

Indonesian Traditional Food Preservation: A Curriculum Evaluation Analysis Review

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Abstract

Indonesian traditional cuisine's diversity has attracted practitioners' attention because youth preference in choosing what they consume has constantly changed. Thus, Higher Education Institution created Indonesian Gastronomy as a subject to preserve traditional cuisine. This article conducted Context, Input, Process and Product (CIPP) Model for curriculum evaluation and used a mix-method approach. The result showed that lecturing activity was at the average method and the subject was in a good category. Thus, it can be concluded that the strategic arrangement of the lecturing plan and a deeper subject should be conducted to achieve the goal of preservation.

Keywords: Curriculum evaluation, Traditional Food, Indonesian gastronomy, Lecture activities, Lecture material

Introduction

Indonesia has natural beauty and culture from its diverse ethnic. This diversity becomes such an asset to attract visitors, and one of those attractions is Indonesian traditional cuisine. Based on data Distribution of Global tourist Expenditures according to expenditures type in 2019, 38,55 percent of global tourist expenditures during the stay in Indonesia was spent on accommodation and 21,15 of it was spent on food and beverages (Central Bureau of Statistic, 2019). The data show that traditional cuisine has a big chance to appear as a primary tourism destination. Richards (2002) stated that tourists often emphasized in their experience that they want to feel in a destination, and how they enjoy what the destination's offer by choosing carefully the special dishes that probably will satisfy their desire. Furthermore, food and the destination have a strong correlation (Richards, 2002). When tourists are satisfied with the local cuisine they have, not even possible the food will be one of the causes for tourists to re-visit the same certain places in the future (Ryu & Jang, 2006).

Indonesian traditional food heritage consists of various and unique local wisdom inside and it becomes a distinct tourist attraction because it offers another experience when enjoying local food with a unique way as well as the rules at the place they visit. Nevertheless, their existence has been threatened by traditional food from abroad that has vigorously spread through gastro diplomacy. Hasanah & Rencidiptya (2020 hlm. 264), have been discussed the spread of Korean restaurants in Yogyakarta. Youth enthusiasts define themselves as Korean lovers and having experienced consuming Korean food triggered a lot of businessmen to sell Korean food at every corner of the city. Meanwhile, they have no intention to preserve or even consume traditional food any more due to a lack of interest and knowledge about how precious the culture is itself.

Another research found that traditional cuisine is considered to have an unattractive appearance that makes people lose appetite to consume it or even have trust issues about its hygiene. Adiasih dan Brahmana (2018) had conducted research and found that there is still a youth generation who deign to consume traditional food although on a lower percentage than most of the youth whose not consider traditional food anymore. Moreover, wife houses also put traditional cuisine as the last option to serve on the dining table because most traditional food is far from simplicity in terms of its ingredients and cooking method. (Marsiti et al., 2019). In line with Rahmawaty & Maharani (2013 p. 7) that stated nowadays, people don't have any pride in their own culture because adapt and imitate global culture too much in daily life. They consider its modernity as a must thing to apply and to classify themselves as a high-class society.

To prevent the worst-case that Indonesian losing their traditional food, Higher Education Institution (HEI) takes a role by developing a subject called Indonesian Gastronomy. The goal is through this lecture, academics would be able to conduct, study and preserve the data about Indonesian traditional food from each region. Quoad, the formulation problems from this research are: 1) How is the lecture activity of Indonesian Gastronomy? and 2) What kind of subject that conducted in Indonesian Gastronomy to presser Indonesian traditional food?

To deal with the tourism trend, the relevance and consistency of the gastronomy component existence in the Tourism Education and Hospitality Program is important. That substance could be a subject, or an academic program, or even a sub-material that is integrated with the former syllabus (Santich, 2004, p 23). A good gastronomic comprehension should be conducted by digging deeply into food and beverages with its culture, history, the etiquette, etc. where the food comes from. Thus, education institution has to take a role to raise, study on, and preserve Indonesian traditional food.

