

Catering Students Acceptance Towards the Use of Smartphone Application in Food Presentation

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Abstract: Today's technological advancements have brought many modifications, especially the use of the Internet in education. Learning to use a smartphone application is a learning approach that addresses knowledge and skills acquisition through mobile technology. The purpose of this study is to measure (1) student acceptance factors in the application of learning, (2) the impact of student acceptance on application usage and (3) the level of student acceptance in application usage for the subject of the art of food presentation. This study was conducted on a sample of 60 undergraduate students from the Faculty of Technical and Vocational, Universiti Tun Hussein Onn Malaysia (UTHM). A set of questionnaire was used as an instrument. The data was descriptive analysis using Statistical Package for Social Science (SPSS) version 18. Percentage, mean and standard deviation were obtained from the analysis process. In this research finding, it showed that the factors of student acceptance in the application of learning, the impact of student acceptance in application usage and the level of student acceptance in the application of learning for the presentation of the art of food presentation are respectively high with mean scores of 4.08, 3.81 and 4.00. According to the results, some suggestions for further research to enable application learning are also highlighted.

Keywords: smartphone application, student acceptance, food presentation

1. Introduction

The development of various smartphone applications has undoubtedly helped many people and companies to facilitate work easier. Among the smartphone applications that have evolved over the centuries are learning applications. Smartphones application in learning and education creates a fun atmosphere during the learning and teaching process because it creates a sense of interest and fun. Application is a software or computer program that has been created and developed for convenience and enjoyment for people in life. According to Berk (2009), understanding software is a work of

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operation to run various virtual components (invisible) but valuable to its users. There are several applications used in education for teaching materials. In this study, applications refer to any web applications such as learning through Facebook and Instagram. A video is used as a medium in teaching uploaded so that students can watch, anywhere and anytime before starting a class activity (Schlesselman-Tarango, 2013).

Nowadays, the usage of mobile technology in learning is becoming famous and influential. The learning application will produce students eager to learn even in a student-centred manner (Maria et al., 2004). This way of learning is beneficial if the teachers have any emergency. Hence, this learning system can help students learn anytime and anywhere compared to use notes and books that are easily impaired and lost. Besides, mobile technology also provides a vivid and unobtrusive learning environment that provides students no barrier to access information, references, and guidance (Kukulka-Hulme, 2007).

According to Mayer (2001), watching is a process that involves high cognitive activity to produce active learners. Students who watched performances presented with a movement, colour, sound, and presentation style will have more fun and understanding. Hence, a teacher needs to play a part in providing teaching tools that are more interesting and up-to-date in today's changing age. Thus, the objectives of this study are identifying factors in the acceptance of smartphone applications in the course of performing arts for UTHM Catering students, identify the impact of student acceptance on the use of food arts learning smartphone application among UTHM Catering student and identify the level of student acceptance in the use of smartphone applications. The development of applications today is so rapid and widespread that it has a profound effect on education. According to Naismith et al. (2004), education development is in line with today's society, quickly getting information with a click. It is possible to click 'continue' to achieve the desired information. Hereafter, this is where the teaching and learning process now takes place across the lecture hall's physical space, which takes place virtually and the delivering information very effective and even longer lifespans.

1.1 Factors of smartphone application usage

The factors that contribute to smartphone application usage includes student readiness, students' understanding and student awareness. In this study, student readiness refers to students' readiness and willingness to learn new skills using technology (Aziz & Ahmed, 2016). Next, according to Yahaya, Norazrena and Mohamad (2011), students' understanding means students with positive perceptions and attitudes towards learning methods using the smartphone application showed an increase in their understanding of the subject being studied. Finally, student awareness refers to most students that are aware to many learning materials which are available through smartphone applications and know that these applications can help students' academic achievement.

On the other hand, student acceptance can be seen from the level of acceptance of smartphone applications and factors of smartphone application usage. Othman and Roselan (2015) mentioned that student acceptance is the level of student readiness, understanding and awareness that will influence students' acceptance of Smartphone Applications. Thus, for this study, the conceptual framework developed is to describe the research carried out graphically. This conceptual framework has been used as a guide in the process of conducting this study. The conceptual frameworks used in this study are as illustrated in Figure 1.

