



The Integration of Indonesian Culinary Content in Indonesian for Foreigners' Textbooks "Sahabatku Indonesia"

(Integrasi Muatan Kuliner Indonesia dalam Buku Ajar BIPA "Sahabatku Indonesia")

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Abstract: The growing interest of foreign students in Indonesian as a foreign language or second language is increasing rapidly, especially in terms of culinary culture. This study aims to identify the integration of culinary content in Indonesian for foreigners' textbooks at the A1 to C2 levels. This research used descriptive qualitative. The data sources of this study were Indonesian for foreigners' textbooks "Sahabatku Indonesia" A1 to C2 published by the Ministry of Education and Culture of the Republic of Indonesia in 2016. The data were words and phrases that contain Indonesian culinary content. Data collection in this study used reading and note-taking techniques. The analysis technique used is content analysis. The results revealed that a number of culinary contents were integrated in each Indonesian for foreigners' textbooks "Sahabatku Indonesia" 2016 level A1 to C2. The culinary content is found in the textbooks in one to three units in each Indonesian for foreigners' textbooks in different text types. However, the current culinary content still lacks representation of several regions in Indonesia. In conclusion, while culinary content is integrated into the textbooks at various levels, the culinary diversity representation from the other regions in Indonesia is still limited. Hence, this research suggests that Indonesian for foreigners' textbooks by the Ministry of Education and Culture of the Republic of Indonesia incorporates culinary content, both typical or traditional food and drinks from several regions in Indonesia.

Keywords

Indonesian for foreigners, textbooks, cultural integration, archipelago culinary

Abstrak: Belakangan ini, minat para pelajar asing terhadap bahasa Indonesia sebagai bahasa asing atau bahasa kedua semakin pesat peningkatannya, terutama budaya kuliner. Penelitian ini bertujuan untuk mengidentifikasi integrasi muatan kuliner yang terdapat dalam buku ajar BIPA tingkat A1 hingga C2. Penelitian ini termasuk deskriptif kualitatif. Sumber data penelitian ini adalah buku ajar BIPA "Sahabatku Indonesia" A1 hingga C2 yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia pada tahun 2016. Data penelitian ini berupa kata dan frasa yang mengandung muatan kuliner Indonesia. Pengumpulan data dalam penelitian ini menggunakan teknik baca dan catat. Adapun teknik analisis yang digunakan adalah analisis konten. Hasil penelitian menunjukkan bahwa sejumlah muatan kuliner diintegrasikan dalam setiap buku ajar BIPA "Sahabatku Indonesia" 2016 level A1 hingga C2. Penelitian ini menemukan muatan kuliner yang dimuat dalam satu sampai tiga unit dalam setiap buku ajar BIPA. Namun, muatan kuliner yang disajikan dalam buku ajar tersebut belum merepresentasikan kuliner dari beberapa daerah di Indonesia dalam beberapa bentuk teks yang berbeda. Walaupun begitu, representasi kuliner dari beberapa daerah masih kurang. Dengan demikian, walaupun muatan kuliner diintegrasikan dalam buku-buku ini pada level yang berbeda, representasi muatan kuliner dari daerah lainnya di Indonesia dalam buku ajar BIPA masih terbatas. Adapun saran dalam penelitian ini, yaitu buku ajar BIPA oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia yang memuat muatan kuliner, baik makanan dan minuman khas ataupun tradisional dari beberapa daerah di Indonesia terus dikembangkan.

Kata Kunci

BIPA, buku ajar, integrasi budaya, kuliner nusantara

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INTRODUCTION

In recent years, the foreign speakers' interest in learning Indonesian as a foreign or second language is increasing (Astika, 1995; Ningrum et al., 2017; Nugraheni, 2015; Permatasari et al., 2022; Prihatini, 2023; Rahayu, 2023; Riana et al., 2022; Rochaeni & Khaerunnisa, 2020). This is caused by various needs, such as the need to communicate in Indonesian, study, and work in Indonesia, or visit Indonesia as a tourist (Sari et al., 2016; Suyitno, 2007; Tanwin, 2020). This interest increase gives a positive impact towards Indonesian for foreign speakers teaching, especially in introducing Indonesian culture. This is because Indonesian for foreign speakers focuses not only on teaching the language but also fostering an understanding of Indonesian culture. As noted by Defina (2020), an integral aspect of foreign language education includes learning about the culture associated with the target language.

