

## Module Development of Ceremony Food for Javanese Ethnic in Johor

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### Abstract

The development of the Javanese Ethnic Food Module in Johor has helped educators as well as students throughout the teaching and learning process and has been a source of reference for both faculty and students. However, the main problem is that there is no complete source of reference for the subject of Malay Cuisine especially on ceremonies of Javanese cuisine. In addition, the absence of modules for this subject is also a problem during the teaching and learning process. Therefore, the purpose of this study is to develop a Java Ethnic Food Module In Johor to educate students, and the public, especially those taking Culinary Art courses. This study uses quantitative methods in which the data will be evaluated based on the average percentage of expert evaluators based on the expert evaluation form. The development of this module aims to assess the suitability of the content, format, clarity, and design of the module for the use of teachers and students in the Culinary field during the learning process. This module has been evaluated using an expert evaluation form by 5 field experts, a Culinary Lecturer at the Faculty of Technical and Vocational Education, University Tun Hussien Onn Malaysia. By using the average percentage value, the results have shown that the level of suitability in terms of content, format, clarity, and design of the module is at a high level where the overall average percentage value is 96 percent. So it is suitable for development and use by lecturers and students especially in the field of Culinary. In conclusion, the development of the learning module for the subject of Malay Cuisine is suitable for development based on expert feedback. In addition, the development of this module will help lecturers as well as students during the study session as well as a source of reference.

## 1. Introduction

As Malaysians, we should know a little about food produced according to traditional food principally entertainment for every ethnic Malay which is Javanese ethnics. Recreational foods are always produced by ethnic groups with their own identities. The traditional foods of each ethnic group are crafted through generations, and passed down from ancestor to descendant, preserving rich culinary heritage and cultural identity. Malaysia is a country with diverse backgrounds. The community is the driving force for most of the Malaysian society the most. According to Musa (2005), the Malay community in Malaysia is divided into several parts the broad cultural (non-ethnic) has dominated the region outside the famous names of Malay Archipelago there are "The Malay

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Archipelago". Noor (2016) stated that the Malay community has sought the originality of Malay more than two hundred ethnic groups with language and culture. According to Baharudin (2012), among them are Malay of Javanese, Malay of Banjar, Malay of Bugis, Indonesian Siak, and Indonesia Rokan. Malaysia is also home to multiracial people like Chinese, Indians, Iban, and others.

### 1.1 Problem Statement

The researchers found that there was a problem that led to the issue of ceremony food for Javanese ethnic in Johor. This is because researchers think that ceremony food is a very critical component and there is no study conducted to see the unique types of food among the natives of Johor. Muhammad et al. 2013, mentioned that it is important for people especially the young generation to know all those practices, or else these customs and traditions will lessen and disappear. Therefore, the current generation is less exposed to traditional food because they are more interested in following viral food trends and are familiar with fast food (Kamari et al. 2016). Besides, the lack of awareness among the Malaysian generation about the importance of the preservation of traditional cultural heritage is now indeed a necessity to maintain its identity cause the role played by the government is not enough. This is particularly evident when this aspect of the acceptance of young people towards ceremony food is a very critical one. Moreover, if this ceremony food is not studied for future generations, it will disappear and cannot be a reference anymore. Therefore, the purpose of this study is to understand and explore the uniqueness of Javanese ethnic food in Johor for preserving tourism culture. The aspects to be studied are the types of Malay ethnic ceremony foods that exist among the Johor community, namely the Javanese ethnic in Johor, the uniqueness of the Javanese ethnic ceremony foods in Johor, and the relevance of the Javanese ethnic ceremony foods in Johor in the context of tourism culture.

### 1.2 Research Objective

This research is carried out to achieve the following objectives:

- i. Develop a Javanese ethnic ceremony food module in Johor for Culinary Arts students.
- ii. Assess the appropriateness of the Javanese ceremony food module from the aspect of content, format, clarity, and design of the module carried out.

### 1.3 Significance of the Study

Through the results of this study, the concerned parties can further strengthen their efforts and the order of actions that need to be carried out. The Yayasan Warisan Johor (YWJ) constantly monitors and draws up a complete guide to preserve this Javanese ethnic ceremony food as a symbol and entity of the community in Johor. Besides, the cooperation of the university and the teachers play an important role in providing knowledge to students about the importance of Javanese ethnic festive food so that students can understand more deeply about the uniqueness of ceremony food. Next, The Ministry of Tourism, Arts, and Culture can also make this module one of the reference materials about the uniqueness of the ceremony food of the Javanese community in Johor. The module would further help the Ministry of Tourism, Arts and Culture to formulate a quick strategy to ensure that the tradition of ceremony food becomes an attraction for Malaysian tourists which will become a main factor in promoting Malaysia in the eyes of the world.

### 1.4 Scope of the Research

The scope of this study is focused on Culinary Arts course instructors. In this study, the researcher only focuses on the types of Javanese ceremony food that exist among the Johor community, the uniqueness of Johor's Javanese ceremony food, and the relevance of Javanese ceremony food in Johor in the context of tourism culture.

