



Creation of a Poetry Anthology Based on Traditional Sundanese Culinary as Nontextual Reading Material to Increase Literary Appreciation of High School Students

(Penciptaan Antologi Puisi Berbasis Kuliner Tradisional Tatar Sunda sebagai Bahan Bacaan Nonteks untuk Meningkatkan Apresiasi Sastra Siswa SMA)

Annisa Vitriya Abdullah*
Universitas Pendidikan Indonesia,
Indonesia
annisavitriya@upi.edu

Sumiyadi
Universitas Pendidikan Indonesia,
Indonesia
sumiyadi@upi.edu

Rudi Adi Nugroho
Universitas Pendidikan Indonesia,
Indonesia
rudiadinugroho@upi.edu

*Corresponding author: Annisa Vitriya Abdullah | email: annisavitriya@upi.edu

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Abstract: The low interest in reading and students' appreciation of poetry at the high school level is an essential issue in learning literature at school. Poetry material is considered abstract and non-contextual, which makes it difficult for students to understand and appreciate its content and values. This research aims to create an anthology of thematic poetry based on traditional Sundanese Tatar cuisine that pays attention to aesthetic values, poetic language, and cultural content relevant to high school students' psychological and social development. The method used is research-based creation research with a qualitative approach. Data was obtained through observation, interviews with teachers and students, and documentation of the creative process and the results of poetry products. The study results show that poems that raise local culinary themes can increase students' attraction and emotional involvement with literary texts. The poetic language that uses everyday diction and sensory imagery has been proven to facilitate understanding while strengthening students' aesthetic experiences. In addition, students show a greater interest in exploring local culture through poetry, which has a positive impact on increasing literary appreciation and meaning. Thus, the creation of this culinary-based poetry anthology is not only a creative solution to students' low interest in poetry but also contributes to the preservation of local culture and the development of literary teaching materials that are communicative, contextual, and support meaningful learning.

Keywords **Anthology, Short story writing, Mind mapping**

Abstrak: Rendahnya minat baca dan apresiasi siswa terhadap puisi di jenjang SMA menjadi persoalan penting dalam pembelajaran sastra di sekolah. Materi puisi yang dianggap abstrak dan tidak kontekstual membuat siswa kesulitan memahami serta mengapresiasi isi dan nilai-nilainya. Penelitian ini bertujuan untuk menciptakan antologi puisi tematik berbasis kuliner tradisional Tatar Sunda yang memperhatikan nilai estetika, bahasa puitis, dan muatan budaya yang relevan dengan perkembangan psikologis serta sosial siswa SMA. Metode yang digunakan adalah penelitian pengembangan berbasis penciptaan karya (research-based creation) dengan pendekatan kualitatif. Data diperoleh melalui observasi, wawancara dengan guru dan siswa, serta dokumentasi terhadap proses kreatif dan hasil produk puisi. Hasil penelitian menunjukkan bahwa puisi yang mengangkat tema kuliner lokal mampu meningkatkan daya tarik dan keterlibatan emosional siswa terhadap teks sastra. Bahasa puitis yang menggunakan diksi sehari-hari dan citraan sensorik terbukti memudahkan pemahaman sekaligus memperkuat pengalaman estetis siswa. Selain itu, siswa menunjukkan ketertarikan yang lebih besar untuk mengeksplorasi budaya lokal melalui puisi, yang berdampak positif pada peningkatan apresiasi dan pemahaman sastra. Dengan demikian, penciptaan antologi puisi berbasis kuliner ini tidak hanya menjadi solusi kreatif terhadap rendahnya minat siswa terhadap puisi, tetapi juga berkontribusi pada pelestarian budaya lokal dan pengembangan bahan ajar sastra yang komunikatif, kontekstual, serta mendukung pembelajaran yang bermakna.

Kata Kunci **Antologi, Menulis cerpen, Mind mapping**

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INTRODUCTION

The phenomenon of low interest in reading and literary appreciation among high school students has become an increasingly urgent concern in Indonesian education. Based on the Program for International Student Assessment (PISA) report, the literacy ability of Indonesian students is still below the international average, with indicators of the ability to understand relatively weak [literary texts](#) (OECD, 2019). This low interest in literary texts impacts students' academic skills. It hinders the formation of aesthetic sensitivity, cultural insight, and reflective thinking skills that are essential to character education. In the school environment, literary learning is often only focused on the cognitive aspect and is less evocative of students' aesthetic experiences. In fact, according to [Kurniawan and Pramono \(2020\)](#), aesthetic experience in reading literary works has a central role in fostering empathy and appreciation for local culture. One form of literary work that has excellent potential to enrich students' literary experience is poetry. However, poetry is often considered difficult to understand because of the use of figurative language unfamiliar to students' lives. In this context, there needs to be an innovation in the form and content of poetry that can bridge the gap between the world of students and literature, including through thematic approaches close to their daily lives. One of the local potentials rich in meaning and can be packaged into a work of poetry is traditional culinary, which is loaded with cultural values and emotional closeness to the community. Therefore, efforts to integrate traditional Sundanese Tatar culinary in the form of poetry anthologies are a strategic step to present literary texts that are relevant, contextual, and able to increase the literary appreciation of high school students in a meaningful and fun way.

Various literature shows that literary appreciation is a competency that can be improved by selecting contextual teaching materials that contain local culture. According to the theory of literary reception put forward by Jauss (in [Nurgiyantoro, 2018](#)), the reader's experience in understanding literary works is greatly influenced by *their horizon of expectations* formed from social and cultural backgrounds. In the context of learning in high school, students find it easier to appreciate literary works that are close to their daily experiences. However, most of the literature teaching materials used in the current curriculum are still generic and do not fully reflect the diversity of students' local cultures. This is strengthened by the findings from [Sari & Arifin \(2021\)](#), who stated that the lack of representation of locality in school literary texts leads to a lack of emotional involvement of students in the reading process.

Meanwhile, constructivist learning theory also emphasizes the importance of students' active involvement in constructing meaning through culturally relevant experiences (Vygotsky in [Suparno, 2020](#)). However, the approach to learning literature based on local culture, primarily through poetry, is still not widely implemented systematically. Moreover, few studies have explored how cultural elements such as traditional culinary can be used as inspiration for the creation of poetry in the context of education. This condition shows a gap in the use of literary theory and learning that can accommodate the needs of today's students in developing an appreciation for literature. Therefore, it is necessary to study and create literary works that pay attention to aesthetic and poetic aspects and consider local values that can build students' emotional connections and cultural identities.