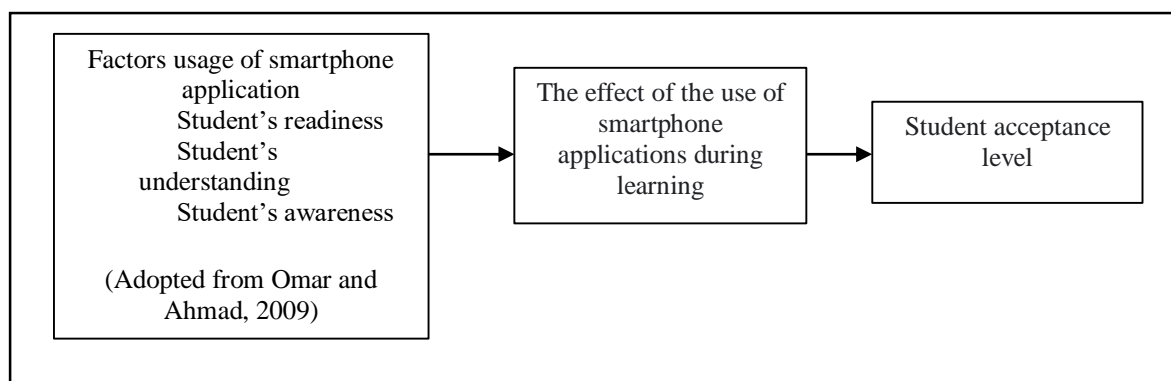


Figure 1: Student Concept Level Concept Framework

Referring to the diagram above, student acceptance can be seen from the level of acceptance of smartphone applications and factors of smartphone application usage. This study adapted from Omar and Ahmad (2009) study, which is the level of student readiness, understanding and awareness that will influence students' acceptance of Smartphone Applications. Non-dependent variables are factors that make use of the smartphone application adapted from the learning process. Furthermore, this study examined the indirect relationship between the level of usage and acceptance factors of smartphone application usage.

2. Methodology

2.1 Research Design

For this study, a questionnaire was used as an instrument for obtaining quantitative data. This survey method is an excellent alternative to the information gathering process with large numbers of respondents.

2.2 Research Procedure

This study was conducted at the Faculty of Technical and Vocational Education, UTHM. Sixty respondents from Bachelor of Vocational Education (Catering) students was selected to answer the questionnaire. The selected respondents were from cohort 10 and cohort 11.

2.3 Research Instrument

This study uses a quantitative approach where Google Forms were distributed to obtain the information. There are four sections in the questionnaire: A, B, C and D. The questionnaires were analyzed using Statistical Procedure for Social Science (SPSS) version 18.

3. Results and Discussion

The results and discussion presents data and analysis of this study. Questionnaires were distributed at the Faculty of Technical and Vocational Education.

3.1 Results

In terms of demographic analysis, there are four questions which are gender, age, study cohort and academic entry into UTHM. The demographic information of the respondents was analyzed based on frequency and percentage. The findings show that 15 respondents, 25 percent out of 60, were male, while 45 respondents, which are 75 per cent, were female. For age analysis, the results show that only

one respondent aged between 19 and 21 years old is 1 percent, followed by 55 respondents aged between 22 and 24 years old, 92 per cent. Meanwhile, 7 per cent were respondents aged 25 years old and upwards. For cohort sections, this study found that 29 respondents (48 per cent) were from Cohort 10 and 31 respondents (52 per cent) were from cohort 11. From all the respondents, it was found that the Diploma in Public Institution holders was the most significant respondent with 31 persons (52%), and the balance is 29 respondents (48%) with STPM certificate. There are no respondents from Malaysian Skills Certificate (SKM), Malaysian Skills Diploma (DKM), Malaysian Vocational Diploma (DVM), Matriculation / Basic Center, UTHM Diploma and Private Institution Diploma (0.0%).

For objective 1, there are 15 questions regarding factors of accepting applications in learning the art of performing arts, which are divided into three categories: student readiness, student comprehension, and student awareness using smartphones during learning. For questions of the student readiness category, the highest item is that 'I am ready to use the Smartphone App because it is easier and accessible anytime and anywhere with a score of 4.25. Followed by the item 'I often browse applications (e.g., Instagram, Facebook, YouTube, Pinterest to get lecture notes and make tutorials' with a means score of 4.23. The next item is 'I think that learning by application is complementary to face-to-face learning in the lecture room/laboratory' which means scores at 4.18. Followed by 'I have enough skills to use the learning method by smartphone application' with a means score of 4.03. Finally, the item 'I was comfortable using a smartphone application in Food Presentation Arts' with a means score of 3.97.

For the second category in objective one that is the level of student's comprehension in the use of smartphone applications in learning the art of food presentation subject shows that the highest item is 'smartphone application is one of the efforts in line with the development of the 4.0 industrial revolution' and 'smartphone application items allow learning to take place continuously regardless of distance and time' with both have means score of 4.35. Next is the smartphone application item is a new learning method due to a combination of knowledge and skills, with a means score of 4.28. Followed by smartphone application is a way of learning that can stimulate students' interest in the current process (M = 4.27). Lastly, the lowest mean score was 'the smartphone application improving my understanding during the learning processes with mean scores of 4.25.