One of the cultural aspects that needs to be introduced to Indonesian for foreigners is culinary, as it has been a unique attraction for them (Kusmiatun, 2016). According to Utami (2018), culinary is one of the cultural elements from a country that can be easily identified as the characteristics of a particular society. Apart from that, culinary has become a prominent aspect of tourism that highlights local food, plays a significant role, and gives a unique experience for the tourists (Syarifuddin et al., 2018). In addition, culinary has been an essential part in cultural tourism that reflects the society's cultural diversity (Suteja & Wahyuningsih, 2019). This is included in culinary tourism which is defined as a visit that aims at tasting the unique food and beverages of a region (Hartono et al., 2019; Rahayu et al., 2022). For instance, in Sumatra, there are a variety of culinary delicacies that has become a culinary attraction, such as *pempek*, *rendang*, and *sate Padang* (Tyas, 2017). The aforementioned foods are typical foods that are famous in Indonesia (Rahman, 2020; Wargadalem et al., 2023; Zahrulianingdyah, 2018). Tourists can taste the authenticity of these foods and be directly involved in the culinary experience from the region. This shows that introducing Indonesian cuisine in the language teaching can be an effective attraction for the students.

On the other hand, the presence of Indonesian culinary culture is not only deemed as a tourism attraction, but also serves as an essential element in the whole cultural understanding for students. Culinary culture functions as a form of effective nonverbal communication in introducing Indonesian cultural values to foreign students. By knowing the culinary and understanding the process behind the making of these delicacies, students can gain deep insight into the daily lives of Indonesians and gain a deeper perspective on how they view food, pleasure, and social relationships. Through the culinary culture introduction, students can understand the Indonesians' lifestyle and world perspective more. This reflects that Indonesian and their ownership of their culture is inseparable and they can still maintain and preserve their tradition (Farinda & Khaerunnisa, 2023).

In the context of Indonesian for foreigners' learning, the introduction of culinary culture can be manifested through the integration of Indonesian teaching materials with culinary contents. Hartono et al. (2019) believe that culinary materials should be introduced internationally by incorporating them into Indonesian for foreigners' materials. Textbooks play an important role as the main media in Indonesian for foreigners' learning process Saddhono (2015) and has been the reference as well as guidelines for teachers in their teaching. Thus, the Indonesian culinary introduction and practice through the culinary materials integration in Indonesian for foreigners' textbooks can enhance the students' language knowledge and skills (Defina, 2020).

Previous researchers have introduced culinary delights in textbooks. For instance, Hasanah (2018) discovered that "Sahabatku Indonesia" textbook includes *nasi goreng* (fried rice) and coffee. In the Indonesian for foreigners A1 Medan textbook, Dewi & Waruwu (2019) highlight typical North Sumatran culinary delights, such as *ombus-ombus*, *ikan arsik*, and *bubur pedas*. Rohmadi (2019) portrays traditional food and drinks, like *sate* and *jamu*, in a textbook for Indonesian for foreign students at Universitas Sebelas Maret. Asyah & Susanto (2021) found that the C1 level textbook features Indonesian special foods, including fried rice and *sate*. On the other hand, Susanto & Luciandika (2021) discovered that the textbook "Let's Speak Indonesian: Ayo berbahasa Indonesia 1" includes a discussion on food menus in restaurants, such as *gado-gado*. Lutfianti (2021) identified that the Sahabatku Indonesia textbook for students 1 includes a discourse on ordering food through online

order applications. Furthermore, [Permatasari et al., \(2022\)](#) found that the Indonesian textbook for foreigners portrays cultural elements through various Indonesian foods, such as *rendang*, *bakwan*, *sate*, *tumpeng*, and *cimol*. Additionally, [Arifin & Rachmawati \(2022\)](#) explained that fried rice is considered a typical Indonesian food in Indonesian textbooks for foreigners, and the activity of making fried rice is also presented. Moreover, [Kurniawan et al. \(2022\)](#) found that the textbook "Sahabatku Indonesia level 1" includes pictures of fried bananas, meatballs, and fried rice. However, the presentation of these pictures is not particularly interesting or clear. These studies solely focus on cultural content and content appropriateness in one series of Indonesian textbooks for foreigners, where culinary is part of the content.