Based on the background of the problems described earlier, this research aims to create an anthology of thematic poetry based on traditional Sundanese Tatar culinary, which is designed as non-text reading material in literary learning at the high school level. This anthology is intended as a literary work that presents the aesthetic beauty and power of poetic language and as an educational medium that instills local cultural values in students. This goal refers to the importance of developing teaching materials that are in the sociocultural context of students and are in line with the principles of literary learning based on concrete experiences (experiential learning), as stated by Kolb (in [Yulianingsih, 2020](#)). In addition, the poetry works to be created are expected to pay attention to the psychological development of high school teenagers in terms of interest, symbolic understanding, and their capacity to appreciate forms of aesthetic expression. This aligns with Piaget's view that adolescents at the formal operational stage have more mature abstract and symbolic thinking skills ([Papalia et al., 2018](#)), so poetry works that are communicative and loaded with cultural values will be easier to digest and

appreciate. Thus, through the creation of this anthology of poems with a Sundanese Tatar culinary theme, it is hoped that students will be able to build an emotional closeness to literary texts, as well as foster an appreciation for the richness of local culture that is often overlooked in mainstream literary education discourse. This goal is also based on the understanding that the success of literary learning is not solely measured by the ability to understand the structure of the text but also by how deeply students can feel, appreciate, and appreciate the human values raised in literary works.

The literacy products available today have not fully met the need for literary reading materials that are culturally and emotionally relevant to the lives of high school students. Although there has been much research on the integration of local culture in literary learning, most of it still focuses on narrative forms such as short stories and legends, not on poetry genres that have great potential to convey cultural values in a dense, symbolic, and aesthetic way (Rachmat & Wahyuni, 2021). In addition, studies that specifically raise traditional culinary as inspiration in the creation of poetry are almost untouched, even though food is an important part of cultural identity and can be an entrance to introduce local values in a subtle but meaningful way (Leung et al., 2020). In this context, the poetry anthology to be created in this study fills this void by offering thematic literary works that have not been raised much, namely traditional Sundanese Tatar culinary as a representation of local culture. The novelty of this research lies in its approach that combines the creation of literary works with culinary content as non-textual texts that are educational and applicative in learning. The urgency of this research also lies in its relevance to efforts to revitalize regional culture in the world of education and to strengthen literacy that is not only cognitive but also affective and aesthetic. Thus, this research is expected to enrich the treasure of the development of literary teaching materials in schools, as well as become a model for the creation of literary works that are adaptive to the needs of today's students and the challenges of globalization that have the potential to erode their local cultural identity.

This research is expected to contribute significantly to three main dimensions: academic, pedagogical, and cultural. From the academic side, this research enriches the treasures of interdisciplinary studies between literature, culture, and education, focusing on creating poetry anthologies inspired by traditional culinary as a form of representation of local culture. This contribution also references other researchers who want to develop a similar approach, especially in teaching literature based on local wisdom. In the pedagogical dimension, the poetry anthology produced from this research can be used as an alternative to non-text reading materials that are fun, grounded, and meaningful to increase students' emotional and aesthetic involvement in literary learning. This is in line with Rosenblatt's (1978) view in *transactional theory* that the reader's response to the text is greatly influenced by the extent to which they feel personally involved with the content of the reading.

Meanwhile, in the cultural dimension, this anthology can preserve Sundanese Tatar culture packaged in modern poetry so that local values are maintained and introduced to the younger generation in a creative and relevant format. This contribution is important in the context of globalization and cultural homogenization that is increasingly eroding regional identity (Smith & Riley, 2021). Thus, this research is relevant to the context of literary learning in schools and has a strategic significance in maintaining the sustainability of cultural heritage through a contextual and transformative literacy approach.

METHOD

This research uses *the Art-Based Research* (ABR) approach, which is a qualitative research approach that utilizes artistic processes as a medium to understand and articulate human experience subjectively. This approach not only delves into the aesthetic dimension in art practice but also serves as a bridge between creative expression and cross-disciplinary scientific reflection, thus allowing for integration between experience, emotion, and the construction of knowledge in research contexts (Christensen-Scheel et al., 2022; Bedir Erişti, 2015; Wang et al., 2017; Martikainen, 2019; González-Zamar & Abad-Segura, 2021).

The data source in this study was obtained through the author's direct involvement in various

culinary activities, mainly traditional Sundanese culinary. The author participated in several culinary festivals, such as *the Sundanese Culinary Festival and Buhun Legendaris*, which were held on August 12-13, 2023, by the Sindang Reret Restaurant in Lembang, Bandung; *The Sundanese Culinary Festival* which was held on October 19, 2023, by SMA Negeri 1 Margaasih in the context of the Pancasila Student Profile Strengthening Project (P5) in the Entrepreneurship Craft subject; *The Asian Culinary Festival* which will take place on August 22–September 16, 2024, at Summarecon Mall Bandung; and *the FYP Asian Street Food Festival* which will be held on September 7–29, 2024 at Braga CityWalk Mall, Bandung. In addition, the author also conducts culinary tours to various typical Sundanese restaurants in the city of Bandung, including Cibiuk Restaurant (Jl. Soekarno Hatta), Sundanese Nature Restaurant (Jl. Otto Iskandardinata), Raja Sunda Restaurant (Jl. Dr. Djunjunan), Ibu Imas Rice Shop (Jl. Balonggede), Kampung Sundanese Charm Restaurant (Jl. Cisangkuy), Boboko Shop Restaurant (Jl. Lengkong Besar), Sundanese Sambara Restaurant (Jl. Trunojoyo), and Indonesian Dish Short Shop (Jl. Pasir Kaliki). Furthermore, the author's experience cooking typical Sundanese dishes such as chicken pieces, carp pipes, and carp soup is also a reflective part of data processing. The author also enriches culinary insights through the screening of food-themed films, such as *Jiro Dreams of Sushi*, *Aruma and His Tongue*, *Cook Up a Storm*, *Tabula Rasa*, *Charlie and the Chocolate Factory*, *Street Food* (Netflix), and *Kisarasa Chef Juna and Chef Renatta*.

The data collection technique in this study was carried out through three primary methods. First, observation techniques are carried out by participating in various activities related to Sundanese cuisine, including attending culinary festivals, culinary tours to several traditional restaurants in Bandung, and watching films that raise culinary themes as part of the exploration of aesthetic and cultural experiences. Second, literature study techniques are used to study scientific journals, reference books, and articles that discuss topics such as poetry, poetry anthologies, gastronomic theory, Sundanese culinary, and non-text reading materials to strengthen the theoretical and conceptual basis in creating poetry anthologies. Third, the questionnaire technique was used to collect data on students' perceptions and interests in poetry and local culture, which was disseminated to SMA Negeri 1 Margaasih students as the subject of literary education. All collected data were analyzed qualitatively through a reflective and thematic approach by identifying patterns, symbolic values, and cultural relevance that emerged from observation data, literature review, and questionnaire results. The results of the analysis are then synthesized and represented in the form of thematic poems that are integrated into the anthology. Thus, the process of collecting and analyzing data in this study not only aims to produce factual documentation but also to transform the data into artistic works that are aesthetically charged and educational.

