

Utilization of Tengger's Gastronomic Heritage as Indonesian Language Learning Material for Foreign Speakers (BIPA)

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Abstract. In the process of learning a second language, including Indonesian, the materials or textbooks used mostly have almost the same substance, namely discussing general matters. There are still not many teaching materials that specifically introduce Indonesian culture in terms of both traditional culinary and gastronomic aspects. This article aims to examine the utilization of Tengger's gastronomic heritage as Indonesian language learning material for Foreign Speakers (BIPA), as well as the dimensions of literacy. This research uses qualitative methods, collecting data through document study, and analyzing with content analysis models. The research results show that using Tengger gastronomy as teaching material can increase creativity and introduce Indonesian culture from a traditional culinary perspective. The literacy dimensions that are built include reading, writing, listening, and speaking. Students can find the philosophical meaning, tools, materials, how to make and present the culinary, enrich vocabulary, et cetera.

Keywords: Indonesia language learning for foreigners (BIPA); textbook; gastronomy; Tengger; literacy

1 Introduction

Indonesian is currently being worked on to become one of the languages known and spoken internationally. In response to this goal, someone cannot acquire language without a language-learning process [1]. Indonesian language learning explicitly aimed at foreign speakers is generally known as the Indonesian Language for Foreign Speakers (BIPA). Through the BIPA development program as an international language, many foreign speakers are increasingly interested in learning Indonesian [2]. However, it should be noted that studying Indonesian in the BIPA program differs from studying Indonesian by native speakers [3]. BIPA learning tends to be viewed from learner factors [4].

In order to make Indonesia an increasingly effective medium for soft-power diplomacy, various efforts are being made to attract the interest of many foreign speakers. This aims to

ensure that language internationalization efforts can increase significantly and positively impact Indonesia in the international arena. Therefore, it is essential to continue to support and strengthen the use of Indonesian to express national identity and the nation's cultural richness. Especially for BIPA teachers, additional skills must be possessed, namely the skills to naturalize BIPA students to become native speakers. This is a challenge and a necessity for BIPA teachers in providing appropriate and appropriate learning [5]

However, in the Indonesian language learning process, specifically for foreign speakers, the materials or textbooks used mainly still have similar substance, namely discussing things commonly found in Indonesia or general things about everyday life. [6] states that teaching materials based on local culture still need to be found. Apart from that, there are still few teaching materials that specifically introduce Indonesian culture from a culinary or traditional gastronomy perspective. One of them is that there needs to be writing to examine the use of Tengger's gastronomic heritage as learning material for Indonesian Language Speakers (BIPA). [7] strengthens this statement by stating that culinary-related material needs to be introduced internationally, one of which is by integrating it into BIPA learning.

Some previous relevant research that can be a basis for this research includes studies related to the development of Indonesian language teaching materials for intermediate-level foreign speakers in general [8], the development of Indonesian language teaching materials for foreign speakers on reading competence for beginners with East Javanese culture [9]. , development of Indonesian language teaching materials for intermediate-level foreign speakers B2 based on Banten culture [10], development of Indonesian language teaching materials for foreign speakers containing Javanese culture for beginner-level foreign speakers [11], development of coffee-based listening teaching materials for Indonesian speakers beginner level foreign language [12], development of Indonesian language teaching materials for foreign speakers on a cross-cultural basis through a communicative contextual approach [13]. From several studies, it is known that Indonesian language teaching materials for foreign speakers (BIPA) based on traditional culinary delights, extraordinary culinary delights that contain philosophical and cultural meaning and can be intended for specific purposes, for example, Tengger gastronomy, have never been carried out by previous research so that it can be new or novelty in this research.

Based on the description above, research related to the development of Indonesian language teaching materials for foreign speakers based on traditional culinary is very feasible to carry out as a form of introduction to one of the various cultural riches in Indonesia. This article aims to answer two problem formulations, namely how to use Tengger's gastronomic heritage to prepare Indonesian language textbooks for foreign speakers and the dimensions of literacy in Indonesian language textbooks for foreign speakers based on traditional culinary. This research will bring theoretical benefits as an academic basis for further research. The practical benefits that can be obtained are supporting the BIPA program to be more varied and helping BIPA teachers to be able to introduce the richness of Indonesian culture from various angles, including traditional gastronomy, as presented in this article.

