

# Integration of Traditional Indonesian Food in BIPA Learning Based on Local Wisdom in Vietnam

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**Abstract.** This research aims to describe and provide an overview of the implementation of Indonesian Language learning for Foreign Speakers (BIPA) which is integrated with traditional Indonesian food. This research uses a descriptive qualitative research approach. The research was conducted in Vietnam with subjects of 26 BIPA students and BIPA program teachers. The research instruments used in this research were observation sheets, interview guides, and documentation. Qualitative data is analyzed descriptively through data collection, data reduction, data presentation and drawing conclusions. The validity of qualitative data was carried out using triangulation techniques. The research results show that BIPA learning based on local wisdom can be integrated with traditional Indonesian food. Integration of traditional Indonesian food content can be done in BIPA learning listening, reading, speaking and writing. BIPA learning that integrates traditional Indonesian food can increase understanding of Indonesia's culinary and cultural diversity.

**Keywords:** BIPA Learning, Local Wisdom, Learning Strategies, Indonesian Traditional Food

## 1 Introduction

Since the establishment of Indonesian as an international language, the interest and enthusiasm of foreigners in learning Indonesian has increased [1]. Since 20 November 2023 Indonesian has been designated as an official language at the UNESCO General Conference. The Republic of Indonesia Language Agency targets 100,000 new BIPA students by 2024 [2]. There are a total of 530 BIPA organizing institutions throughout the world, 269 institutions identified, 10 institutions validated, and 251 other institutions that have been facilitated [3]. Indonesian is the face of Indonesian culture known to the outside world. This is the role of learning Indonesian for Foreign Speakers (BIPA) as a means of internationalizing Indonesian culture [4].

The BIPA program is a non-formal education program held for foreigners who want to learn Indonesian for specific purposes [5]. Indonesian for Foreign Speakers (BIPA) is taught based on class levels where in one class there are various kinds of students who have various language abilities, knowledge of Indonesian language and culture [6]. BIPA learning must be fun, because apart from being a learning process it is also a means of promoting Indonesian culture. Yolanda (in Muzaki, 2021: 3) explained that one of BIPA's goals is to introduce Indonesian language and culture to the international world in order to improve Indonesia's

positive image abroad [7]. This shows that the success of the internationalization of Indonesian culture is directly proportional to the success of BIPA learning.

The success of BIPA learning must be supported by interesting and innovative learning strategies and models [8]. Innovative learning strategies encourage BIPA students' interest in learning [9]. Understanding cultural aspects will guide BIPA teachers in determining BIPA learning strategies. Apart from that, these cultural aspects are also part of the teaching material that needs to be taught to students [10]. However, based on facts in the field, there is still a lack of innovation in learning strategies or BIPA learning material content. So BIPA learning innovation is needed to increase the effectiveness of BIPA learning.

There are several factors that need to be considered in BIPA learning innovations so that language material can be mastered quickly. The following are the characteristics of language material to be mastered quickly: easy to understand, attractiveness and/or relevance, grammatical composition and correct quantity [11]. BIPA learning strategy development should also provide clear learning objectives and develop learning materials that can accommodate and attract the interest of students with different learning styles [12]. The characteristics of BIPA learning strategies based on local wisdom can contribute to efforts to improve the language itself [13].

As one of the strategic steps in internationalizing the Indonesian language, BIPA teaching must be developed based on the noble values of the Indonesian nation which displays a positive image of the Indonesian nation [14]. In this case, BIPA learning is not only an Indonesian language learning program but is also used to promote Indonesian culture [15]. BIPA teachers must be able to be at the forefront of civilizing Indonesia through new literacies, including data literacy, technological literacy and literacy in the current digital industrial era [16]. The need to develop learning strategies based on culture and local wisdom for BIPA students needs to be done to clarify language material so that it can improve students' ability to communicate [17]. The content of local wisdom in BIPA teaching can also increase motivation for students to understand Indonesian culture and language [18].

One of Indonesia's local wisdoms that has philosophical values is traditional food [19]. Every food has a history and contains its own philosophical values [20]. There are several typical Indonesian foods that are similar to typical foods in Vietnam. This is not surprising, because Indonesia and Vietnam, both Southeast Asian countries, certainly have cultural similarities. This opens up opportunities for acculturation of material related to typical Indonesian-Vietnamese food which is then integrated into BIPA learning based on local wisdom. This strengthens the role of language as a cultural network in Southeast Asia [21].

