEVELOPMENT TO IMPROVE HUMAN RESOURCE QUALITY OF CATERING FOOD HANDLERS

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The objective of this study was to improve human resource quality (knowledge, attitude, and skill) of catering food handlers by means of food hygiene and sanitation training model and to observe the success of the training.

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The dependent variable was the quality of human resource of catering food handlers (cooks), comprising of knowledge, attitude, and skill; while the independent variable was training implementation. Research instruments were questionnaire and data were collected using observation and questionnaire filling. Frequency distribution was used to process and analyze data that related to the benefit of training, assessment to the module, learning observation, and training instructors and participants effectiveness observation. Wilcoxon Signed Rank Test was used to examine pretest and posttest data on knowledge, attitude, and skill. The difference between control and treatment group was tested by means of Wilcoxon-Mann Whitney tests with significance level of 0.05.

Results revealed that food hygiene and sanitation training can improve human resource quality (knowledge, attitude, and skill) of food handlers, as proved by the analysis revealing that there are increased scores of knowledge, attitude, and skill in treatment group, as well as significant difference in knowledge, attitude, and skill in both groups. The training model may be used further to train food hygiene and sanitation to other catering food handlers.

Keywords: *training model, knowledge, attitude, and skill*