No studies have reviewed the integration of culinary content in Indonesian for foreigners' textbooks. As a result, research on culinary integration in Indonesian for foreigners' textbooks is still limited. In contrast to previous studies, this research focuses specifically on culinary content in Indonesian textbooks for foreigners "Sahabatku Indonesia." This investigation tries to portray not only how the textbooks incorporate food as cultural content but also how the food represents the cultural diversity originating from various regions in Indonesia. Moreover, as the Ministry of Education and Culture of the Republic of Indonesia published the textbooks in one series, this research looks at all levels of the textbooks published from A1 to C2 level so that the consistency of the integration of culinary content throughout the levels ranging from beginner to advanced levels can be seen. Thus, this research fills the gap by identifying the integration of culinary content contained in Indonesian for foreigners' textbooks "Sahabatku Indonesia" from A1 to C2.

This study seeks to examine how culinary content is integrated in "Sahabatku Indonesia" by identifying the culinary content found in the textbooks in A1 to C2 level. This study is important to the field as it contributes to the theory of teaching Indonesian for foreigners as well as the practice. Theoretically, this research is expected to provide insights into material development practices through the integration of cultural content and how well the target language culture is represented. Additionally, this research will provide an approach for foreign language teachers and textbook developers in creating and curating teaching materials that incorporate culinary content which promotes cultural diversity.

METHOD

This research is qualitative descriptive. The data sources were six of the Indonesian for foreigners' textbooks entitled "Sahabatku Indonesia" from level A1 to C2 published by the Ministry of Education and Culture of the Republic of Indonesia (*Kemdikbud*) in 2016. The data collected for this research consisted of words and phrases related to Indonesian culinary content. The culinary content refers to food and drink names. Data collection techniques employed in this research included reading and note-taking. The Indonesian for foreigners' textbooks "Sahabatku Indonesia" from levels A1 to C2 were repeatedly and thoroughly read, with notes taken on the culinary content identified within each textbook. The collected data were analyzed using the content analysis method. This method was utilized as it aims at reaching conclusions that can be reexamined and relied upon from data based on how the information is used or connected within its context ([Rahma & Suwandi, 2021](#)). Each identified culinary content was analyzed in depth to ascertain the variations, frequencies, and their usage in Indonesian for foreigners' textbooks. Therefore, a clear overview of how Indonesian culinary content is presented to students at various language proficiency levels.

RESULTS AND DISCUSSION

The results reveal that Indonesian for foreigners' textbooks "Sahabatku Indonesia" from level A1 to C2 contain a variety of Indonesian cuisine. Beside Indonesian cuisine, these textbooks also include cuisine from other countries, especially the US. This shows an effort to introduce various types of food in Indonesia to students. Evidence of this effort can be seen from the distribution in 11 units covering Indonesian culinary delights in the Indonesian for foreigners' textbook, starting from level A1 to C2 which includes Unit 6 "*Penyayang Binatang*" (Animal Lovers) and Unit 8 *Kegiatan Sehari-*

hari” (Daily Activities) in the Indonesian for foreigners A1 textbook, Unit 5 entitled “Makanan Indonesia” (Indonesian Food) in the Indonesian for foreigners A2 textbook, Unit 4 “Cara Melakukan Sesuatu” (How to do Something), Unit 8 “Hari yang Berkesan” (Memorable Day), Unit 11 “Mari Belanja” (Let’s Shop), and Unit 12 “Mari Bernyanyi” (Let’s Sing) in the Indonesian for foreigners B1 textbook, Unit 1 “Profesi” (Profession) in the Indonesian for foreigners B2 textbook, Unit 1 with the title “Kiat-Kiat” (Tips) and Unit 8 with the title “Teks Ilmiah Populer” (Popular Scientific Texts) in the Indonesian for foreigners C1 textbook, and Unit 3 with the theme “Deskripsi Tempat dan Kegiatan” (Description of Places and Activities) in the Indonesian for foreigners’ textbook C2. Each level and learning unit has a different focus and approach in introducing and explaining Indonesian culinary delights.