2 Method

This paper uses a descriptive qualitative method with a pedagogical and literacy approach to BIPA learning. The results of the utilization and dimensions of literacy from development research carried out previously are described through qualitative methods. The choice of qualitative research type is aimed at obtaining depth of information [14]. Data collection in this research was carried out through document study techniques and supported by a literature study through a series of references to relevant literature sources [15]. The data in the research are in the form of documents or drafts resulting from the development of BIPA level C1 teaching materials with the theme of traditional Tengger culinary or gastronomy. The data comes from a development draft, now recorded as teaching material entitled *Kirana Boga*, published by MNC Publishing.

Next, the data was analyzed through a content analysis model [16]. The data analysis stage is (1) carrying out data reduction to sharpen and organize the data in such a way that parts can be taken that are by the boundaries of the research problem, (2) presenting the data, which is done by describing the findings based on document study or content analysis. Research data: the part analyzed in this research is how Tengger gastronomy is used as teaching material and the dimensions of literacy contained in it, and (3) drawing conclusions to get the essence, which is the main idea of the research so that the data can be presented concisely and clearly. The validity of the results of this research was tested through validation by BIPA material experts, language experts, and media experts, as well as techniques to increase persistence [17].

3 Results and Discussion

3.1 Utilization of Tengger Gastronomic Heritage as Learning Material

Talking about the Tengger tribe, this tribe has long been known as one of the tribes in Indonesia, rich in unique culture, traditions, and customs. The Tengger tribe has a long history of beliefs, values, and practices passed down from generation to generation. The Tengger tribe is also famous for its natural beauty, such as Mount Bromo, which attracts tourists from various countries. The rich culture of the Tengger tribe also includes art, traditional dance, and traditional music, as well as unique traditions such as the *Yadnya Kasada* ceremony and traditional Tengger weddings, which are also an essential part of their cultural heritage. In all of this wealth, the Tengger tribe continues to maintain its identity as one of the Indonesian ethnic groups that have local wisdom values.

It does not stop there; the Tengger people also have a rich culture in the form of culinary delights. There are many traditional culinary or gastronomy typical of Tengger, such as *juadah* (*abang, putih, ireng, and kirik*), *pipis*, *pasung*, *sega lembut*, *sambal krangean*, *tetel*, *kopi pait*, and so on [18]. This cultural richness in the form of traditional culinary delights can be utilized as learning material with local wisdom, especially for international students who are still unfamiliar with Indonesian culture. Compared to ordinary food commonly found in everyday life, traditional food has strong cultural values that can better naturalize and internalize the local wisdom values of Indonesian society. In more detail, traditional food contains local wisdom values that are internalized in every ingredient and manufacturing process.

By studying traditional culinary delights, students can understand each dish's history, origins, and philosophy. Apart from that, they are also taught about how to make it and what ingredients are used. This increases students' knowledge about traditional Indonesian culinary delights and helps improve conservation efforts by better appreciating one of the various cultural heritages. In other words, studying traditional culinary delights can also help create awareness of the importance of preserving local wisdom. Learners can practice these values in everyday life, such as appreciating and preserving culture and appreciating the cultural differences that each community group has.

Of the many traditional gastronomies typical of Tengger, the culinary delights featured in the BIPA Kirana Boga textbook consist of six types, of which the first unit contains *juadah* snacks, namely typical food made from sticky rice flour and corn, which contains the philosophy of representing human origins, consisting of *juadah abang*, *putih*, *ireng*, and *juadah kirik* which are featured explicitly in the village cleansing ritual at Pujan Kasanga. The second unit discusses *pipis* snacks, a typical food made from processed corn, which contains the philosophy of sarutama, or the place of birth of humans on the part of women. The third unit discusses *pasung* snacks, namely typical foods made from corn flour and grated coconut and *tapai*, which contain the sarutama philosophy on the part of men; *pipis* and *pasung* are couple snacks that refer to the karo (dua) philosophy.