RESULTS AND DISCUSSION

Results

Creating an anthology of *delicious food poems from Sundanese Tatar* consists of three stages: pre-writing, writing, and post-writing (Hasanah & Siswanto, 2013).

Pre-Writing Stages

Before writing an anthology of poems, the author participated in several activities related to culinary ranging from the Sundanese Culinary Festival and Buhun Legendaris, which was held on August 12-13, 2023, by the Sindang Reret Restaurant located in Lembang, Bandung, the Sundanese Culinary Festival which was held on October 19, 2023, by SMA Negeri 1 Margaasih in the context of the P5 activity of the Entrepreneurship Craft subject, The Asian Culinary Festival which was held on August 22-September 16, 2024 by Summarecon Mall Bandung and the FYP Asian Street Food culinary festival held on September 7-29, 2024 by Braga CityWalk Mall, Bandung, then, took a culinary tour to Sundanese Restaurants located in Bandung, namely Sundanese Cibiuk Restaurants located on Jl. Soekarno Hatta, Warung Nasi Alam Sunda is in Jl: Otto Iskandardinata, Raja Sunda Restaurant located on Jl. Dr. Djunjunan, Warung Nasi Ibu Imas is in Jl: Balonggede, Kampung Sunda Pesona Restaurant. Cisangkuy, Kedai Boboko Restaurant is in Jl: Lengkong Besar, and Sunda Sambara Dish Restaurant in Jl. Trunojoyo and Warung Cepot Hidangan

Indonesia are located in Jl. Pasir Kaliki, In addition, the author also likes to cook Sundanese dishes such as Chicken Pepes, Pepes Ikan Carp, and Sop Gurame and watch movies that have culinary elements in them such as the film Jiro Dreams of Sushi, Aruna and His Tongue, Cook Up A Storm, Tabula Rasa, Charlie and the Chocolate Factory, Street Food Netflix and Kisarasa Chef Juna and Chef Renatta.

Based on the author's experience in eating Sundanese cuisine, the author is interested in representing Sundanese cuisine that the author has eaten in a poetry anthology entitled *Delicious Meals from Sundanese Tatars*; the underlying thing is that the author gave the title of the poetry anthology *Delicious Meals from Sundanese Tatars*, namely because Sundanese culinary is very delicious and diverse. In addition to representing Sundanese culinary, this poetry anthology also implies motivation in achieving goals; this is based on a questionnaire distributed to SMA Negeri 1 Margaasih students; namely, as many as 82.2% of SMA Negeri 1 Margaasih students chose the theme of enthusiasm in achieving their goals as a theme in the literary works they are interested in.

Stages of Boilings

At the writing stage, the author created 50 poems, which were divided into four parts, namely 15 poems in the Tuang section, 15 in the Neda section, 10 in the Emam section, and 10 in the Wareg section. The underlying thing for the author to name the term eating in Sundanese in the four parts of the poem is to introduce the term eating in Sundanese to readers of poetry anthologies. Here are two poems from each part, along with their exegesis.

Poems in the "Pour" Section

Poem and Exegesis Titled "Soto Cepot"

SOTO CEPOT

Di dalam mangkuk kecil yang menggiurkan

In a tantalizing little bowl

Soto Bandung menyapa dengan aroma yang menggoda

Soto Bandung greets with a seductive aroma

Kuah bening layaknya harapan yang tulus

Clear soup like a sincere hope

Menjanjikan rasa yang dalam dan penuh makna

Promises a deep and meaningful taste

Daging sapi yang lembut bagai harapan

Tender beef like hope

Menyatu dengan bibun putih yang membentang

Blends with white vermicelli that stretches

Layaknya langkah kaki yang berandang

Like footsteps that carry

Meski perjalanan penuh rintangan

Although the journey is full of obstacles

Namun tetap kokoh.. terus melaju tanpa ragu

But still sturdy.. keep going without hesitation

Sambal merah yang pedas.. menyentuh lidah

Spicy red chili sauce ... touching the tongue

Memberi semangat pada setiap jiwa yang lelah

Encouraging every tired soul

Mengajarkan bahwa impian pun butuh perjuangan

Teaching that even dreams need a struggle

Tak selamanya manis.. kadang terasa pedih

Not always sweet .. sometimes it stings

Namun pedas itu yang menumbuhkan keberanian

But it is spicy that fosters courage

Setiap sendok.. setiap rempah yang terkecap

Every spoon. every spice that is tasted
Mewakili harapan yang tak pernah padam
Representing hope that never dies
Soto Bandung, lebih dari sekadar rasa
Soto Bandung. more than just a taste
Ia adalah pelajaran tentang menggapai mimpi
It is a lesson about reaching dreams
Melewati jalan penuh tantangan
Through a challenging road
Dengan setiap suapan yang menuntun menuju puncak kejayaan
With every mouthful that leads to the peak of glory

Bandung, 16 Februari 2025

The underlying reason for the author creating a poem entitled Soto Cepot is when the author took a culinary trip to Warung Cepot, which is located on Jl. Pasir Kaliki No. 106 Bandung, and then the author tasted and ate Soto Cepot, which turned out to be a warm, savory, and delicious Soto Bandung. In this poem, the author implies that the struggle to achieve the goal is not always easy and there must be obstacles so that the readers of this poetry anthology book can face and not give up on the obstacles that stand in the way when trying to achieve the desired goals.

Poem and Exegesis Titled "Ayam Bakak"

AYAM BAKAKAK

Di atas bara.. ayam bakakak terpanggang
On the coals .. bakakak chicken roasted
Sembari mengalirkan aroma lezatnya
While flowing its delicious aroma

Kulitnya yang kecokelatan.. renyah menggoda
The skin is browned .. crispy tempting
Setiap gigitan membawa kebahagiaan
Every bite brings warmth
Namun di balik itu.. ada api yang menyala
But behind it .. there is a fire that burns
Seperti semangat yang tak pernah padam dalam hati
Like a spirit that never goes out in the heart

Bumbu rempah yang meresap dalam daging
Spices that seep in the meat
Menceritakan perjalanan panjang
Tells a long journey
Seperti kita yang menapaki langkah-langkah kecil
Like us who tread small steps
Kadang tersembunyi dalam kesulitan.. namun tak hilang.
Sometimes hidden in difficulty .. but not lost.

Ayam bakakak, simbol dari tekad yang kokoh
Ayam bakakak, a symbol of strong determination
Dibakar dengan sabar.. diolah dengan cinta
Burned with patience.. processed with love
Ia mengajarkan bahwa setiap impian
It teaches that every dream
Butuh waktu untuk matang.. butuh api untuk menyempurna
Takes time to mature.. needs fire to perfect

Sebagaimana ayam yang terpanggang perlahan
Like a slowly roasted chicken
Cita-cita pun tumbuh dalam kesabaran
Ideals grow in patience

Melewati panas dan ujian
Through heat and trials
Hingga akhirnya.. hasil yang sempurna tercapai,
Until finally.. the perfect result is achieved,
Seperti ayam bakakak yang dinikmati dengan penuh rasa syukur.
Like ayam bakakak that is enjoyed with gratitude.