Vietnam is one of the countries in ASEAN that also teaches Indonesian at universities. Several universities that teach Indonesian include the University of Social Sciences and Humanities in Ho Chi Minh City, Hanoi University, Hong Bang International University. This of course shows the position of the Indonesian language as part of the form of internationalization in the ASEAN region. Therefore, a conceptual thinking model is needed in an effort to understand and explore the development of BIPA learning strategies in Vietnam based on local wisdom [22].

There has been a lot of research discussing BIPA learning innovations. among them are as follows, BIPA learning was implemented in Vietnam using the CLIL model [23]. Research regarding BIPA learning based on local wisdom has been carried out with material on the cultural diversity of the city of Jakarta [24]. BIPA learning based on local wisdom has also

been carried out with material on gamelan music instruments to improve speaking skills [25]. There is also research that develops web-based learning materials containing Indonesian folklore [26]. However, based on this description, there has been no innovative learning strategy that integrates typical Indonesian food content in BIPA learning. This is the state of the art for this research so it must be studied in more depth.

This descriptive study is needed to provide an overview regarding the implementation of Indonesian Language learning for Foreign Speakers (BIPA) which is integrated with typical Indonesian food. It is hoped that the research conducted can contribute to the sustainability of the BIPA program and the institutions administering the BIPA program in order to create BIPA learning based on local wisdom that is effective and efficient. This descriptive research is needed because the BIPA teaching context will extend to other relevant matters such as improving language skills as well as an effort to increase the positive image of Indonesian culture on the international stage.

## **2 Research Method**

This type and research method uses a qualitative approach with a descriptive type [27]. This research aims to describe the implementation of BIPA learning based on local wisdom which is integrated with typical Indonesian food content in Vietnam. The location that is the object of research is Vietnam National University, Hanoi, Vietnam. The research was conducted on 25-26 September 2023. The subjects of this research were 26 BIPA A2 students in the Southeast Asia Studies study program. The object of this research is the BIPA learning process which is integrated with typical Indonesian food.

Researchers used purposive sampling by selecting informants who had an understanding of the implementation of the Indonesian Language for Foreign Speakers (BIPA) program at universities in Vietnam [28]. Researchers also applied saturated sampling techniques which are included in non-probability sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. Saturated sampling is often carried out when the population is relatively small, less than 30 people, or research that wants to make generalizations with very small errors. Another term for saturated sampling is census, where all members of the population are sampled.

Data collection techniques use observation, interviews and documentation [27]. The research instruments used in this research were observation sheets, interview guides and documentation. Observation sheets were used to obtain data related to the BIPA learning process at VNU Hanoi, Vietnam. Interviews were used to obtain data related to the implementation of the BIPA program at VNU, Hanoi, Vietnam. As well as to complete the answers to the observation instrument. Documentation is used to help complete the data obtained by researchers in addition to conducting interviews and observations.

The data obtained was then analyzed using the Miles & Huberman interactive model including data collection, data reduction, data presentation, and drawing conclusions [29]. Qualitative data is analyzed using triangulation techniques to increase the depth of understanding of the phenomena studied and the context in which the phenomena appear. The triangulation used is technical triangulation by checking data from the same source with different techniques [30].

## **3 Result and Analysis**

Vietnam National University, Hanoi (VNU) is one of the leading multidisciplinary and multisector national universities, producing quality human resources for the country's development. VNU is a pioneer in innovation and is considered a symbol of intellectual life and education in Vietnam. VNU's new management model ensures that interdisciplinary and multidisciplinary principles are promoted through VNU members working together as one. At the same time, each member unit has its own unique strengths, which they apply to the benefit of Vietnam National University, Hanoi. The system operating mechanism will follow world-class university governance practices with a modern and uniform IT infrastructure.