However, the results indicate that not every unit in the Indonesian for foreigners' textbook covers Indonesian culinary culture. According to [Permatasari et al., \(2022\)](#), the A1 textbook "Sahabatku Indonesia" does not incorporate elements of Indonesian culture in every unit. Moreover, the culinary content in Indonesian for foreigners' textbooks, particularly regarding regional culinary delights, is still limited and does not fully represent the culinary diversity of the archipelago. Similarly, [Hartono et al., \(2019\)](#) discovered that the textbooks do not adequately represent the typical culinary tourism of their respective regions.

Culinary Content in the Indonesian for Foreigners Textbook “Sahabatku Indonesia” A1

The Indonesian for foreigners’ textbook at level A1 contains 10 various learning units. Two of the units, namely Unit 6 Animal Lovers and Unit 8 Daily Activities, contain information about culinary delights. Unit 6, entitled “Animal Lovers”, focuses on food preferences in relation to culinary content. In this unit, culinary content is integrated with writing skills which are introduced through descriptive text to help students describe in detail their favorite foods. Some activities in this unit are also accompanied by pictures of food to add visualization in understanding the food being explained. Meanwhile, Unit 8, entitled “Daily Activities”, also includes culinary content. However, the difference is that the culinary content in this unit is related to favorite activities. In this unit, students do not only discover Indonesian cuisine, but also American food. American food is represented in the reading and listening activities through descriptive, narrative and monologue texts. Overall, this textbook presents 15 types of food and drinks which are part of the culinary content in Units 6 and 8. The following is a list of culinary content that appears in this textbook:

Table 1
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 6 Animal Lovers	<i>Nasi goreng</i> (fried rice)	13
	<i>Cimol</i> (chewy savory starchballs)	8
	<i>Bakso</i> (meatballs)	3
	<i>Rendang</i> (beef rendang)	1
	<i>Sate</i> (meat skewers)	1
	<i>Nasi tumpeng</i> (cone shaped rice)	1
	<i>Kerupuk</i> (crackers)	1
	<i>Bakwan</i> (vegetable fritters)	1
	<i>Kue</i> (cakes)	1
	<i>Kopi</i> (coffee)	4
Unit 8 Daily Activities	<i>Rendang</i>	2
	<i>Nasi goreng</i> (fried rice)	1

Table 2
Foreign Cuisine, USA

Unit	Culinary Content	Frequency
Unit 8 Daily Activities	<i>Sayur asparagus</i> (asparagus)	1
	<i>Kentang tumbuk</i> (mashed potatoes)	1

The culinary content found in Indonesian for foreigners’ textbook at level A1 presents two types of culinary delights: Indonesian and American. There are two Indonesian culinary units presented, namely Unit 6 Animal Lovers and Unit 8 Daily Activities. In unit 6, there are various dishes, such as *fried rice*, *cimol*, *bakso*, *rendang*, *sate*, *nasi tumpeng*, crackers, *bakwan*, and cakes. Meanwhile, in unit 8 there are also several Indonesian dishes, such as *rendang* and *fried rice*, as well as coffee. On the other hand, culinary delights from abroad, the United States, only appear in unit 8 which consists of asparagus and mashed potatoes.

The teaching material showcases different culinary delights in each unit. Table 1 displays the variety of heavy and light foods featured in Unit 6. Fried rice appears 13 times as a representative of heavy food, while *cimol* and *bakso* are mentioned 8 and 3 times respectively, representing light food. Fried rice is a staple in Indonesian for foreigners’ textbooks for culinary content (Arifin & Rachmawati, 2022; Asyah & Susanto, 2021). Using fried rice as a teaching material allows foreign students to explore Indonesian cultural heritage, social values, and customs connected to food and cuisine (Saddhono et al., 2024). The cultural context of teaching fried rice is crucial in providing a comprehensive and immersive learning experience for students (Rachmayanti & Wulandari, 2021).

Moving on to Unit 8, only 5 culinary items are presented, including 4 types of food and 1 drink. Coffee is mentioned 4 times, while *rendang* appears twice as the notable culinary highlights. *Rendang* is a traditional dish originating from West Sumatra (Nurmufida et al., 2017; Puspita et al., 2023). This specialty food holds immense popularity in Indonesia (Ghufar, 2022; Melia et al., 2015; Rahman, 2020; Sulistiati & Moeljono, 2023; Yayusman et al., 2023). Moreover, *rendang* carries significant historical and cultural value. It is often served during special occasions like Eid celebrations or large family gatherings, symbolizing hospitality and honor. Therefore, the inclusion of *rendang* not only introduces students to Indonesian cuisine, but also offers insights into the country's history, culture, and values.