Apart from snacks, heavy dishes like *sega lembut* and *krangean* sambal or chili sauce are also included. Soft *sega* is a staple food of the ancient Tengger people, which is made from corn and is still often consumed today, while *krangean* sambal is a typical chili sauce that uses eggplant chilies because, in the Tengger area, only eggplant chilies can grow well, the stature of eggplant chilies is fatter than other regional chilies. The fifth unit discusses *tetel* snacks, whose primary language is sticky rice, which contains the philosophy of the close relationship between parents and children. The last unit, or unit six, discusses drinks, namely the *kopi pait* drink, a typical Tengger drink made from processed pait coffee beans. The coffee beans used are coffee plants that grow in the Tengger area and are served with a side dish in the form of palm sugar or *aron*). The following is an example of the appearance of the Kirana Boga teaching material book in final draft form.

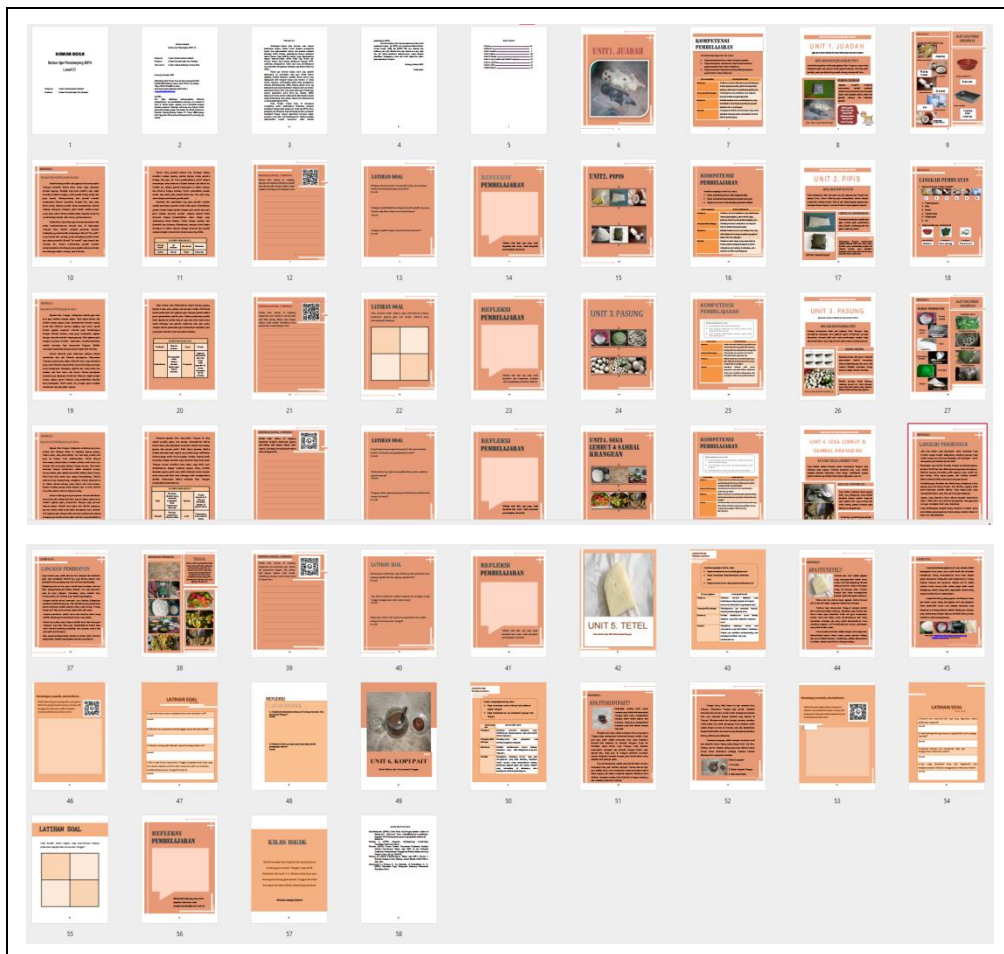


Fig. 1. Textbook Samples

Based on the validation results from BIPA language and material experts as well as media experts, the results of the development of BIPA Traditional Tengger Gastronomy teaching materials entitled Kirana Boga was considered good and met the feasibility indicators. Apart from that, when tested directly on international students, the results were also good. International students are interested in Mount Bromo tourism and the Tengger people who live around the mountain, so providing BIPA teaching materials based on traditional Tengger gastronomy can strengthen students' cultural insight and attract international students' interest in exploring various tourism and cultures in Indonesia.

