

ANALYSIS OF THE USE OF TRADITIONAL FOOD AS A THEMATIC LEARNING RESOURCE IN PRIMARY SCHOOLS

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Abstract.

Education is rooted in national culture. In reality, we still find learning that does not integrate local culture as a learning resource. This research aims to explore local culture, especially traditional food, as a learning resource, by exploring its potential based on the curriculum used in elementary schools. This research uses a qualitative approach with a phenomenological design. The subjects of this research were traditional food sellers, a teacher and fourth grade students at SDN Padalaa who were determined based on purposive sampling techniques. The data collection techniques used were observation, interviews, documentation and literature study. This research uses data analysis techniques, namely data reduction, data presentation and drawing conclusions. The research results show that of the nine learning themes for class IV, there are four themes that can integrate Tolimbu and Juada traditional food as learning resources or 44.4% of all existing themes. The conclusion of this research is that the potential for traditional food as a learning resource in thematic learning at Padalaa Elementary School, Morowali Regency is very large for teachers to continue to develop.



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A. INTRODUCTION

Education has a big role in the development and progress of a nation. Afriyanti in (Sari et al., 2020). Education is an important need because only through education can human resources be created who have comparative and competitive advantages who are skilled and able to change the conditions of life from conventional ones to more modern ones (Gagaramusu, 2013). Education is one of the things that can make a nation and country develop towards an advanced civilization (Fadholi & Waluya, 2015). This is marked by the increasing development of innovation in the

field of education. Talking about education cannot be separated from the curriculum which is one of the main elements of educational reference sources which can provide significant evidence for realizing students' potential (Judiani, 2010).

According to Indonesian Government Regulation no. 19 of 2005 article 1 concerning National Education Standards states that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as how to use them as a guide for implementing learning activities to achieve certain educational goals. A similar opinion was

also expressed by (Dimiyati, 2019) that the curriculum is a design to provide a set of learning opportunities to achieve goals. Based on the opinion above, there are two dimensions of the curriculum, namely a set of plans and arrangements for organizing learning for a purpose, so that a teacher as an educator is obliged to facilitate all students' learning activities to the maximum Ichsani (Shofa et al., 2021).

The 2013 curriculum uses an integrated thematic-based learning implementation model in elementary schools. According to (Herlina, 2019) thematic learning is learning that connects several subjects through one theme which is part of students' daily lives. Thematic learning is the process of transferring knowledge, skills and attitudes that students see, hear and feel every day. In thematic learning, the Basic Competencies of each subject are mapped into a particular theme which is closely related to the lives of students. So that the implementation of learning should not be limited to the walls of the classroom and based on or sourced from books alone because extensive knowledge can be found in facts directly.

The 2013 curriculum demands developments in educational technology and cultural involvement in Prasetyani Dalam learning (Sari et al., 2020). This aims to ensure that students can become a generation with character and are able to maintain and preserve culture as the basis of the nation's personality. Culture is the total knowledge of humans as social creatures, which is used to understand and interpret the environment and experiences which

then become guidelines for behavior (Ragalutu et al., 2020). In everyday life, education and culture are things that cannot be avoided, because culture is a complete and comprehensive unity that applies in a society, and education is a basic need for every individual in society (Putri, 2017). Cultural preservation in education can be done in various ways, such as adding regional cultural lesson content, holding regional cultural festivals, and adding material about regional culture to certain lesson content (Azizah et al., 2020). So that each culture can be used as a learning resource for students, where in each culture there are values that are important in life.

Majid in (Sulastri, 2022) stated that learning resources are defined as information presented and stored in various forms of media, which can help students learn, as an embodiment of the curriculum. The forms are unlimited whether in the form of print, video, software, or a combination of several of these forms that can be used by students and teachers. Learning resources can also be interpreted as everything that can make learning easier is a means to enrich the learning experience (Suryaningsih, 2018). Learning resources or educational tools are educational factors that are deliberately created and used to achieve certain educational goals. Learning resources will also influence and can even create learning motivation for students if the learning resources are in accordance with the material presented. Unique and interesting learning resources will also help and make it easier for educators to convey lesson material.

One source of learning about culture in the environment that can be utilized is traditional food. Every community in a nation certainly has its own traditional food. The traditional food in each region is different from other regions. Setiawan in (Ami & Yuliana, 2020) defines traditional food as part of human culture which is based on a cultural system that animates the lives of people in a particular area. According to (Maharani & Rahmah, 2018) explains that traditional food has the meaning of everyday food of the people, whether in the form of snacks or special dishes that have existed since the time of our ancestors and have been passed down from generation to generation. Based on the definition of traditional food above, it can be concluded that traditional food is food that has existed for a long time and has been passed down from ancestors to their grandchildren and is daily food for consumption.