Vietnam National University is the first university in Hanoi to have Indonesian language courses. Indonesian began to be taught for the first time on February 18 2019. Teaching was carried out with the help and support of Indonesian Language for Foreign Speakers (BIPA) teaching staff from the Center for Linguistic Strategy and Diplomacy Development, Ministry of Education and Culture of the Republic of Indonesia. Indonesian is part of the Southeast Asia studies program at the Faculty of Oriental Studies. Indonesian is taught 4 (four) times a week.

BIPA teaching in Vietnam is carried out as a form of linguistic diplomacy cooperation between the Language Development and Development Agency, the Consulate General of the Republic of Indonesia in Hanoi, and Vietnam National University. Teaching Indonesian at VNU Hanoi is also part of VNU Hanoi's duties and mission to contribute to increasing Vietnam's role in ASEAN by teaching the language with the 4th largest number of speakers in the world and the first in ASEAN.

### **3.1 BIPA Learning Based on Local Wisdom at Vietnam National University**

BIPA learning begins with learning planning. Learning planning is carried out by planning and preparing learning components such as learning approaches, learning strategies, teaching materials, evaluation tools and so on. Learning planning is carried out before implementing learning. Learning components are tailored to needs, namely BIPA level A2 for Vietnam National University students.

BIPA learning based on local wisdom seeks to integrate Indonesian language material with typical Indonesian food. This aims to broaden BIPA students' insight regarding culinary diversity in Indonesia which is part of the unique culture of each region. BIPA teachers have also prepared traditional food from various regions in Indonesia for BIPA students to taste. The learning material is packaged in the form of learning media in the form of power points, reading texts and flashcards.

BIPA learning activities at Vietnam National University were welcomed by Dr. Ho Thi Thanh from USSH VNU. BIPA learning based on local wisdom with typical Indonesian food content was held on September 26 2023 at Vietnam National University, Hanoi, Vietnam. There are 26 Southeast Asia Studies study program students taking part in BIPA learning. Students look very enthusiastic in participating in BIPA learning.

The approach used in BIPA learning based on local wisdom is the scientific learning approach. Students observe the shape and color of traditional food, then try or taste the traditional meaning. With this approach, students try to find the names of traditional Indonesian foods, then match them with the pictures that have been provided independently. With this approach, active learning strategies are implemented. Students are divided into several groups to make observations, try, ask and answer each other to find answers to the questions presented.

Teaching is carried out using direct and communicative methods. The teacher directly uses Indonesian as the target language and language of instruction. The assignment method is also used in learning. Assignments can include listening, speaking, reading, and writing. BIPA students have the opportunity to ask questions directly to the teacher when they have difficulty understanding the material.

BIPA learning materials based on local wisdom are integrated with traditional foods from various regions in Indonesia. Learning begins by getting to know the names of traditional Indonesian foods which are similar to typical Vietnamese foods. The following is an introduction to typical Indonesian food which is similar to food in Vietnam.



Figure 1. Typical Indonesian food that is similar to Vietnamese food

Based on this material, it can be seen that several typical Indonesian food are similar to Vietnamese food in terms of food form. Apart from that, there is Indonesian food which is similar to Vietnamese food. These include onde-onde which is similar to banh cam in Vietnam, fried rice similar to com rang in Vietnam, chicken porridge similar to chao ga, spring rolls similar to ghoi cuon, and so on. By introducing Indonesian and Vietnamese food which has similarities, BIPA students' motivation increases. This can be seen from the enthusiasm and deeper curiosity about various types of typical Indonesian food.

### 3.2 Integration of Typical Indonesian Food in Language Skills

Traditional Indonesian food can be integrated into BIPA learning to practice listening skills. The teacher provides an explanation of various typical foods from various regions in Indonesia. Each regional food in Indonesia has its own characteristics according to the culture and habits of the people of that region. The BIPA teacher also explains the ingredients and process of making the food. The following is a picture of the listening learning process of BIPA students at VNU.



Figure 2. BIPA students listen to explanations regarding typical Indonesian food

Through this activity, students listen to explanations from BIPA instructors. Listening activities can increase BIPA students' vocabulary. Apart from that, it can also increase insight regarding cultural and culinary diversity in Indonesia. Traditional Indonesian culinary philosophy can be used in BIPA learning with the competency to understand hearing about various ideas accurately which involve nuances of meaning in various domains with cultural contexts [31].