3.2 Literacy Dimensions in Traditional Culinary-based BIPA Learning Materials

Language learning fundamentally has a literacy dimension, which is divided into four main competency targets, including reading, listening, speaking, and writing competencies. These four skills are unity [19]. For example, writing competence is closely related to speaking, listening, and reading competence to be able to narrate written results both in written and oral

form [20]. Reading competency can also be added to enrich vocabulary, which can help BIPA students understand better reading texts, which can then be narrated again [21].

In the reading competency in the BIPA Tengger Traditional Gastronomy teaching material entitled Kirana Boga, students will be presented with texts about traditional Tengger food in each unit. These texts contain readings about food philosophy, ingredients, how to make it, uniqueness, how to serve it, and other food information that fits each unit's theme. The text presented is also equipped with supporting images to support the acquisition of more comprehensive information, similar to how multimodal literacy works, which does not present text but can also be equipped with images, audio, or video. Apart from the pictures, a vocabulary table is also presented, which contains unique vocabulary that students may not know, such as *sarutama*, *sigiran*, *kakang crater*, et cetera. By understanding the reading text that has been provided, at the end, students are expected to be able to do practice questions as a form of strengthening learning.

In listening competency, students can listen to previously recorded audio by scanning the QR code provided. The audio in each chapter can contain how to make snacks, molds, serve or eat food, and other information about traditional Tengger culinary delights, which is presented in sound form for BIPA students to listen to. Based on the results of listening to the audio, students are asked to narrate again, both written and orally, information about Tengger gastronomy obtained from the listening results. Furthermore, in speaking competency, in each chapter or unit, students are asked to come forward and retell orally the information about Tengger gastronomy obtained from listening and supported by information in the reading text reading competency.

As for the writing competency in each unit, there are a variety of activities; for example, students are asked to re-narrate in writing information about Tengger gastronomy obtained from listening and supported by information in the reading text in the reading competency, and students are also asked to answer practice questions based on the information. These have been obtained during learning, and there are variations of writing activities where students are asked to create short picture stories with themes that match the unit title. Furthermore, as a final assignment after completing the teaching materials, students will hone their creativity by being assigned to write an essay about one of Tengger's traditional gastronomy and then decorate it in the form of a pop-up book.

The discussion above is in line with the theory that states that someone can't acquire a language without a language learning process [12], because BIPA tends to be seen more in terms of learner factors [4]. Introducing wrong culture one tribe in Indonesia, including gastronomy, can also be stated in line with theory [5], that the naturalization of individual BIPA learners is a challenge as well as a necessity to provide learning that is appropriate and appropriate to the environment and culture around the students.

4 Conclusion

The research results show that using Tengger gastronomy as teaching material can help students understand each dish's history, origins, and philosophical knowledge. The BIPA Kirana Boga textbook discusses six traditional Tengger culinary delights, including juadah snacks, pipis, pasung, sega lembut, sambal krangan, tetel, and kopi pait drinks. Each type of food has a different philosophy, for example, representing human origins, close family

relationships, et cetera. The validation results of BIPA language and material experts, media experts, and international students showed that this textbook met the feasibility indicators. Learning about traditional Tengger gastronomy can strengthen students' cultural insight and attract the interest of international students to participate in exploring various tourism and cultures in Indonesia.

The literacy dimensions in the BIPA Kirana Boga teaching materials include reading, listening, speaking, and writing. In reading competency, students will be presented with texts about traditional Tengger food in each unit, equipped with vocabulary enrichment and practice questions. In listening competency, students can listen to previously recorded audio by scanning the QR code and then narrating it in oral and written form. In speaking competency, students are asked to come forward and retell orally information about Tengger gastronomy obtained from listening and supported by information in the reading text reading competency. As for the writing competency in each unit, there are a variety of activities, such as narrating in writing, answering practice questions, and creating short illustrated stories with themes that match the unit title. Students also hone their creativity by being assigned to write essays in the form of pop-up books.

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