Culinary Content in the Indonesian for Foreigners Textbook “Sahabatku Indonesia” A2

The Indonesian for foreigners’ textbook at level A2 consists of 12 learning units. Culinary content is only presented in one unit, namely Unit 5 which is entitled Indonesian foods. In this unit, the main focus is to introduce students to types of typical Indonesian food and drinks. The culinary content in Unit 5 is presented as a form of introduction and knowledge about the variety of culinary delights that exist in Indonesia. This culinary content is integrated into various learning activities, such as reading with pictures of food, food and drink menus in restaurants, dialogue conversations about food and drink menus, as well as several other activities. In this unit, descriptive text is also presented in the form of a monologue in listening activities to enrich insight into Indonesian culinary delights. This textbook states that there are 43 types of culinary delights, including food and drinks.

Table 3
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 5 Indonesian foods	<i>Nasi putih</i> (rice)	7
	<i>Sate ayam</i> (chicken skewers)	5
	<i>Gule kambing</i> (lamb curry)	5
	<i>Sate kambing</i> (lamb skewers)	4
	<i>Soto</i> (traditional Indonesian soup)	4
	<i>Nasi goreng</i>	4
	<i>Kerupuk</i> (crackers)	6
	<i>Sambal</i> (chili paste)	5
	<i>Tumis brokoli</i> (broccoli stir fry)	2
	<i>Pisang goreng</i> (banana fritters)	2
	<i>Mie goreng</i> (fried noodles)	1
	<i>Mi rebus</i> (noodles soup)	1
	<i>Nasi kuning</i> (yellow spiced rice)	1
	<i>Bubur ayam</i> (chicken porridge)	1
	<i>Lontong sayur</i> (rice cake with vegetable)	1

<i>Ketoprak</i>	1
<i>Nasi uduk</i>	1
<i>Kupat tabu</i>	1
<i>Gorengan</i> (fritters)	1
<i>Roti bakar</i> (toast)	1
<i>Surabi</i>	1
<i>Bacang</i>	1
<i>Iga bakar</i> (grilled ribs)	1
<i>Sop ayam</i>	1
<i>Sate sapi</i> (beef skewers)	1
<i>Sate kambing</i>	1
<i>Ayam bakar</i>	1
<i>Ayam goreng</i> (grilled chicken)	1
<i>Udang bakar</i> (grilled prawns)	1
<i>Tumis kangkung</i> (water spinach stirfry)	1
<i>Tabu rebus</i> (steamed tofu)	1
<i>Jus mangga</i> (Mango juice)	5
<i>Teh manis hangat/ dingin</i> (cold/ hot sweet tea)	5
<i>Jeruk hangat/ dingin</i> (hot/ cold orange juice)	2
<i>Kopi</i>	1
<i>Air mineral</i> (mineral water)	1
<i>Jabe anget</i> (ginger drink)	1
<i>Cokelat panas/ dingin</i> (hot/ cold chocolate)	1
<i>Jus</i> (juice)	1
<i>Jus alpukat</i> (avocado juice)	1
<i>Jus stroberi</i> (strawberry juice)	1
<i>Es buah</i> (fruity soup)	1
<i>Air putih</i> (water)	1