Next, the third category is objective one that is the level of awareness of the use of smartphone applications in the learning of food presentation art. The highest item was 'I realized that smartphone applications have many benefits with means score of 4.00. Next item 'I realized that many learning materials are available through a smartphone application with a means score of 3.80. Followed by the item 'smartphone applications are mediums of mediation in learning with means score of 3.18. Followed by the second-lowest item, which is 'I know that smartphone applications can help my academic achievement if used properly with a means score of 3.72. Finally, the item 'I realized that smartphone learning had a positive effect on my memory' with means scores of 3.70.

For the second objective, the frequency of student acceptance in using smartphone applications in learning Food Performing Arts subjects found out the highest item was 'the smartphone application provides easy-to-understand information related to the food presentation guide' means score of 4.18. Followed by the item, 'I browsed the smartphone application to learn subtopic related to the food presentation art course (M= 4.15) and the item 'use of smartphone application can increase my creativity while producing sculpture art in food presentation art' with means score of M = 4.10.

The third objective, which is the level of student acceptance in application usage, found out that the highest items with a mean score of 4.33 were the students are more focused on learning when using a smartphone application in learning. Then, followed by the item 'I was able to apply a smartphone well in the process of learning the art of food presentation (M = 4.30). Finally, the item I was more efficient in knowing information about the art of food presentation when using a smartphone application with means score of 4.17.

3.2 Discussions

3.2.1 Factors in accepting applications in learning the art of performing arts for UTHM Catering students.

The analysis results show that many students agree on the readiness before starting learning using the highly preferred application. According to Zulhasnan (2019) and Barhoumi (2015), in line with education in Malaysia, the advancement of information and communication technology cannot be left behind because the application of information technology is required in the education sector in Malaysia, especially the implementation of mobile learning which is able to provide social interaction. In addition, according to Saran, Cagiltay and Seferoglu (2009), learning using mobile phone equipment has improved students' skills for food presentation art subjects that are using multimedia materials. This is because before starting learning by application, it can facilitate the interaction between teachers or lecturers and students. Based on the findings of this study, students are always ready for learning using application due to the development of 21st century Education. The factor of students' understanding is related to teaching and learning and matters involving students' self-development. Through mobile learning, lecturers can share the materials or academic assignments in a website or smartphone application to facilitate students' access. This is aligned with Aliff, Mohd Isa and Azwin (2015), where mobile learning allows learning information to be accessed regardless of place and time as long as it is in a space or place with wireless technology access.

3.2.2 The effect of student acceptance on the application of the UTHM Catering student food arts education.

The study results found that learning new methods in using smartphone applications has a very positive effect on them. This learning effect has given various benefits to the students and facilitated them to perform the assignments that their lecturers have given. Vavoula and Sharples (2002) mentioned that smartphone applications allow learning to take place without being limited to location and time. Hence, the respondents agreed that the smartphone application has a good impact on them during the teaching and learning process. This application gives them more interest to study, access notes as reference material regardless of time and place, and communicate with lecturers at any time.

3.2.3 The level of student acceptance in the application for learning the art of performing catering's student.

The results of this study show that students respond positively to the advantages of this smartphone application. Most of the students agree that smartphone applications are a valuable medium for them to access the art of presentation notes, practice online and even connect with lecturers who teach.

The results of the study found that students gave positive feedback on the advantages of this smartphone application. Most of the students agreed that the smartphone application is a suitable medium for them to get food presentation art notes, do exercises online, and communicate personally with their lecturers. Without referring to books or written notes, students can easily access educational

materials using their smartphone app only when outside of lecture hours. This is in line with Brown and Keegan (2005), who stated that mobile learning exists due to distance learning methods and electronic learning, which offers users more flexibility. Students focus on teaching in the lecture room during lectures, and they only focus more on the assessments made at that time. After a lecture, the smartphone application will take over the teaching and learning function. Students can access notes and reference materials of food presentation arts courses in their dormitories or their homes. Thus, after conducting the study and analyzing the data, it was found that the catering students had an excellent acceptance of learning the food presentation art course using a smartphone application.

4. Conclusion

In conclusion, this study found that students nowadays tend to learn online learning. This study promotes the teaching and learning process with the help of smartphone applications. The students' positive reception has proved that the Catering students of cohorts 10 and 11 have been using mobile phone applications throughout the Movement Control Order to view notes, videos, and exercises.

The whole study was conducted to ensure that the catering students of cohorts 10 and 11 can accept and focus on student readiness, student understanding and awareness of learning using smartphone applications. The research data shows that all three dimensions, namely factors, effects and student acceptance of application learning, are high. Overall, cohort 10 and 11 Catering students provided positive feedback on application learning in the teaching and learning process.

However, this study was only limited to cohort 10 and 11 Catering students at Universiti Tun Hussein Onn Malaysia, who were taking a food arts course. Thus, the data is unable to generalize to other Catering students in other institutions. This study also encouraged further study in another location so that it can be generalized to other populations.

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