The reality in the field is that knowledge about traditional food has begun to be lost over time, especially among the younger generation who don't even know what traditional food their region has. An example of a fact that occurs is that students prefer foreign food that comes in compared to traditional food inherited from their ancestors. Traditional food tends to be seen as less attractive by students, compared to modern food or food from other countries. This requires the importance of re-establishing the values of traditional food, so that the existence of traditional food is maintained and the younger generation has the awareness to preserve traditional food in their region.

Efforts to increase students' positive perceptions of traditional food need to be made to maintain its sustainability. Students need to be given education about traditional food through various means of communication, so that awareness, knowledge and a willingness to love traditional Adiasih food emerge (Ami & Yuliana, 2020). One form of educational effort about traditional food to students is integration into learning activities. Traditional food contains philosophical and pedagogical values that can be applied in learning.

Just like other regions in Indonesia, Morowali Regency has traditional food. Especially in the Menuai Islands, there are traditional foods that are part of the local culture. This traditional food has the potential to be a source of thematic learning, for example the theme 7 The Beauty of Diversity in My Country. In the 2013 class IV curriculum study, there is more than one theme that is relevant to local culture. On the other hand, there is a variety of local culture, including traditional food, which can be used as a learning resource.

The results of initial observations at Padalaa State Elementary School, Menui Islands Morowali Regency show that learning in class IV has not utilized local culture, in this case traditional food, as a learning resource. The results of simple interviews indicate that teachers do not understand the potential of traditional food as a learning resource.

Therefore, this research aims to examine and explore the potential of local culture in the form of traditional food as a source of thematic learning in the Menui Islands, Morowali district.

This is to maximize the principles of education rooted in national culture as well as an effort to preserve and inherit local culture for the younger generation.

B. RESEARCH METHODS

This research uses a qualitative approach with a phenomenological design. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions and so on. holistic, and in a descriptive manner and by utilizing various scientific methods (Maleong, 2016). The subjects of this research were traditional food sellers, a teacher and fourth grade students at SDN Padalaa who were determined based on purposive sampling techniques. Data was collected using interview techniques, observation, documentation and literature study, then the data was analyzed using qualitative descriptive techniques with a phenomenological approach. The data analysis that the researchers carried out was based on the theory of Miles and Huberman in (Iskandar, 2008) starting from the stages of analyzing the data, reducing the data, presenting the data, and drawing conclusions from the data that had been obtained.

C. RESULTS AND DISCUSSION

1. Traditional Food of Morowali Regency

Based on data from observations and interviews of traditional food sellers obtained by researchers, there are 2 types of traditional food that have become icons of culinary

tourism in Morowali Regency, especially in the Menui Islands District area, namely *Tolimbu* and *Juada*. The following is a discussion of these traditional foods.

1) *Tolimbu*

Tolimbu is a typical food from Morowali Regency, Menui Islands District. *Tolimbu* including the main type of food (heavy food) which is made from cassava. Processing *Tolimbu* are as follows. (1) The cassava is peeled and soaked in sea water or salt water for one night, then the cassava is washed thoroughly with fresh water and then dried in the sun for three to four days. (2) Dried cassava flesh, sliced thinly and then soaked again for two minutes to remove the salty taste from sea water or salt water. Then the thinly sliced cassava is squeezed with a thin cloth and then chopped until the texture becomes fine. (3) Finely chopped cassava are steamed until fluffy, soft in texture and light brown in color. *Tolimbu* It would be more delicious served with salted fish and dabu-dabu, a type of rica-rica chili sauce mixed with tomatoes and shallots.



Figure 1 *Tolimbu*

2) *Juada*

Juada is one of the typical cake snacks in Menui Islands District, Morowali Regency. Ingredients used to make *Juada* are sweet potatoes (cassava), half-old coconut, and granulated sugar. Processing *Juada* are as

follows. (1) cassava that have been peeled and washed clean are grated then squeezed out of the water until dry. (2) After squeezing it, mash it again, then mix it with half-old coconut and add enough hot/warm water. (3) Round the dough lengthwise and fry in hot oil until golden brown. (4) After that, roast the granulated sugar, then add a little water, after it thickens a bit, add the fried mixture and stir until evenly mixed, then let stand until the sugar dries up. *Juada* ready to enjoy.



Figure 2 Juada

2. The Potential of Traditional Food as a Learning Resource

Based on the results of the researcher's observations during the learning process in class IV on Theme 7 The Beauty of Diversity in My Country, the homeroom teacher for class IV linked the material given to local culture in the Morowali Regency area, such as mentioning the names of traditional foods and mentioning the typical manufacturing process. As is known, currently the 2013 Curriculum requires developments in educational technology and cultural involvement in Prasetyani in learning (Sari et al., 2020). This aims to ensure that students can become a generation with character and are able to maintain and preserve culture as the basis of the nation's personality. Character development was coined as one of the goals of education to build national character that is firmly rooted in local culture, values and

identity (Purwaning Tyas, 2017). As is known, traditional food is one of the cultures of a nation which is very easily recognized as the identity of a society which has its own characteristics in each region. Traditional food is one of Indonesia's cultural diversity. So traditional food from Morowali Regency has the potential to be used as a learning resource in thematic learning in class IV. Learning resources are something important in supporting the learning process because having adequate learning resources can help teachers and students obtain learning so that it can run smoothly. Learning resources include all sources in the form of data, people or objects that can be used to provide learning facilities (ease) for students (Andi, 2012).

