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# The Development of Module of Malay Traditional Kueh in Johor Using Banana Leaves as Wrapper

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**Abstract:** Developing a module of Malay traditional kueh in Johor using banana leaves as wrappers has helped teachers and students during the teaching and learning process. Besides, this module has become a source of reference for lecturers and students. However, the main problems are that no current reference or resources that focus on Malay traditional kueh in Johor using banana leaves as wrappers for Culinary Arts students. In addition, the absence of modules becomes a problem for both the teaching staff and students during the teaching and learning (T&L) process. Therefore, the aim of this study was to develop a module of Malay traditional kueh in Johor using banana leaves as wrappers for the instructors, teachers, and students who took the Culinary Arts course. This study uses quantitative methods in which the data is evaluated based on the average percentage of experts evaluated using an evaluation form. The development of this module aims to access the suitability of the content, format, clarity, and design of the module for the use of teachers and students in the culinary fields during the learning process. This module has been evaluated using an experts' evaluation form by 4 experts in Culinary Arts. Using the average percentage value, the results showed that the level of suitability in terms of content, format, clarity, and module design was at a high level which is 90% agreed. So, it is confirmed that this module is suitable to use by lecturers and students, especially in the Culinary Arts fields. In conclusion, the development of learning modules for Culinary Arts students can assist lecturers and students during the same learning session as a source of reference.

**Keywords:** Module, Malay Traditional Kueh, Banana Leaves

## 1. Introduction

Modules are a medium of teaching elements that are implemented in the process of presenting the subject syllabus and some of the techniques, methods, and procedures that teachers can implement by studying the content of the subject content learned without burdening the teaching and learning process (T&L), Muhammad (2017). With the development of a module for reference material in the learning process, it will help to enhance students' understanding. As such, the study aims to develop a module of Malay traditional kueh in Johor using banana leaves as wrappers.

The use of banana leaves as one of the components of traditional cuisine is normal in Malaysian society. Malaysia is a country made up of people with different backgrounds such as Indians, Malays, and Chinese. This diversity is an attraction for foreign countries to learn the lifestyle of Malaysian. Banana leaves are very popular as food wrappers for Malays and Indians. According to Hedges et al. (2018), the Indian community has long used leaves, trees, and bananas as symbols of birth, marriage, and religious rituals. For the Malays community, they used banana leaves as wrapping materials because the nature of banana leaves give are excellent in food production.

According to Mohapatra et al. (2010), banana leaves can be used as anticancer material because the banana leaves' extract content can act to increase pro-collagen while reducing the activity of enzymes involved in wrinkle formation. As such, banana leaves are very important in the production of traditional Malay food until now due to their benefits of banana leaves. The advantages of Malay's traditional kueh also lie in its unique and distinctive (Radzi,2019). In contrast to today's modern kueh, traditional kueh is using natural ingredients such as coconut milk, banana leaves, and natural dyes for food. As a nation full of uniqueness and amazing heritage, the legacy of our ancestors' legacy must be continued and practiced for future generations. Based on the background of the problem, the researchers found that there were problems with the difficulty of information and reference about the benefits of banana leaves.

### 1.1 Literature Review

According to Sungkono (2013), reference material is very important for teachers and students. Teachers will have trouble delivering information effectively to students if there is no complete reference material. With the development of a module for reference material in the learning process, it will help to enhance students' understanding. As such, the study aims to develop a module of Malay traditional kueh in Johor using banana leaves as wrappers.

According to Rini et al. (2018), most of the traditional food is wrapped by using natural ingredients such as banana leaves, Jelutuk Leaves, and Nipah leaves. Food wraps are used from natural ingredients because it is believed to prolong the storage of the food and protect the food from chemical and biological contamination. In addition, leaves that chemical-free and non-toxic are easy to find and easy to fold in food packaging. The main thing is that using banana leaves as wrappers can help enhance the aroma of the food (Astuti,2009).

Nowadays, people use modern packaging which contains chemical usage. Using natural materials enhances the value of traditional knowledge and represents the cultural heritage that needs to be emphasized to preserve the heritage of our ancestors (Rini et al., 2018). Besides, natural packaging or wrappers do just not preserve the heritage but also can preserve our environment. Radzi (2019) said that food preparation, meal form, and menu preparation are preserved through a legacy that is passed down from one to the next generation. Among the unique food in Malaysia is Malay traditional kueh. According to my research, there is no latest information about Malay traditional kueh that can help teachers and students in the teaching and learning process. Therefore, making a module about Malay traditional kueh in Johor using banana leaves as wrappers is important as a reference. The objectives of this project are to:

- a. Develop a module of Malay traditional kueh in Johor by using banana leaves as wrappers for Culinary Arts students.
  - b. Assessing the suitability of Malay traditional kueh in Johor by using banana leaves as the wrapper of the content, format, clarify, and module design.

## **2. Methodology**

The methodology used for the module of Malay traditional kueh in Johor by using banana leaves as the wrapper is the ADDIE model which requires 5 stages which are: Requirement Analysis phase, Design phase, Developing phase, Implementation phase, and Evaluation phase. Therefore, this model is suitable for this module development based on Bacotang and Muhammad Isa (2016).

### **2.1 Phase 1 - Analysis**

The analysis phase is the beginning and the first phase in the structure of the ADDIE Model to form a teaching module. At this stage, it involves a number of processes as well as identifying the problem to be solved. For this study, the researcher wants to identify the problem statement and in the next phase, the researcher will develop a module to address the issue. Once a problem has been identified, it is through this process of analysis to find the causes and factors that lead to the problem.