The culinary content in Table 2 includes various types of Indonesian culinary delights contained in Unit 5 "Makanan Indonesia", including heavy food, snacks and drinks. Some examples of main course contained in this textbook include rice, *nasi kuning*, *nasi uduk*, *kupat tabu*, *lontong sayur*, *ketoprak*, *sate ayam*, *gule kambing*, *sate kambing*, *soto*, *iga bakar*, *sop ayam*, *sate sapi*, and fried rice. Rice is a staple food in Indonesia and holds great cultural significance. Sahasti (2023) explains that Indonesians have a habit of eating rice, while Nurdin & Kartini (2017) state that the phrase "feeling not full if you haven't eaten rice" reflects the mindset of Indonesians considering rice as an essential part of their meals. This cultural tradition has been passed down for generations. Additionally, the Indonesian textbook for foreigners lists *soto* as a typical Indonesian dish, as it can be found in various regions throughout the country under different names and with different ingredients (Yudhistira & Fatmawati, 2020). In terms of snacks, popular options include crackers, *sambal*, *tumis brokoli*, *pisang goreng*, *mie goreng*, *mi rebus*, *bubur ayam*, *gorengan*, *roti bakar*, *surabi*, *ayam bakar*, *ayam goreng*, *udang bakar*, and *tumis kangkung*. According to Surya & Tedjakusuma (2022), *sambal* is considered a staple condiment in Indonesian cuisine and is commonly found on every Indonesian table. As for beverages, the list includes *jus mangga*, *teh manis hangat/ dingin*, *jeruk hangat/ dingin*, *kopi*, *air mineral*, *jabe anget*, *cokelat panas/ dingin*, *jus*, *jus alpukat*, *jus stroberi*, *es buah*, and water.

Based on the table above, the frequency of heavy foods appearing reveals the most frequently mentioned foods. Rice was mentioned the most, with a total of 7 times. *Sate ayam* and *gule kambing* were each mentioned 5 times, followed by *sate kambing*, *soto*, and *nasi goreng*, which were each mentioned 4 times. Erwin (2013) states that *sate ayam* is a traditional Indonesian dish that has become an icon of Indonesian cuisine. In terms of snacks, *kerupuk* (crackers) were mentioned 6 times, while *sambal* (chili paste) was mentioned 5 times. Additionally, *jus mangga* (mango juice) and *teh manis dingin* (cold sweet tea) were each mentioned 5 times.

Culinary Content in the Indonesian for Foreigners Textbook “*Sahabatku Indonesia*” B1

The Indonesian for foreigners’ textbook at level B1 consists of 12 learning units. The culinary content spread throughout this textbook is found in 4 learning units, namely Unit 4 How to do Something, Unit 8 Memorable Day, Unit 11 Let's Shop, and Unit 12 Let's Sing. In Unit 4, culinary content is presented in the form of pictures without explanation which are integrated into pre-activities such as listening through procedural texts and talking with procedural texts and culinary-related pictures. Meanwhile, in Unit 8, culinary content is also presented through pictures in pre-activities, so that students can recognize and relate memorable culinary experiences. The culinary content in Unit 11 is introduced through cultural notes. This introduction can help students understand the culinary culture of one of the regions in Indonesia. Finally, in Unit 12, culinary content is presented in the form of a proficiency test, so that students can demonstrate their understanding and skills regarding the culinary arts they have studied. Overall, there are 8 culinary contents covered in this textbook, including heavy food and light food. The following are Indonesian culinary delights that are included in this textbook.

Table 4
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 4 How to do Something	<i>Tempe goreng</i>	11
	<i>Nasi goreng</i>	5
	<i>Mie goreng</i>	1
	<i>Mie rebus</i>	1
Unit 8 Memorable Day	<i>Kue</i>	1
Unit 11 Let’s Shop	<i>Kue cubit</i>	1
	<i>Kue pukis</i>	1
Unit 12 Let’s Sing	<i>Es krim (ice cream)</i>	2

There are 4 units of culinary content presented in Indonesian teaching materials for foreigners at level B1, namely Unit 4 "Cara Melakukan Sesuatu", Unit 8 "Hari yang Berkesan", Unit 11 “Mari Belanja”, and Unit 12 "Mari Bernyanyi". In Unit 4, the culinary content incorporated in the textbook is food, such as *tempe goreng*, *nasi goreng*, *mie goreng*, and *mie rebus*. In Unit 8, the only food served is cake. In Unit 11, the food contained is traditional food, namely *kue cubit* and *kue pukis*. Meanwhile in Unit 12, the food served is dessert, namely ice cream. Based on the table above, the frequency of appearance of the various foods listed, it can be seen that fried *tempe* is a food that is frequently mentioned 11 times and fried rice is mentioned 5 times.