Based on the explanation above, the aim to conduct this research is to observe curriculum implementation that accommodates Indonesian traditional food preservation and its suitability with the phenomenon on society. The research is part of evaluation research on the implementation of the Indonesian Gastronomy curriculum at the Catering Industry Management Study Program, Universitas Pendidikan Indonesia. The curriculum evaluation model that is used is CIPP (Context; Input; Process dan Product) Model. Part of the research shown in this article is the result of process dimension analysis.

Materials and Methods

Participant and procedure

This research is using mix-method; it combines qualitative and quantitative data that obtained through two different ways. Qualitative data were obtained from observations and interviews conducted to get an overview of the course of lectures both in practice and theory. Interviews were conducted with subject lecturers. While quantitative data was obtained by distributing questionnaires to students who took the Indonesian Gastronomy course.

The sampling technique is purposive, sample used as the respondent must meet the criteria determined by the researcher. In this study, the population used were all Catering Industry Management students. Meanwhile, the sample were all students who took part in the Indonesian Gastronomy course, class of 2019 and 2020. The number of respondents was 33 people. There are two lecturers who are respondents, they are lecturers of the Nusantara Gastronomy course.

This research ran for one year from 2019 to 2020. The length of the research was related to the process of observing the implementation of lectures, starting from the preparation of lecture

plans, implementation of lectures and the evaluation process. Meanwhile, interviews were conducted throughout the research. That is, if the researcher needs more in-depth data, then an interview is carried out during the observation. This method is commonly used in curriculum evaluation. The curriculum evaluation process is hypothetical, and open to changes in accordance with the reality found by the evaluators in the field (Hamid, 2014, p 173).

Data processing and analysis

Qualitative data from interviews and observations were analyzed descriptively. The researcher reviewed all the data from the results of interviews with the lecturer team. The data are reviewed and compared with the literature and presented in images that can interpret the implementation of the planning, implementation and assessment processes of the Indonesian Gastronomy course. The quantitative data obtained with IBM SPSS software version 26.0 to obtain the distribution of data frequency distribution. After that, the data is analyzed and interpreted related theories that support the results of data processing.

Validity and Reliability

The interview guide and questionnaire were validated in two stages. First, expert's judgment is carried out by experts who have the competence to examine the topic under study. The measuring instruments studied were content, grammar, the relevance of the measuring instruments to the research objectives. Content validity focuses on providing evidence on the elements that exist in the measuring instrument and is processed by rational analysis (Yusup F, 2018, p 18). While the second validation stage was carried out by statistical testing using SPSS software version 26.0 with the result that all instruments were valid and reliable. The number of questions raised in this study is 11 statement items. To collect data on lecture activity (P) 5 and 6 are presented for educational material (M). This data used Likert-scale and were analyzed descriptively based on response frequency.

Results and Discussion

Lecture Activity

Under Law No. 12 of 2012 on Higher Education, it is stated that curriculum design is a high school's authority, but it is further stated that it should refer to national standards. Basically, curriculum, as a design, consists of four elements, namely learning outcomes, study materials, learning processes to achieve, and assessment.

This article shows the result of lecturing activity evaluation. Process evaluation of monitoring, documenting, and assessing activities; this evaluation helps users to make improvement efforts and maintain accountability records of the implementation of their action plans. (Stufflebeam (2003) in Hasan, 2014, p. 216), argues that for the CIPP model curriculum evaluation model, the evaluator can only perform one type or combination of two types or more evaluation focus. Based on the CIPP evaluation model, researchers photographed lecture activities by asking a number of questions. The following are the results of the analysis of the questionnaire submitted to the respondents.

Table 1. Lecture Activity

No.	Statement (P)	Really disagree		Disagree		Neutral		Agree		Really Agree	
		f	%	f	%	F	%	f	%	f	%
1.	Lecturer always explains the educational purpose to be achieved at each meeting	1	3%	2	6%	12	36%	15	45%	3	9%