Typical Indonesian food can be integrated with BIPA learning to improve reading skills. BIPA A2 students at VNU read the story text provided. The story text provided contains local wisdom, namely the history of a typical Indonesian food originating from Yogyakarta, namely bakpia. This can train the reading skills of BIPA Level A2 students at VNU and increase their insight regarding local culinary wisdom in Indonesia. The following is an example of reading text containing typical Indonesian food.



Figure 3. Reading text containing typical Indonesian food

Through the activity of reading story texts containing typical Indonesian food, BIPA learners know the structure of writing in Indonesian. Apart from that, BIPA students can also gain insight into the history of typical Indonesian food.

The BIPA learning process continues by playing games using flashcards. Students are divided into several groups consisting of 6-7 people. Each group was given random flashcards containing pictures of traditional foods and descriptions of food. Students are asked to match pictures of food with descriptions related to that food correctly. The use of visual media containing local wisdom has a significant effect on BIPA students' understanding of Indonesian culture [32]. The following is a picture of the learning process using flashcards.



Figure 4. BIPA Students Match Flash Cards Containing Typical Indonesian Foods

Typical Indonesian food can also be integrated into BIPA learning to practice speaking skills. After going through the process of listening to various types of typical food from various regions in Indonesia and reading the history of typical Indonesian food, BIPA students then observed and tasted typical Indonesian food. Then BIPA students were asked to describe the shape and taste of the typical Indonesian food they had tasted. BIPA students describe typical Indonesian food orally to practice speaking skills. The following is a picture of BIPA students tasting typical Indonesian food



Figure 5. BIPA Students Tasting Typical Indonesian Food



Through the activities above, BIPA students can practice speaking skills in simple sentences. BIPA students shared their experiences tasting traditional Indonesian food. Tasting food can provide new experiences for BIPA students regarding typical Indonesian culinary delights. Students also gain additional knowledge about which foods suit the tastes of Vietnamese society in general.

Typical Indonesian food can also be integrated into BIPA learning to improve writing skills. After going through listening, reading and speaking activities, BIPA students are then at the writing skills stage. At this stage BIPA students are asked questions with simple sentences. Questions related to the typical Indonesian meanings that have been studied. Students are asked to answer questions in writing. The following is an example of a simple question to ask.



Figure 6. Writing Skills Practice Material

Through the activity of answering questions in writing, BIPA students can train their writing skills. Through writing activities, you can also train the three previous skills, namely listening skills, reading skills and speaking skills. Apart from that, through this activity BIPA students can also reopen their knowledge regarding the typical Indonesian food they have studied. The following is the BIPA learning process to improve writing skills.



Figure 7. BIPA Students Take Written Tests to Practice Writing Skills



The scientific approach is effective in making students actively involved in class activities so that speaking and listening skills can be improved. Reading and writing activities take longer to be implemented in a scientific approach. However, teachers need to improve their ability to carry out the observing and questioning stages and increase activities that can improve students' abilities in reading and writing. A scientific approach based on local wisdom culture as an alternative BIPA learning strategy can provide knowledge references for students from aspects of language, culture, tourism and the Indonesian social environment. [33]. Through BIPA learning you can also provide plurilingual and pluricultural insight based on Indonesian culture [34].

#### 4. Conclusion

Based on the research results, several conclusions can be obtained as follows. Traditional food is one of Indonesia's cultural treasures which has its own history. Every region in Indonesia has its own special food. Typical Indonesian food can be integrated into BIPA learning which contains local wisdom in Vietnam. BIPA learning through typical Indonesian food starts with typical food which is similar to typical food in Vietnam. Typical Indonesian food can be integrated with four language skills, namely listening, reading, writing and speaking. Typical foods are integrated into BIPA students' speaking skills through food tasting activities. Students taste typical Indonesian food, then describe the food through telling stories. Typical foods are integrated into writing skills by answering questions in writing about foods that have been tried and based on reading texts that have been read. Typical Indonesian food can be integrated into listening skills by listening to explanations from BIPA teachers regarding the history of typical Indonesian food. Typical foods can also be integrated into reading skills through matching flash card activities containing pictures and descriptions of typical Indonesian foods.

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