Tempe is the most frequently mentioned food in this textbook, appearing 11 times in Unit 4. This dominance compared to other foods indicates its significance in Indonesian culture. *Tempe* is a mold-fermented soybean product and holds great importance in Indonesian cuisine, with a tradition of consumption. According to [Ahnani-Winarno et al., \(2021\)](#), *tempe* is a staple source of affordable and nutritious protein for Indonesians. In Unit 4, three out of the four represented foods are fried, including *tempe goreng*, *nasi goreng*, and *mie goreng*. The frequent mention of *tempe goreng* further underscores its cultural significance. This finding emphasizes the role of food as a reflection of tradition and the identity of the target language speakers, which is important in foreign language learning. [Martin \(2010\)](#) also discovered that food-related activities can effectively introduce students to the culture and traditions of the target language.

Culinary Content in the Indonesian for Foreigners Textbook “*Sahabatku Indonesia*” B2

The Indonesian for foreigners’ textbook at level B2 consists of 10 learning units. In this textbook, culinary content is found in Unit 1 which focuses on profession. In this unit, there is an explanation of traditional drinks and snacks that are discussed. The culinary content in this textbook is integrated into reading skills through expository texts and listening skills through narrative texts. In this way, students not only learn about traditional Indonesian culinary delights, but also develop better

reading and listening skills. Overall, there are 8 culinary contents presented in this textbook. The following is the culinary content listed in this textbook.

Table 5
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 1 Profession	<i>Jamu</i> (Indonesian herbal drink)	27
	<i>Kue-kue</i> (cakes)	2
	<i>Jamu air mancur</i>	1
	<i>Jamu nyonya meneer</i>	1
	<i>Jamu djago</i>	1
	<i>Onde-onde</i>	1
	<i>Kue lapis</i>	1
	<i>Kue putu</i>	1

Based on the culinary content in the table above, Unit 1 presents several types of culinary content in the form of traditional herbal medicine and traditional food. This unit centers on traditional foods and drinks. The traditional foods in this textbook include *kue-kue*, *onde-onde*, *kue lapis*, and *kue putu*. Meanwhile, the traditional drinks are *jamu*, *jamu air mancur*, and *jamu nyonya Meneer* (herbal medicine).

In terms of frequency of appearance, *Jamu*, the Indonesian herbal drink, appears the most frequently that is 27 times. This repeated emphasis indicates the importance of traditional herbal drinks in Indonesian culture. *Jamu* is Indonesian traditional medicine (Rustandi et al., 2023; Satria et al., 2023; Wardani et al., 2023). This finding is consistent with Rohmadi's (2019) study that found *jamu* in Indonesian for foreigners' textbooks as an introduction to Javanese culture. This finding is in line with Vygotsky's (1987) socio-cultural theories of language acquisition, specifically on cultural mediation domain. Food-related vocabulary such as *jamu* which is a traditional drink originated from Java, can serve as a cultural tool to deepen understanding of values and traditions.

Culinary Content in the Indonesian for Foreigners Textbook "Sahabatku Indonesia" C1

The Indonesian for foreigners' textbook at level C1 consists of 9 learning units. One of the main focuses in this textbook is to introduce and explain several Indonesian culinary delights. In this textbook, culinary content is raised in two different learning units, namely Unit 1 with the title Tips and Unit 8 with the title Popular Scientific Texts. In Unit 1, the culinary discussion includes two heavy foods which are explained in depth. Meanwhile, in Unit 8, the culinary content is more focused on coffee and its various types. This culinary content is integrated into various skills, such as listening through procedure texts, reading and writing in exposition texts, as well as cultural notes in descriptive texts and images. Overall, there are 6 culinary contents discussed in this textbook. The following is the culinary content discussed in the textbook "Sahabatku Indonesia" C1.

Table 6
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 7 Tips	<i>Nasi goreng</i>	12
	<i>Opor ayam</i>	2
Unit 8 Popular Scientific Texts	<i>Kopi</i>	34
	<i>Kopi robusta</i>	1
	<i>Kopi Toraja</i>	1
	<i>Kopi Java mocha</i>	1

The culinary content contained in the "Sahabatku Indonesia" C1 textbook is found in Unit 7 "Kiat-Kiat" and Unit 8 "Teks Ilmiah Populer". In unit 7, the only culinary content served is food, namely *nasi goreng* and *opor ayam*. Meanwhile in unit 8, culinary content is focused on coffee and its types, such as robusta coffee, Toraja coffee and Java mocha coffee. Based on the table above, the

frequency of appearance of culinary content in unit 7 is fried rice 12 times. Meanwhile, the frequency of the appearance of culinary content in unit 8 is coffee (34 times).