Bandung, 26 Januari 2025

The underlying reason for the author's making a poem entitled Ayam Bakakak was when the author traveled to Subang with the writer's best friend. At that time, the author ate crispy and tender Ayam Bakakak. In this poem, the author implies that every small step consistent with a strong belief will realize every desired dream. Hence, the readers of this poetry anthology book are always confident that small steps consistent with strong faith will realize all the desired ideals and dreams.

Poems in the "Neda" Section

Poetry and Exegesis Titled "Burayot"

BURAYOT

Burayot.. dalam hangatnya di atas api
Burayot... in its warmth over the fire
Tercipta dari adonan kesederhanaan yang penuh arti
Created from the dough of meaningful simplicity
Kriuknya yang menggema di setiap gigitan
The crunch that echoes in every bite
Seperti langkah-langkah kecil yang membentuk perjalanan besar
Like small steps that form a big journey
Di balik lapisan renyah dan gurih yang menggoda
Behind the crunchy and savory layers that tempt
Tersimpan keteguhan.. seperti tekad yang tak tampak
Saved determination.. like invisible determination
Setiap lapisannya adalah usaha yang terbungkus rapat
Each layer is a tightly wrapped effort
Begitu pula impian.. yang perlahan terbentuk meski tak langsung tampak
Likewise, dreams.. which slowly form even though they are not immediately visible
Burayot.. kau ajarkan kami tentang kesabaran
Burayot.. you teach us about patience
Karena tidak ada yang instan.. tidak ada yang tergesa
Because nothing is instant... nothing is rushed
Sama seperti kita yang menggapai cita-cita
Just like us who reach our dreams
Harus melalui proses panjang.. dengan hati yang penuh keyakinan
Must go through a long process .. with a heart full of confidence
Guribnya yang membalut lidah.. penuh kebangatan
Savory that wraps the tongue .. full of warmth
Seperti rasa manis yang datang setelah perjuangan
Like the sweet taste that comes after the struggle
Terkadang hidup penuh tantangan.. terasa pahit
Sometimes life is full of challenges .. feels bitter
Namun setiap perjuangan akan terbayar dengan kebahagiaan yang tak terduga
But every struggle will pay off with unexpected happiness
Jangan pernah takut menghadapi panasnya perjuangan
Never be afraid to face the heat of the struggle
Karena seperti Burayot yang renyah di luar.. lembut di dalam

Because like Burayot which is crunchy on the outside .. soft inside
Kita pun akan menemukan hasil yang luar biasa
We will also find extraordinary results
Jika kita sabar, selalu berusaha dan selalu bekerja keras
If we are patient, always try and always work hard

Bandung, 23 Januari 2025

The underlying reason for the author creating a poem entitled Burayot was when the author bought Burayot Mangkibow, which is located in front of Unggul Karsa Medika Hospital, Jl. Taman Kopo Indah 3, Malayu, Margaasih District, Bandung Regency, West Java 40218. At that time, the writer ate a sweet and crispy Burayot. In this poem, the author implies that life must have constancy and patience and that people must always work hard and fight so that the readers of this poetry anthology book always have constancy and patience and always work hard and strive while achieving goals.

Poem and Exegesis Titled "Putri Noong"

PUTRI NOONG

Putri Noong.. dalam pesonamu yang lembut
Princess Noong... in your soft charm
Terpancar kilau keindahan yang tak terungkap
There is a sparkle of unrevealed beauty
Di balik lapisan beras ketan yang padat
Behind a dense layer of glutinous rice
Tersimpan kisah kesabaran yang terpendam
There is a hidden story of patience
Putri Noong.. kau dibungkus dengan cinta
Princess Noong... you are wrapped in love
Dibalut daun pisang.. seperti impian yang dijaga
Wrapped in banana leaves... like a guarded dream
Dimasak dengan hati.. perlahan namun pasti
Cooked with heart... slowly but surely
Seperti hidup yang terkadang harus dijalani dengan langkah tenang.
Like life that sometimes must be lived with quiet steps.
Ketika kau dilepaskan dari balutan daun
When you are unwrapped from the leaf
Warna putih bersihmu bersinar.. seperti harapan
Your pure white color shines.. like hope
Setiap gigitanmu menghangatkan hati
Every bite you take is heartwarming
Mengajarkan kita bahwa hasil yang tulus datang dari usaha yang penuh perhatian
Teaching us that sincere results come from thoughtful effort
Manisnya gurihmu mengisi ruang
Your savory sweetness fills the space
Bagai cita-cita yang perlahan membesar dalam jiwa
Like an ideal that slowly grows in the soul
Terkadang tersembunyi.. kadang terlambat terlihat
Sometimes hidden.. sometimes seen too late
Namun kita tahu.. dalam prosesnya ada kekuatan yang tumbuh.
But we know.. in the process there is strength that grows.
Putri Noong, kau ajarkan kami tentang waktu,
Princess Noong, you taught us about time,
Bahwa setiap mimpi perlu pematangan yang sabar,
That every dream needs patient maturation,

*Tak ada yang bisa dicapai dengan tergesa,
Nothing can be achieved in haste,
Karena impian sejati, seperti dirimu, membutuhkan kedamaian dan keteguhan hati.
Because true dreams, like yours, require peace and determination.*

Bandung, 14 Februari 2024

The underlying thing for the author to create a poem entitled Putri Noong was when the author participated in the "Buhun and Legendary Sunda Culinary Festival" on August 12-13, 2023, organized by the Sindang Reret Restaurant in Lembang, at that time, the author tasted the sweet and delicious Putri Nung. In this poem, the author implies determination, patience, and calm but specific steps so that the readers of this poetry anthology book always have determination, patience, and calm but specific steps while achieving goals.