No.	Statement (P)	Really disagree		Disagree		Neutral		Agree		Really Agree	
		f	%	f	%	F	%	f	%	f	%
2.	Lecturers use appropriate teaching methods to deliver theoretical lecture material, so that they are easy to understand and not boring	0	0%	6	18%	14	42%	11	33%	2	6%
3.	Lecturers use appropriate teaching methods to deliver practical lecture material, so that they are easy to understand and not boring	0	0%	14	42%	10	30%	8	24%	1	3%
4.	Lecturer explains theoretical matter in detail and easily understood	0	0%	3	9%	15	45%	15	45%	0	0%
5.	Lecturers demonstrate the steps of practical material in detail and easy to understand	2	6%	7	21%	14	42%	10	30%	0	0%

Lecture Materials

Lecture material is designed with a focus on the learning outcomes to be achieved. In preparing the questionnaire for the Gastronomy Nusantara lecture material, guided by the Triangle Concept, a gastronomic philosophy based on three triangular stoves. The three are, food, culture and history. Here's a picture of the concept of Indonesian gastronomy:



Figure 1. Triangle Concept of Indonesian Gastronomy
Source: UNWTO Survey on Gastronomy Tourism, 2016

This concept explains that between the three there is an inseparable relationship. Culture has an impact on traditional food in some areas or countries. Acculturation of culture, geographical location, ethnicity, can enrich the characteristics of local food treasures. Indonesia often prides itself on its long history with various influences coming from various cultural backgrounds. This diversity has brought considerable influence in supporting the emergence of various exotic culinary uniqueness in the country (Wijaya S, 2019, p 1). Food is a series of procedures consisting of the ingredients it contains, spices, processing and presentation methods that cannot be separated from each other

(Brulotte, Ronda L.; Giovinne, 2014, p 142). Many things become a series of stories on a traditional Indonesian food. Historiographical studies of food have been prolific contributors to the history of material culture and biological behavior through their documented records of food safety, on eating habits and manners, and about taste sensitivity and gastronomy (Becuť, 2017, p 2).

Table 2. Lecture Material

No.	Statement (M)	Really disagree		Disagree		Neutral		Agree		Really Agree	
		f	%	f	%	f	%	f	%	f	%
1.	Indonesia Gastronomic material discusses the history of where the food comes from.	1	3%	2	6%	11	33%	14	42%	5	15%
2.	Indonesia Gastronomic material discusses the culture of where the food comes from.	0	0%	3	9%	9	27%	16	48%	5	15%
3.	Indonesia Gastronomic material discusses the ingredients and spices	0	0%	0	0%	8	24%	16	48%	9	27%
4.	Indonesia Gastronomic material discusses the cooking method	0	0%	1	3%	13	39%	12	36%	7	21%
5.	Indonesia Gastronomic material discusses the serving ethic	0	0%	4	12%	10	30%	14	42%	5	15%
6.	Indonesia Gastronomic material discusses the manner	1	3%	9	27%	16	48%	7	21%	0	0%

Based on responses to instruments 1 to 4, most responders provide responses to scale 4. The subject discussed about history, most responded neutral (33%) and agree (42%). From the discussion of culture, most answered agree (42%) and quite (27%). As well as discussions about ingredients and seasonings, respondents mostly replied in agreement and strongly agreed. Discussion about processing techniques, according to some respondents answered in the agree category (48%). In a statement discussing the way traditional food is presented, most respondents answered enough (30%) and agreed (42%). Similarly, as material on the way it is presented, respondents' answers spread in a direction that is sufficient (30%) and agree (42%). While material on how to eat traditional food most respondents answered neutral (48%) and disagreed (27%).

To get the categories of lecture activities and lecture materials, the authors make categories based on the results of questionnaire data processing. The categorization is a step to get an overview of lecture activities and the material being taught. The following are the results of the categories based on the respondent's score data:

Table 3. Category Average Number of Respondents Score

No.	Interval	Category
1	33 – 59,4	Very Bad/Very Low/ Very Negative
2	59,5 – 85,9	Bad/Low/Negative
3	86 – 112,4	Enough/Netral
4	112,5 – 138,9	Good/High/Positive
5	139 – 165,4	Very Good/Very High/Very Positive

Lecturing Activities

The results of data analysis on lecture activities showed that the average respondents' responses (106) stated that the lectures were carried out in the sufficient category. According to (Zais, 1976, p.16), the components or elements included in the curriculum are (1) purpose, and target; (2) learning material or content; (3) learning activities; and (4) evaluation.