The food and drink frequency distribution in this textbook reflects the main topics of the curriculum. For instance, nasi goreng (fried rice) is the most frequently mentioned food. This rice-based dish appears in five out of six textbooks under study, highlighting its significance in Indonesia. However, it only represents the staple food originating from Java, as the rice production in Java is considered one of the most prosperous in the world. Unfortunately, East Indonesian staple foods like sago are not represented in the textbook. Another example of Javanese cuisine mentioned in this textbook is Javanese coffee (*kopi Jawa*). This indicates that the culinary content representation, including *kopi Jawa*, *jamu*, and rice, is still predominantly focused on Java.

Culinary Content in the Indonesian for Foreigners Textbook “*Sahabatku Indonesia*” C2

The Indonesian for foreigners’ textbook at level C2 consists of 7 different learning units. Among these units, culinary content is only found in Unit 3 with the theme Description of Places and Activities. In this unit, emphasis is placed on Indonesian food and drink as one of the main topics studied. The culinary content in this textbook is designed to be integrated into reading and listening learning activities by understanding various narrative descriptive texts related to culinary. In addition, in the form of dialogue, students are invited to listen to information about culinary in a more interactive way. Overall, there are 8 culinary contents explained in this book, consisting of 6 types of food and 2 types of drinks. The following is a more detailed explanation of the culinary content found in this textbook.

Table 7
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 3 Description of Places and Activities	<i>Serabi</i>	5
	<i>Sop gurami</i>	4
	<i>Ayam rica-rica</i>	4
	<i>Bakso rimin</i>	2
	<i>Serabi manis</i>	1
	<i>Serabi asin</i>	1
	<i>Jus stroberi (strawberry juice)</i>	2
	<i>Es jeruk (iced orange squash)</i>	1

Based on Table 7 Indonesian Culinary in the Indonesian for foreigners’ textbook at level C2, culinary content is contained in Unit 3. In this unit, there are various kinds of food and drinks explained. The food served includes *sop gurami*, *ayam rica-rica*, *bakso rimin*, *serabi*, *serabi manis*, and *serabi asin*. As for drinks, there are strawberry juice and iced orange squash. Based on the findings, the culinary content that often appears is food, especially *serabi* which appears 5 times, followed by *sop gurami* and *ayam rica-rica* which each appears 4 times.

This textbook showcases the representation of Indonesian traditional food through *serabi*. *Serabi* is a traditional snack from Bali and Java, made from a rice flour-based batter mixed with coconut milk or cream and shredded coconut. It is typically cooked on a small charcoal stove. *Serabi* is not just enjoyed as a snack, but it is also served during traditional rituals. Traditional foods like *serabi* not only serve as sustenance but also contain cultural significance, including the tools used to make them and their role in traditional rituals.

The inclusion of traditional foods in this textbook highlights the importance of culinary content in promoting cultural learning and fostering cultural awareness. Introducing cultural elements in foreign language education can facilitate intercultural and international understanding (Cakir, 2006). Furthermore, these unfamiliar cuisines provide a valuable context for meaningful discussions between students and educators, allowing students to engage in language use that is both meaningful and relevant (Vygotsky, 1987).

CONCLUSION

Based on the results and discussion, culinary content has been integrated in every 2016 Indonesian for foreigners' "Sahabatku Indonesia" textbook at levels A1 to C2. The culinary content spread across the textbooks is contained in one unit, two units or three units in each textbook. However, the culinary content presented in the textbook does not yet represent the culinary delights of several regions in Indonesia. Apart from that, culinary content is also integrated into various types of text used in this textbook, such as description text, procedure text, exposition text, monologue and dialogue. This shows a holistic approach to learning about Indonesian culinary delights, which includes aspects of language, culture and certain skills. Hence, this research suggests that the Ministry of Education and Culture of the Republic of Indonesia will develop an Indonesian for foreigners' textbook that will contain culinary content, both typical and traditional foods and drinks from several regions in Indonesia.

DECLARATIONS

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