Poems in the "Emam" Section

Poetry and Exegesis Entitled "Tahu Gejrot"

TAHU GEJROT

*Tabu Gejrot.. dalam cobek kecilmu
Tofu Gejrot.. in your little cobek
Tersembunyi kebangatan yang tak terucap
Hiding an unspoken warmth
Setiap potongan tahu.. lembut.. penuh makna
Every piece of tofu.. soft.. full of meaning
Seperti mimpi yang datang dari kesederhanaan.. namun begitu kuat
Like a dream that comes from simplicity.. yet so strong
 *Kuahnya yang cair.. berwarna merah
 The liquid sauce.. red
 Membawa rasa pedas yang mengingatkan kita
 Brings a spicy taste that reminds us
 Kadang hidup penuh tantangan dan getir
 Sometimes life is full of challenges and bitter
 Namun di dalamnya ada pelajaran yang menguatkan hati
 But in it there are lessons that strengthen the heart**

*Gejrot.. suara yang menggema dalam kesunyian
Gejrot.. a voice that echoes in silence
Menciptakan harmoni antara manis dan pedas
Creating a harmony between sweet and spicy
Begitu pula hidup.. penuh ketidakseimbangan
So is life... full of imbalance
Namun dalam percampuran itu.. kita menemukan kekuatan untuk bertahan
But in that mixture .. we find the strength to endure
 *Tabu Gejrot.. kau adalah simbol dari perjuangan
 Tahu Gejrot.. you are a symbol of struggle
 Kadang terasa pedas.. kadang terasa manis
 Sometimes it feels spicy .. sometimes it feels sweet
 Namun setiap rasa yang kau tawarkan
 But every taste you offer
 Peringat bahwa keberhasilan datang dengan usaha yang tak kenal Lelah
 A reminder that success comes with tireless effort**

*Jangan takut pada rasa yang tajam
Don't be afraid of sharp flavors
Karena seperti tahu yang menyerap bumbu*

Because like tofu that absorbs spices
Kita pun akan tumbuh.. menyesuaikan diri
We will also grow .. adjust
Dan pada akhirnya.. cita-cita kita akan tercapai.. penuh cita rasa yang indah
And in the end .. our goals will be achieved .. full of beautiful flavors

Bandung, 15 Februari 2025

The underlying reason for the author creating a poem entitled Tahu Gejrot was when the author bought a savory and sweet Tahu Gejrot in front of Borma Taman Kopo Indah III. In this poem, the author implies that the strength and challenges in life are so that the readers of this poetry anthology book always have the strength to face challenges while achieving goals.

Poem and Exegesis Titled "Seblak"

SEBLAK

Di dalam mangkuk.. seblak terhidang
In the bowl .. seblak served
Kerupuk kenyal bercampur rempah
Chewy crackers mixed with spices
Aroma pedas dan gurih menyusup
Spicy and savory aromas infiltrate
Menggugah selera.. seperti mimpi yang mulai tumbuh
Appetizing .. like a dream that begins to grow
Bumbu yang kaya.. penuh warna
Rich spices .. full of color
Cahaya cabai memancar terang
The light of chili radiates brightly
Begitu pula impian yang terbakar dalam jiwa
So does the dream that burns in the soul
Terkadang menyakitkan.. namun penuh semangat
Sometimes painful .. but full of enthusiasm
Di setiap suapan.. ada rasa perjuangan
In every bite .. there is a sense of struggle
Kerupuk yang dulu keras.. kini lunak menyatu
Crackers that were once hard .. now soft fused
Seperti hidup yang tak selalu mulus
Like life that is not always smooth
Namun setiap kerikil akan memberi kita kekuatan
But every pebble will give us strength
Pedasnya terasa.. tapi ada gurih yang menunggu
The spiciness is felt. . but there is savory waiting
Seblak mengajarkan kita.. untuk bersabar
Seblak teaches us .. to be patient
Mengolah rasa dalam setiap kesulitan
Cultivate taste in every difficulty
Karena hanya setelah melewati tantangan
Because only after overcoming challenges
Cita-cita yang besar akan tercapai dengan indah
Great ideals will be achieved beautifully
Seblak.. pelajaran tentang kesabaran dan keberanian,
Seblak .. a lesson in patience and courage,
Bahwa terkadang jalan menuju impian penuh liku
That sometimes the road to dreams is full of twists and turns

Pedasnya adalah ujian yang menguji tekad
The spiciness is a test that tests determination
Namun akhirnya.. semuanya akan terasa sempurna
But in the end .. everything will taste perfect
Seperti seblak yang kita nikmati.. penuh makna
Like the seblak we enjoy .. full of meaning

Bandung, 11 Februari 2025

The underlying thing for the author to make a poem titled Seblak was when the author bought Seblak at the MSMEs of Qiran Seblak Malaya; at that time, the author bought Seblak Complete Egg Sausage Meatballs, which were warm, savory, and delicious at a price of Rp.20,000.00. In this poem, the author implies enthusiasm, struggle, and determination so that the readers of this poetry anthology book are always enthusiastic and determined to achieve their goals.

Poems in the "Wareg" Section

Poem and Exegesis Entitled "Nasi Jamblang"

NASI JAMBLANG

Di bawah langit biru.. nasi jamblang terhidang
(Under the blue sky .. jamblang rice is served)
Kebangkitan dari uapnya menari dalam senja
The warmth of the steam dances in the twilight
Setiap butir nasi putih.. penuh cerita
Every grain of white rice .. full of stories
Mengisahkan perjalanan yang tak selalu lurus
Tells a story of a journey that is not always straight
Namun tetap sampai pada tujuannya.. tak gentar
But still arrives at its destination .. undaunted
Daun jati yang melingkupi, seperti pelindung
Teak leaves that surround, like a protector
Menjaga setiap butir impian yang tak tampak
(Guarding every grain of invisible dreams)
Begitu juga cita-cita, terkadang terbungkus rapat
As well as ideals, sometimes tightly wrapped
Tapi akan tetap mengarah pada tujuannya
But will still lead to its destination
Menyatu dengan setiap langkah yang penuh usaha
One with every step full of effort
Aroma khas.. tajam dan membangkitkan semangat
A distinctive aroma... sharp and uplifting
Seperti tantangan yang datang begitu mendalam
Like a challenge that comes so deep
Mengingatkan kita pada segala rintangan yang tak mudah
Reminds us of all the obstacles that are not easy
Namun memberi pelajaran dalam setiap rasa yang tercipta
But gives lessons in every taste created
Nasi jamblang hadir dalam kompleksitasnya
Nasi jamblang is present in its complexity
Mengajarkan bahwa impian tak selalu datang dalam kemudahan
Teaching that dreams don't always come easy
Terkadang kita harus melewati jalan yang terjal
Sometimes we have to go through a steep path
Namun dengan tekad yang kuat.. kita pasti menemukan arah

But with strong determination .. we will definitely find our way

Seperti nasi jamblang yang telah matang sempurna

Like jamblang rice that has been cooked perfectly

Cita-cita pun membutuhkan waktu dan proses

Goals also require time and process

Ada kalanya kita merasa kesulitan

There are times when we feel difficult

Namun setiap lapisan yang kita lewati

But every layer we pass

Membentuk kita menjadi lebih berani.. lebih sabar

Shapes us to be braver .. more patient

Nasi jamblang tak hanya makanan

Nasi jamblang is not just food

Ia adalah simbol dari perjalanan Panjang

It is a symbol of a long journey

Dari nasi putih yang tumbuh dalam kesederhanaan

From white rice that grows in simplicity

Menjadi kenyataan yang penuh arti

To a meaningful reality

Seperti kita.. yang merangkak menuju puncak mimpi

Like us .. who crawl towards the peak of dreams

Bandung, 10 Februari 2025

The underlying thing for the author to create a poem entitled Nasi Jamblang is when the author travels to Cirebon; at lunch, the author eats warm and savory Nasi Jamblang with Fried Tofu, Kikil Satay, Fried Tempeh, Omelet, Chicken Liver Stew and Sambal. In this poem, the author implies enthusiasm, effort, not being afraid of the challenges faced, and determination so that the readers of this poetry anthology book are always enthusiastic and strive with firm determination and not afraid when facing challenges in achieving their goals.