## 2. Methodology

This study uses the method of a quantitative case study, which uses expert verification and is to ensure that the items being studied are accurate, appropriate, and relevant to the study's conclusions. In this study, the researcher used the confirmation by the specialist. The specialist will evaluate the questionnaire form and review the development of the module by aspects contained in the questionnaire such as content, language, and usability. This method is used to get information and an understanding of the uniqueness of traditional food through the community celebration of ethnic Javanese in Johor.

## 2.1 Research Design

The research employs a study design that serves as a framework for data collection and analysis, primarily using descriptive methods. The focus is on identifying Javanese respondents in Johor and studying their traditional food practices. To aid in data collection, a customized questionnaire with a Likert scale is utilized, offering five options ranging from 'Strongly Disagree (SD)' to 'Strongly Agree (SA)' across four sections: 'Module Content', 'Module Format', 'Module Clarity', and 'Module Design'. In addition to quantitative methods, the researcher adopts the ADDIE model for module development.

## 2.2 Research Procedure

To ensure a methodical and structured approach to the study, a work plan has been devised of the study implementation flowchart. The researcher has split the process into two phases to ensure a seamless implementation according to the plan. During the first phase, the researcher identifies issues or factors necessitating module design, establishes objectives, and selects an appropriate project methodology for module development. Moving onto the second phase, the researcher creates a module in line with the objectives set in the initial phase. Following this, an expert verification process is undertaken to determine if any enhancements are needed for the module.

## 2.3 Research Instrument

The researcher utilized the expert evaluation form method to assess the suitability of the developed module. Question items from the questionnaire were distributed to expert lecturers to ensure content validity and test reliability before being given to respondents. This expert evaluation form is structured into six sections: A, B, C, D, E, and F. Once approved, the expert evaluation form will be distributed to respondents along with a Likert scale option for all questionnaire parts. Section A focuses on gathering demographic information from respondents, including gender, race, age, education level, and field of specialization. Section B evaluates the content within the developed module. Section C assesses the appropriateness of the module format in terms of writing style, presentation, page layout, and color. Section D examines language appropriateness, user-friendliness, and clarity within the module, including the evaluation of sentence structure and readability for both teachers and students. Section E scrutinizes the design aspects of the module. Finally, Section F allows experts to provide feedback and suggestions for improving both the content and design aspects of the module.

## 3. Results and Discussion

This study involved five experts in catering at the Faculty of Technical and Vocational Education, UTHM to review the contents of the module, format, clarity, and design of the module by answering the questions posed in the expert evaluation form. Among the elements in the respondents' background are gender, teaching experience, and education level. The data obtained were analyzed for frequency and percentage values. The purpose of this analysis is to get expert feedback on the appropriateness of the module on ceremony food for Javanese Ethnic in Johor.

The analysis of all aspects of the Javanese Ethnic Food Module in Johor, including its content, format, clarity, and design, indicates a high level of suitability for use in learning sessions. Here is a breakdown of the analysis based on Table 2 and the provided information. Content of the Module: All experts, accounting for 100 percent, agreed and provided positive feedback on the content of the module. This suggests that the content is comprehensive, relevant, and meets the requirements for teaching about Javanese ethnic food. Format of the Module: 92 percent of experts agreed with the module's format, indicating that it is structured effectively. Some constructive comments were also provided, suggesting areas for potential improvement or enhancement. Clarity of the Module: Similarly, 92 percent of experts agreed on the clarity of the module. This indicates that the information presented is clear, understandable, and accessible to learners. Design of the Module: 100 percent of experts agreed on the module's design, which encompasses aspects such as visual presentation, layout, and aesthetics. This suggests that the module is visually appealing and enhances the learning experience.

Overall, the high level of agreement among experts regarding the quality and appropriateness of the module's content, format, clarity, and design indicates that it is well-suited for use in learning sessions focused on Javanese ethnic food in Johor. These findings reflect a thorough and effective development process, ensuring that the module meets the needs of both educators and learners.

**Table 1: Overall Average Analysis of Module Content, Format, Clarity, and Module Design**

Construct	Respondents	Specialist
	Disagree	Agree
Content of module	0%	100%
Format of module	8%	92%
Explication module	8%	92%
Design of module	0%	100%
Average	4%	96%

#### 4. Conclusion

In conclusion, the production of Javanese Ethnic Food Modules in Johor can be used by lecturers in the field of Culinary Art and students to assist in the teaching and learning process. In addition, the content of this module has been evaluated by 5 experts who have supported the suitability of this module. This module is also best developed by the researchers based on the perceptions of the experts involved in this study.

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#### Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of the paper.

#### Author Contribution

The authors confirm contribution to the paper as follows: **study conception and design:** Abdul Wafi Abdul Rahman, Sofea Ibrahim, Adibah Aishah Md Sahak, Raden Mohd Farhan Helmy Raden Ismail; **data collection:** Abdul Wafi Abdul Rahman, Sofea Ibrahim; **analysis and interpretation of results:** Abdul Wafi Abdul Rahman, Sofea Ibrahim, Adibah Aishah Md Sahak; **draft manuscript preparation:** Abdul Wafi Abdul Rahman, Sofea Ibrahim, Adibah Aishah Md Sahak, Raden Mohd Farhan Helmy Raden Ismail.

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