### **2.2 Phase 2 - Design**

This stage is implemented after the analysis process is completed. This phase is intended for them and determines which method will be used. In other words, this phase involves the process of establishing specific objectives in teaching, item building for testing, and assessment in teaching strategies. This phase also explains the researcher's overall view of the shape, of the structure that will be used during the development of this module. It can be concluded that as a Malay traditional kueh wrapper. As a result, we can see Culinary Arts students and lecturers do not have the latest information about Malay traditional kueh in Johor by using banana leaves as a wrapper. Not only that but youngsters also do not expose to the importance of the preserved heritage of our traditional food. From this problem the idea of module Malay traditional kueh in Johor by using banana leaves as wrappers was developed to help students and lecturers in the Culinary Arts field. In addition, the module can be used as a reference during teaching and learning lessons. In this phase, the researcher can devise strategies for developing the teaching and outlines how to achieve the set objectives.

### **2.3 Phase 3 – Development**

After completion of the analysis phase and design phase, the development phase involves the construction of real systems or details about the development of modules for traditional delicacy Malay community-based packaging banana leaves in Johor including a description of the materials, equipment in cooking, recipes, exercise, footnote and so on. In addition, this phase also takes a long time to complete. This is because there are many important points and elements to consider in ensuring that module development meets the content of learning and is accessible and understood by both faculty and students.

### **2.4 Phase 4 – Implementation**

In the context of the ADDIE model, the formulation of the module has been implemented according to the needs of the students. This phase of implementation involves the presentation and implementation of actual teaching. The implementation phase also encompasses a framework of courses that are designed and intended to enable effective learning for students. In other words, implementation involves learning modules in real life to make learning more efficient.

## 2.5 Phase 5 – Evaluation

The evaluation phase is a stage where the material provided is processed to obtain feedback on the use of the module for the entire course being drafted. The evaluation phase in the context of the ADDIE model refers to the formulation of the module that was implemented according to the student's needs and then sent to 4 experts to evaluate the suitability of the model as a reference material for the teaching and learning process. The implementation level involves the delivery or implementation of actual teaching, which is to teach the use of the latest technology. In this context, the implementation of this module is to include the framework of courses that are designed and intended to make learning more effective. In other words, implementation involves learning modules in a real-world context. Therefore, during this phase, the completed module will be used and presented to several lecturers from the field of study to test its usefulness as well as to identify problems that were not realized during its implementation phase.

### 3. Results and Discussion

This section describes in detail the analysis of the data obtained from the questionnaire form provided to the experts to evaluate the modules that have been developed. The data of this questionnaire was obtained through feedback from four experts on the development of the module. The researcher performed the data collection and used the frequency and percentage for the overall translation of the data. Therefore, the overall conclusions and ratings provided by these four experts will answer the research questions and research objectives of the module.

Section B focus on the content of the module. There are 5 questions from this section. The importance of this section is to get the best suitable content for the module. The questions are about the contents including planning and learning requirements, the contents of the module are organized, all content is in line with the objective, the continuity of the content is by the student's understanding and additional notes provided are appropriate. The feedback average by the experts is about 90% agree and 10% disagree.

**Table 1: Result findings**

Respondents Construct	Specialist	
	Disagree	Agree
Content of module	10%	90%
Format of module	0%	100%
Explication module	10%	80%
Design of module	10%	90%
Average	10%	90%

The percentage of feedback from experts on the appropriateness of the language module of Malay traditional kueh in Johor by using banana leaves as wrappers have been developed. Most of the experts (100%) agreed to each of the related question items in terms of module format. The traditional Malay cakes module-based packaging banana leaf that has been developed applies to the expert because experts agreed is higher.

The next section is about the percentages of experts' feedback on module clarity. Most (80%) agreed to each of the question items about Language appropriateness. While (20%) disagreed with items 1 to 5. Therefore, the developed module was suitable for experts as the percentage of experts who agreed was high. The results of the feedback, and the percentages of expert feedback on module design. 90% with 18 frequencies agreed with items 1 to 5 mentioned in the questionnaire. Meanwhile, only 10% equals 2 times disagree. As a result, the traditional Malay cakes module based on banana leaf packaging is suitable to be used as a reference. Based on the evaluation

and percentage by the experts for the development of the module traditional kueh in Johor by using banana leaves as wrappers, it shows the module can be used by lecturers and students of the culinary arts field to assist in the teaching and learning process. In addition, the content of this module has been evaluated by 4 field experts who have supported the suitability of this module. This module is also best developed by the researcher based on the perceptions of the experts involved in this study. However, four items were commented upgraded upon by the experts in his response. The expert commented about refining objectives with the objectives and completing the project more appropriately. Next, the experts recommend reviewing exercises and evaluating each topic to align with the goals to be achieved. Plus, the experts also recommend using another font so that the module will become more attractive. Last, Experts recommend that module objectives be consistent with module completion.

#### 4. Conclusion

In conclusion, with the development of the Module on Malay traditional kueh in Johor using banana leaves as wrappers can be used by lecturers and students of the culinary arts field to assist in the teaching and learning process. In addition, the content of this module has been evaluated by 4 experts from the Culinary Arts fields who have the suitability of this module. This module is also best developed by the researcher based on the high percentage of the evaluation by experts involved in this study.

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