College innovation selection illustrates classroom education activities can boost an active education (Arthurs & Kreager, 2017, p. 2073). Learning outcomes of a course or programme clearly show what the student is going to achieve at the end of the course or programme (Mahajan & Singh, 2017: p. 65).

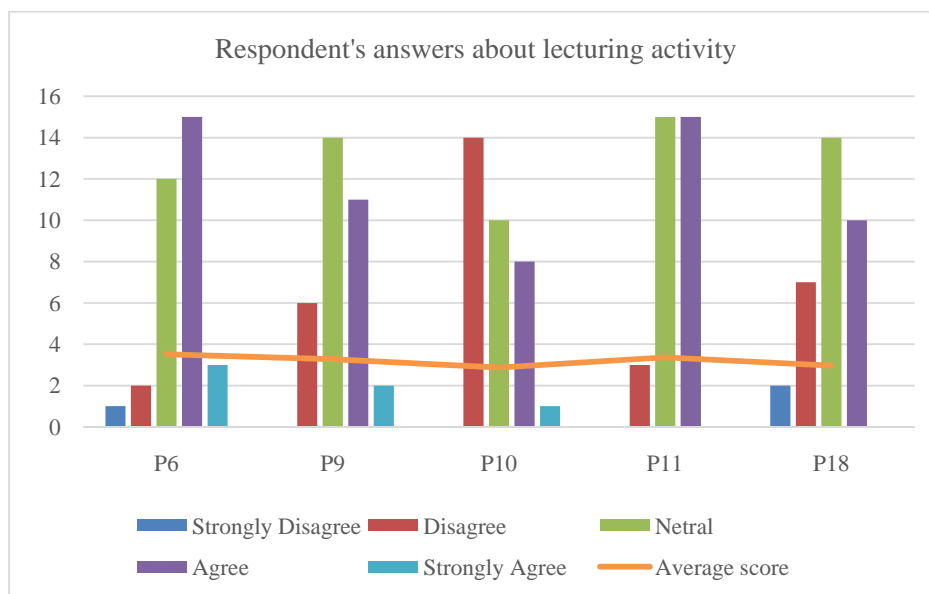


Figure 2. Respondent's answers about lecturing activity

Data on educational activity generally show that respondents feel that education is being conducted fairly well, where the dosen always convey the educational purpose at each meeting. The aim of the curriculum is the goal that every field of study or learning wants to achieve. The purpose of general learning is the goal to be achieved in each language tree, whereas the purpose of special learning is the purpose of each language tree. (Arifin, 2017, p 83). Basically, a lecture has delivered the learning outcomes itself and to gain it, a lecture has to support the learning outcomes goals that fit to the subject conducted in the class and the student's character.

Based on the interview and observation result, lecturer often choose demonstration method to deliver their lecture when practical classes. Practical learning tends to be classical, where students practice following the direction and supervision given by the lecturer and immediately practice based on working papers (Kandriasari et al., 2021, p 19885)

Accordin to Hofstein & Lunetta (2004), demonstrations in a classroom learning have the potential to improve the learning climate. Gardner (1978) assumes that demonstration learning can evoke more experiences in student's mind. This can increase their curiosity and ignite their critical thinking. In addition, it is possible that all of these things will have an impact on increasing student achievement (Gerber et al., 2001). The individual will oriented to new skill's development, eager to understanding their jobdesc, and improving their competences or achieves the sense of self-reference-based domination (Ames, 1992; Brophy, 1983; Meece, Judith L.,Blumenfeld, Phyllis C.,Hoyle, 1988; Nicholls, 1989).

Culinary practice education at college has responsibility to carry out the vocational training that has competitiveness and difference with labor market's needs. Therefore, it is necessary for us to develop the teaching and learning model for culinary practice which is suitable for major based on the manpower demand for industry without causing job mismatch from demand for industry (Beomseok Ko & Taekyun Na, 2016, p. 141).

Thus, lecturers must examine more carefully in choosing practicum lecture methods and strategies. Respondents' responses were quite good in assessing the recovery method. Practicum must be supported by facilities and infrastructure, materials and tools, characteristics of students, and lecturers who have competence.