Poem and Exegesis Entitled "Nasi Lengko"

NASI LENGKO

Dalam mangkuk sederhana.. nasi lengko terhidang

In a simple bowl ... lengko rice is served

Aroma kacang yang gurih.. menari di udara

The savory aroma of peanuts ... dances in the air

Seperti harapan yang perlahan terbang tinggi

Like hope that slowly flies high

Mencapai langit.. walau dengan langkah kecil yang penuh arti

Reaching the sky ... even with small meaningful steps

Tabu tempe yang tersusun rapi

Tofu tempeh neatly arranged

Penuh gizi.. memberi kekuatan dalam diam

Full of nutrition ... gives strength in silence

Seperti usaha yang tak tampak.. namun berbuah nyata

Like an invisible effort ... but real fruit

Setiap suapan adalah hasil dari perjuangan yang sabar

Every bite is the result of a patient struggle

Daun seledri hijau segar menyapa

Fresh green celery leaves greet

Menambah rasa.. memperkaya hidup ini

Adding flavor .. enrich this life

Begitu pula cita-cita yang datang dengan warna

Likewise, ideals that come with color
Namun tetap memberikan kenikmatan dalam pencapaian
But still provide pleasure in achievement
Sambal yang pedas menggigit lidah
Spicy chili sauce bites the tongue
Mengajarkan kita bahwa rintangan itu perlu
Teaches us that obstacles are necessary
Tanpa tantangan.. kita takkan tahu sejauh mana bisa bertahan
Without challenges .. we will not know how far we can survive
Seperti cita-cita yang kadang pahit di awalnya
Like ideals that are sometimes bitter at first
Namun begitu manis saat tercapai setelah berjuang
But so sweet when achieved after struggling
Setiap suapan adalah perjalanan menuju tujuan
Every bite is a journey to the goal
Bersama dengan teman-teman yang hadir dalam hidup
Together with friends who are present in life
Seperti nasi lengko yang kita nikmati Bersama
Like the nasi lengko that we enjoy together
Cita-cita pun adalah tentang berbagi.. tentang kebersamaan
Ideals are also about sharing.. about togetherness
Mencapai tujuan bukan hanya tentang diri sendiri
Achieving goals is not just about yourself
Tapi tentang mereka yang berjalan bersama kita.
But about those who walk with us.

Bandung, 15 Februari 2025

The underlying thing for the author to create a poem entitled Nasi Lengko is when the author travels to Cirebon; at lunchtime, the author buys warm and savory Nasi Lengko with Fried Tofu, Fried Tempeh, Bean Sprouts, Chives Leaves, Cucumbers, and Peanut Seasoning. In this poem, the author implies motivation about effort, patience, and courage to face challenges in life so that the readers of this poetry anthology book always strive to achieve their goals and be patient when facing challenges in life.

Post-Writing Stages

The post-writing stage consists of making an attractive cover design and table of contents and assessing the quality of poetry anthology books by lecturers who are gastronomy experts, lecturers in literature, and high school Indonesian teachers. The following are the stages after writing an anthology book of *poetry*, *Delicious Meals from Sundanese Tatar*.

Creating Attractive Cover Designs

In making the cover, the author collaborated with Vash Design and discussed what elements he wanted to be on the cover. The following is the front and back cover of the anthology book *Delicious Meals from Sundanese Tatar*.



Creating Compelling Playlists

The table of contents of this poetry anthology book is made like a food menu in a restaurant. The following is a list of contents contained in this poetry anthology book.

MENU SPECIAL				NEDA			
		<small>KHAS TATAR SUNDA</small>					
TUANG				Soto Cepot	2	Bandrek	18
Pepes Ayam	3			Surabi	19		
Nasi Tutug Oncom	4			Burayot	20		
Jukut Goreng	5			Gemblong	21		
Tumis Genjer	6			Kue Balok	22		
Sayur Asem	7			Putri Noong	23		
Tumis Balakutak	8			Nagasari	24		
Pepes Ikan Mas	9			Misro	25		
Karedok	10			Gurandil	26		
Ayam Bakakak	11			Comro	27		
Pepes Picing	12			Ali Agrem	28		
Lodeh Gedang	13			Bajigur	29		
Tumis Kangkung	14			Jalabria	30		
Ayam Senundeng	15			Kue Apem	31		
Lotek	16			Galendo	32		
EMAM						Cilok	34
Cimol	35	Tumpeng	45				
Cireng	36	Gurame Kipas	46				
Tahu Gejrot	37	Entog Goreng	47				
Batagor	38	Liwet	48				
Basreng	39	Sangu Cikur	49				
Seblak	40	Nasi Timbel	50				
Bandros	41	Nasi Jamblang	51				
Awug	42	Nasi Bakar	52				
Cilor	43	Nasi Lengko	53				
		Lontong Kari	54				
		Empal Gentong	55				

Quality Assessment of Poetry Anthology Books

The quality assessment of the Poetry Anthology entitled *Delicious Food from Sundanese Tatar* refers to four aspects based on the concept of the Great Wheel (Norris, 2011), which consists of pedagogical, political-ideological, poetic, and audience engagement. Each aspect consists of various questions. Meanwhile, the quality assessment of the Poetry Anthology was carried out by involving three respondents as representatives of each related subject, namely gastronomy lecturers, literature lecturers, and Indonesian teachers in high school. The assessor from the gastronomy lecturer is Dr. Riadi Darwis, M.Pd., a lecturer in the Indonesian study program at the NHI Bandung Tourism Polytechnic. The assessor of the literature lecturer is Dr. Desti Fatin Fauziyyah, M.Pd., who is a lecturer in the Indonesian Language and Literature Education study program at Pasundan University, and the assessor of the Indonesian teacher at SMA is Rina Siti Aisyah, S.Pd. who is an Indonesian teacher at SMA Negeri 1 Margaasih. Based on the calculation of the Likert Scale, the results of the quality assessment of the work of the Poetry Anthology entitled *Delicious Meals from Sundanese Tatar* are 93%. That means this poetry anthology is of excellent quality and meets the criteria for being used as non-text reading material for high school students. The percentage of each aspect can be seen in the diagram adapted from the diagram (Norris, 2011).