The results of interviews conducted by researchers with class IV teachers at Padalaa State Elementary School stated that the teacher had conveyed about traditional food during the lesson, namely by stating that traditional food is an example of the cultural diversity of a particular region. The fourth grade homeroom teacher explained traditional foods from Morowali Regency such as *Tolimbu* and *Juada* can be used as a learning resource for Theme 7 The Beauty of Diversity in My Country because this theme discusses the cultural diversity of a region and traditional foods such as *Tolimbu* and *Juada* including the cultural diversity that exists in the Morowali Regency area. Traditional food can be integrated into several basic competencies in theme 7 because the basic competencies contained in this theme contain several basic competencies that link

learning to local culture in Indonesia. Using local culture as a learning resource can create learning experiences that integrate culture during learning. This is in accordance with the opinion of (Wahyudi, 2016) that learning with local culture is a strategy for creating a learning environment and designing learning experiences that integrate culture as part of the learning process. Apart from the 7 themes, traditional food can be integrated into several themes whose basic competency is to discuss cultural diversity in the region as a national identity.

Based on the results of a literature study conducted by researchers regarding basic competencies in lesson plans used in class IV of Padalaa State Elementary School, the results showed that of the 9 learning themes in class IV, there were 4 themes that could integrate traditional food, namely theme 7 The Beauty of Diversity in My Country. Traditional food can be integrated. in sub-theme 2 The Beauty of Cultural Diversity in My Country in the social studies subject content KD 3.2 and KD 4.2 learning 3 where during the learning process the teacher invites students to discuss identifying traditional foods in the area where the students live, the content of the PPKN KD 3.4 and KD 4.4 subjects in in lessons 3 and 4 students observe pictures of traditional food and students in groups look for information about the region of origin and the uniqueness of traditional food in the pictures and content of Indonesian KD 3.7 and 4.7 subjects in lessons 3 and 4 there are texts about cultural diversity and students find out the area of

origin and uniqueness of the culture so that traditional food belonging to the culture has the potential to be integrated into the KD.

Apart from theme 7, traditional food can also be integrated into theme 1. The Beauty of Togetherness. Traditional food is integrated into sub-theme 1. The Cultural Diversity of My Nation in the content of social studies subjects KD 3.2 and KD 4.2. Learning 1 contains learning material related to traditional food which is a social and cultural identity. in Indonesia and the content of PPKN KD 3.4 and KD 4.4 subjects. lesson 2 contains material about cultural diversity that exists in the environment around students which is bound by unity and integrity, including traditional food. Theme 6 My Aspirations can integrate traditional food in subtheme 2 My Aspirations are great in learning 3 there is a task given to students to seek information from friends or other people around them about their tribe of origin or area of origin and detailing information about their home island, language region, traditional clothing, traditional houses, traditional habits, and typical food from friends. Theme 8 The Area Where I Live can integrate traditional food in subtheme 1 The Environment I Live in, the content of the PPKN KD 1.3 subject in lesson 3 which contains material about local culture and students are assigned to find out what local culture exists in the environment where students live so that traditional food has the potential to be integrated because it includes local culture, thus traditional food from Morowali Regency, namely *Tolimbu* and

Juada has great potential to be used as a learning resource in thematic learning in fourth grade elementary school. Learning by integrating local culture is not only useful for introducing local culture to the younger generation, integrating local culture in learning can also be useful for building an attitude of love for culture and the nation. This is in accordance with the opinion of Paris in (Rikizaputra et al., 2022) explaining that culture-based learning is very necessary for students, because implementing culture-based learning will teach an attitude of love for culture and nation.

D. CONCLUSION

Based on the results of research and discussion, it was found that of the 9 learning themes in class IV, there are 4 themes that can integrate traditional food, namely the Beautiful Diversity in My Country (theme 7), the Beautiful Togetherness (theme 1), My Dreams (theme 6) and Regional Where I Live (theme 8). This is proven by the themes containing basic competencies that discuss cultural diversity in the environment around students and traditional food is one of the cultural diversity so that traditional food from Morowali Regency can be integrated into these learning themes. Traditional foods from Morowali Regency that can be integrated are: *Tolimbu* and *Juada*. Thus, it can be concluded that the potential for traditional food as a learning resource in thematic learning at Padalaa Elementary School, Morowali

Regency is very large with a percentage of 44.4%.

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