Lecturing Materials (M)

Curriculum material is essentially all activities and experiences developed and organized in order to achieve educational objectives. Local culiner as a cultural representation can be taught by dividing the procedural text about how to make that food. However, these textbooks do not fully represent Indonesian culture because the number is still limited. According to Bessiere (1998) in Purwaning Tyas, (2017, p 6-11) stated that the culture of one area and another can be distinguished from traditional food, which includes food recipes, food ingredients, and how to cook it. The culture of the area where the food comes from learning procedural texts, such as the habit of eating the people in the area, the food that becomes the commodity and the people's favorite, and their habit of eating food.

Data on lecture material delivered in the Indonesian Gastronomy course is calculated on average in the good category, with the number 119. Food is a series of procedures consisting of the ingredients it contains, spices, processing and presentation methods are inseparable. each other (Brulotte, Ronda L.; Giovinne, 2014, p. 142). Many things become a series of stories in a traditional Indonesian food.

Cultural aspects in exploring traditional Indonesian food can be used as capital for interesting storytelling. A concrete strategic framework will aid tourism destinations in identifying local culinary products and experiences and creating promotional strategies and tools for the development of local culinary tourism (Hornig & Tsai, 2012, p 796).

Meanwhile, from the historical aspect, it shows that only a small number of traditional foods have historical records. Whereas historiographical studies of food have been prolific contributors to the history of material culture and biological behavior through their documented records on food safety, on eating habits and etiquette, and on taste sensitivity and gastronomy (Becuț, 2017, p 2).

In view of the overall presentation of lecture material, the professor has conveyed the completeness of the Gastronomic component of Indonesia at every meeting. But there are still aspects that the professorial team should look into evaluating methods and course strategies.

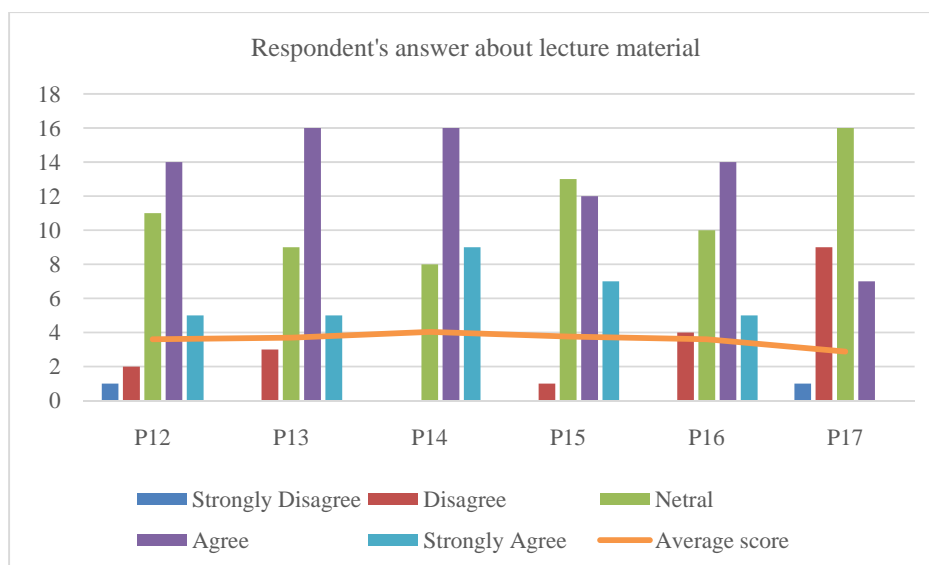


Figure 3. Respondent's answer about lecture material

Conclusion

From the explanation above, it can conclude that there are still lack of achieve about Indonesian traditional food. Thus, conducting a subject about Indonesian traditional food is one of an effort to collected more data in order to preserves Indonesian food heritage. In general, the implementation of Indonesian Gastronomy lecture has implemented properly. However, based on the results of the evaluation, it is necessary to make improvements to lecture activities in accordance with the material being taught, which is based on learning outcomes. Thus, efforts to preserve traditional Indonesian food can be carried out properly.

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