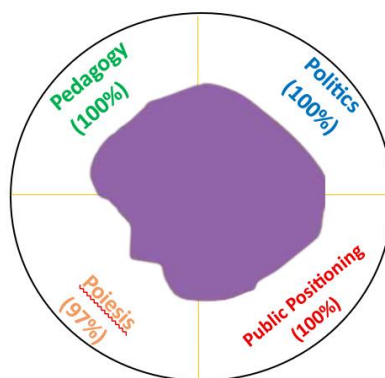


Figure 3. Norris Diagram of Measurement on Creation of A Poetry Anthology Based on Traditional Sundanese Culinary as Nontextual Reading Material to Increase Literary Appreciation of High School Students

Pedagogical Aspects

The author gets a score of 100% with four pedagogical quality criteria, namely the criteria for poetry anthology books can expand Sundanese culinary insights, poetry anthology books can increase knowledge about literary gastronomy, poetry anthology books can increase knowledge about literary gastronomy, and poetry anthology books written can expand intellectuals, educate, provide awareness, care, knowledge and learning for readers.

Ideological Political Aspects

The author gets a score of 100% with four criteria of ideological political quality, namely being able to provide enthusiasm between humans in achieving goals, poetry anthology books can motivate people to consistently work hard in realizing their goals, poetry anthology books can motivate people to consistently work hard in realizing their ideals and poetry anthology books have ideological values such as hard work, never give up, independence and optimism in life.

Audience Interest Aspect

The author gets a score of 100% with four criteria for quality of audience interest, namely poetry anthology books can be consumed by all people (exceptionally high school grade X students), poetry anthology books can practice thinking skills through diction that contains language styles

(exceptionally high school grade X students), the struggle to achieve goals in this poetry anthology book is relevant to the reality, dreams, and challenges of high school teenagers and poetry anthology books are worthy of reading by the public.

Poetic Aspects

The author received a score of 97% with nine poetic criteria, namely poetry reflecting gastronomic themes, poetry representing Sundanese culinary specialties, the use of language styles in poetry is appropriate (beautiful and easy to understand language style), the selection of diction in poetry is appropriate (diction is easy to understand), sentences used in poetry contain motivational meanings in achieving goals, rhymes in poetry are varied, language in poetry is easy to understand, The gastronomic imagery in each poem can be felt. The typography in the poem is interesting.

Discussion

An analysis of the entire process of creating an anthology of Sundanese culinary thematic poetry shows that the success of this work lies not only in the richness of the cultural materials raised but also in the author's ability to process aesthetic and poetic language elements to be in harmony with the psychological and social characteristics of high school students (Hidayati & Yulianti, 2021; Morgan, 2020). Based on interviews with literature teachers and students, it was found that poems written with traditional culinary thematic approaches tend to be more interesting, easy to understand, and cause stronger emotional engagement than general poems that are usually found in textbooks (Nugroho & Lestari, 2022; Elkins, 2019). This is reinforced by the results of learning observations that show increased student participation in discussing and interpreting poetry based on their cultural context (Setyawan, 2020; Chik et al., 2018). The documentation of the final work shows that the aesthetic elements used, such as the imagery of taste, aroma, and color in the poem, can arouse the imagination and expand the horizon of the meaning of literary texts (Sari & Pratama, 2021; Kelen, 2018). This anthology has also proved that poetic language does not have to be abstract and complicated but can be processed from everyday diction rich in symbolic meaning (Rahmawati & Kusumawardani, 2023; Green, 2020). The use of local terms such as "nasi timbel," "karedok," or "surabi" becomes a symbolic element that not only represents culinary but also becomes an entrance to understanding cultural identity and the social values that surround it (Dewi & Hartini, 2019; Wong, 2019). Therefore, it can be concluded that the creation of this anthology has succeeded in answering the need for communicative, contextual, and educational teaching materials, as well as opening up new possibilities in the development of literature that are grounded and relevant to the world of students (Syahrial et al., 2021; Rowsell & Walsh, 2020).

In the context of the discourse on the development of literary teaching materials based on local culture, this study shows a strong discursive position by showing thematic excellence, aesthetic approaches, and its relationship with the psychological development of students (Wardana & Wulandari, 2024; Nurnaningrum et al., 2024). Several previous studies have raised the importance of integrating local culture in school literary texts, such as the one conducted by Dewi & Yulianti (2020), who created short stories based on folklore to improve understanding of regional culture. However, their approach is more narrative in nature and places less emphasis on creating an intense aesthetic atmosphere as in poetry. Unlike this approach, this study presents poetry as the primary medium, which, according to Widdowson (2019), can communicate cultural experiences in a more symbolic, dense, and emotional way. On the other hand, research by Hidayati et al., (2022) regarding locality integration in literary learning shows that students more easily absorb cultural values when learning media uses elements they personally recognize. This research expands on this premise by proving that culinary-themed poetry—as the most intimate and familiar form of cultural representation—not only strengthens the appeal of teaching materials but also deepens the sense of ownership of local culture (Ulya et al., 2023; Santoso et al., 2021; Haslinda, 2024). Thus, the main contribution of this research is not just to present alternative teaching materials but to present an educational model that integrates cultural symbolism with aesthetic and emotional experiences in harmony. This position shows that

the resulting poetry anthologies are responsive to local contexts and innovative in responding to contemporary pedagogical needs that require a creative, relevant, and multi-directional approach.

Reflection on the results of this study shows that the creation of an anthology of Sundanese Tatar culinary thematic poetry is not only successful in its form as an aesthetic work but also has a significant impact in creating a meaningful learning experience for students. This is reflected in the students' responses, which show increased interest, emotional involvement, and a deeper understanding of the content of poetry and its cultural values (Kartini et al., 2023; Kusmana et al., 2025). Reflectively, this success marks the achievement of the primary goal of the research, which is to present literary works that can bridge the gap between aesthetic expression and the psychological and social needs of high school adolescents. According to the theory of affective learning put forward by Krathwohl (in Anderson & Krathwohl, 2016), the learning process involving emotions and values will be more imprinted on students' memory and behavior. In this case, poems about traditional culinary introduce food as cultural objects and build students' relationships with the literary texts they read and interpret. This anthology indirectly strengthens students' local identity while forming pride in their culture. These findings reinforce Ghosn's (2019) view that contextual literary works can be transformative learning tools because they shape meanings and attitudes. Thus, the reflection on the success of this anthology indicates that literature is not only an academic instrument but also a cultural and psychological instrument that can build students' personalities as a whole in the context of character education and cultural preservation.

The main implication of the results of this study lies in the potential of the anthology of Sundanese Tatar culinary thematic poetry as contextual and applicative non-textual teaching materials in strengthening local culture-based literary education at the high school level. Further than just being an alternative reading material, this anthology can function as a pedagogical tool that can develop three learning domains: cognitive, affective, and psychomotor. From the cognitive side, students are invited to analyze the poem's structure, understand the symbolic meaning, and interpret the text's cultural context. In the affective realm, students' emotional involvement in understanding the poem strengthens empathy and love for their local identity. Meanwhile, from a psychomotor aspect, this anthology can stimulate students' creativity to create poetry with their cultural content. Based on the results of observations, the implementation of this work in learning also shows an increase in student activity, both in interpretive reading activities and creative production, such as writing reply poems or reading poems with dramatic expressions. This is in line with the findings of Ghosn (2019), who emphasized that literature can be an effective means of project-based learning and self-expression. Another significant implication is strengthening character education values based on local wisdom, which aligns with the Independent Curriculum policy. By making culture the primary source of learning, teachers have an excellent opportunity to create authentic, adaptive, and relevant learning experiences for students. Thus, the results of this research not only add to the treasure of school literary works but expand the scope of learning methodologies that support the development of students' potential holistically and contextually.

The results of the research showing the success of the Sundanese Tatar culinary poetry anthology in increasing students' literary appreciation can be analyzed from a number of intertwined fundamental factors. First, these successes cannot be separated from the thematic closeness between poetry and students' cultural experiences. Culinary as a cultural representation is an aesthetic object and has an emotional and social content inherent in students' daily lives. Hall (2017) states that popular culture, such as food, plays an important role in shaping individual and collective identities. Second, the poetic language used in this anthology is designed to be in the proximal zone of student development, thus facilitating the internalizing of symbolic meaning without sacrificing its aesthetic quality. This principle refers to the concept of *scaffolding* in Vygotsky's theory (in Suparno, 2020), which states that teaching materials must be tailored to students' cognitive abilities to build understanding through active interaction with the text. Third, a poetry creation strategy also determines success by integrating stylistic elements such as imagery, taste, repetition, and concrete metaphors based on local contexts. This strengthens the aesthetic validity of poetry while expanding the scope of its meaning.

Finally, the support from teachers and the involvement of students in the exploration of local culture were also the catalysts in the process of receiving this work. Thus, success is not the result of a single variable but the accumulation of the integration of themes, language forms, pedagogical approaches, and social contexts packaged in an integrated literary product.

Based on the success and findings of this research, a strategic step that needs to be taken is to integrate an anthology of thematic poetry based on local culture into the literature learning curriculum in secondary schools more systematically and structured. This action is not only limited to the distribution of works as alternative teaching materials but also requires the active involvement of teachers in designing a literature learning model that prioritizes the contextualization, participation, and critical reflection of students toward their local culture. As [Richards & Schmidt \(2018\)](#) stated, successful literary learning encourages students to actively interact with the text, build personal connections, and articulate meanings relevant to their lives. Therefore, teacher training in developing contextual literature teaching materials is the next urgency so that teachers can explore local cultural sources as inspiration for creating works and in the learning process in the classroom. On the other hand, policy support from education stakeholders such as the education office and curriculum managers is needed to provide space and legality for local literary works to be recognized as part of official teaching materials. In addition, it is necessary to initiate a literacy program based on local wisdom involving collaboration between schools, cultural communities, and local publishing institutions to disseminate similar works more widely. In other words, the results of this research must be followed up through systemic transformation that recognizes the importance of local literature not only as a learning tool but also as a medium for shaping the identity, character, and cultural awareness of students as a whole.

CONCLUSION

One of the most astonishing findings of this study is that poetry, which has been considered a complex literary genre that is difficult for high school students to access, can be the most effective medium in conveying local cultural values when packaged through a thematic approach that is close to students' daily experiences. Who would have thought that traditional culinary such as "nasi timbel," "tutug oncom," or "colenak" could bring out a strong emotional and aesthetic resonance when used as the subject of poetry? This surprise arose from the interviews and observations that showed that students were more enthusiastic about reading and discussing culinary-themed poems than conventional poems in textbooks. Many students admitted feeling "closer" to poetry because the diction and imagery used were familiar and evoked their collective memory. The fact that poetry can be populist without losing its aesthetic power is a crucial finding that breaks the long-held assumption about the exclusivity of poetry as an elite literary work. In other words, this anthology of poetry with a Sundanese Tatar culinary theme proves that creative and contextual approaches can make poetry a cultural and psychological bridge relevant for today's young generation.

The added value of this research lies in its theoretical and practical contribution to the development of literary and educational science. Theoretically, this study expands the scope of poetry study in the context of education by introducing a model of creating anthologies based on popular culture that has not been widely studied in previous research. This approach enriches the aesthetic perspective in the creation of poetry by integrating sociocultural aspects that are dialogical and participatory. These findings can open up new spaces for discussion in the theory of literary reception, contextual stylistics, and transcultural aesthetics. Meanwhile, the results of this study offer a communicative, contextual, and applicative model of literary teaching materials for teachers in secondary schools. This poetry anthology can be a source of non-text reading that helps students appreciate literary works and fosters pride in their own cultural identity. Teachers can adapt this format and approach to creation into other project-based learning or multimodal literacy. Thus, the contribution of this research reaches two directions at once: contributing to the development of theory in the creation of contextual poetry and offering educational practices that are more meaningful and relevant to the world of today's learners.

Although this research has achieved its objectives, some limitations must be observed as a foothold for further research development. These limitations do not lie in the methodology or validity of the data but in the thematic and geographical scope of the cultural objects raised. This study only explores traditional Sundanese Tatar cuisine as a source of poetry creation, so it has not accommodated culinary diversity from other regions, which also has excellent potential to be used as a source of inspiration for literary works. Therefore, further research can be directed at creating an anthology of culinary-based poetry from other cultures, such as Minang, Javanese, or Bugis, to reach the results wider. In addition, further development can also examine the performative aspects of poetry, such as poetry readings in the form of performances or literary videos, so that the integration between literature and technology in learning is more real. These limitations open up great opportunities for cross-disciplinary collaboration between literature, culture, educational technology, and the performing arts. Thus, the direction of future research development not only aims to expand the thematic scope and strengthen the transformation of cultural literacy in a more dynamic and innovative form.

DECLARATIONS

Author contribution	: In this research, Annisa Vitriya Abdullah was responsible for designing and conducting the study, collecting and analyzing the data, and drafting the initial manuscript. As the first supervisor, Prof. Dr. Sumiyadi, M.Hum. provided conceptual guidance, academic supervision, and overall direction throughout the research and writing process. As the second supervisor, Dr. Rudi Adi Nugroho, M.Pd., contributed methodological insights and critical content evaluation and supported refining the article's structure and substance. All authors have read and approved the final version of the manuscript for publication.
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