

## Module Development Traditional Bugis Ethnic Food in Johor

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### Abstract

Modules are one of the materials that can be used to help make the teaching and learning process easier. This study was conducted to address the shortage of modular reference sources. The objective of the study was to design the Traditional Bugis Ethnic Food Module in Johor and to evaluate the suitability of the Traditional Bugis Ethnic Food Module in Johor in terms of content, format, clarity, and design of the module used. To conduct this study, quantitative methodologies were used. To assess the viability of the module being produced, a set of questionnaires with 20 items and expert verification forms were given to five professionals, who are academics from Tun Hussein Onn University in Malaysia's Faculty of Technical and Vocational Education. Feedback from the results of the questionnaire and expert verification forms were then presented in a table format to facilitate reading. The study found that the development of the Traditional Bugis Ethnic Food module in Johor received positive feedback from the experts. In conclusion, from the findings of the study, the modules developed correspond to the content, module format, module clarity, and predefined module design.

## 1. Introduction

Food is a type of substance that is digested and taken to help the body grow. In addition, food is also an important resource for humans, apart from water, to continue daily life. It consists of several nutrients. Food contains several important components that help the development of the body, especially proteins, carbohydrates, vitamins, and minerals. Plant fiber can be found in food that has been metabolized by cells in the human body. Besides plants, food based on animals, mushrooms, and fungi can be obtained anywhere because it contains an important component like plants.

In Malaysia, each state has its traditions and practices in cooking. The variety of culinary practices causes this field to be studied and is known as gastronomy. According to Winarmo and Sergio (2017), gastronomy is the study of the relationship between food and culture, rich in the fine and appetizing art of preparation, certain cooking styles, and the science of good eating. For example, in Johor, the migration of people from outside the state of Johor has created a diversity of ethnicities, cultures, and races such as the Bugis Ethnic group that originates from the Sulawesi archipelago in Indonesia. In the 17th century, the Dutch conquest caused some of them to have moved and now have mixed with other tribes. This Ethnic Bugis is quite famous in the maritime field in the Malay Islands and the economic field. They are also known as brave warriors, feared pirates, and successful traders (Omar et. al, 2009).

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Faisal Akbar (2022) asserts that the Bugis Ethnic group possesses culinary skills. In addition to the foregoing, Nahriana and Tawani (2022) state that this is due to the vast number of hereditary recipes that belong to this ethnic group. Food recipes come in a variety of flavors, textures, colors, and presentation styles, and they are also delicious. The recipe that was handed down from the ancestors serves as insurance that the family recipes are preserved and don't go bad over time.

### 1.1 Problem Statement

Sidek and Omar (2017) state that because most students are still getting used to the way this technology works, student acceptance of e-learning is at a moderate level. Furthermore, the attitude of students who are not interested in computer applications (Ting, 2007) due to the lack of computer knowledge (Mohamadzadeh et al., 2012), the application of e-learning among fewer lecturers (Hassan & Kamisan, 2010) due to constraints in obtaining teaching resources (Rasid, 2013), and not all students can accept changes to something the use of new in learning (Jen, Zain & Noweg, 2010) is one of the obstacles faced by universities in the implementation of e-Learning.

Therefore, learning through e-learning is seen as more effective as an alternative to learning in the classroom. This is because information sources can be obtained easily at any time and anywhere, as well as e-learning content in the form of media having text, graphics, animation, simulation, audio, and video is seen as more attractive to students to be more focused. Additionally, the mindset of students who, because of their lack of computer skills, are uninterested in computer applications (Ting, 2007). According to Mohamadzadeh et al., (2012), fewer instructors are using e-learning. As to (Rasid (2013) the limitation arises from the absence of instructional materials. The application of e-learning among fewer lecturers (Hassan and Kamisan, 2010). and not all students are easily able to accept modifications to whatever they utilize as a new learning tool (Jen, Zain & Noweg, 2010). These are a few of the challenges educators encounter when implementing e-learning

### 1.2 Research Objective

This research is carried out to achieve the following objectives:

- i. Develop a traditional Bugis Ethnic food module in Johor.
- ii. Evaluate the appropriateness of the Bugis Ethnic traditional food module in Johor from the aspects of content, format, clarity, and design of the module used.

### 1.3 Significance of the Study

The development of this module can provide convenience to various parties. Among them are students, lecturers, and the community. In addition, the development of this module is expected to reveal to students about the traditional food of the Bugis Ethnic group in Johor. This module project is expected to provide guidance and benefits to all who use this module in preparing traditional food that has high value and quality.

Furthermore, the government is always committed to playing a role in ensuring that this tradition continues. In addition, Yayasan Warisan Johor (YWJ) constantly monitors and creates a complete guide to preserve the traditional food that is the culture and symbol of the Bugis Ethnic group in Johor. This heritage and culture are very important to continue to be preserved so that it does not become obsolete over time and can be used as a guide for future generations. In addition, it is hoped that the lecturers can play a role in further increasing knowledge and exposure to students so that students can learn more about traditional Bugis Ethnic food in Johor.

### 1.4 Scope of the Research

This project calls for the creation of a traditional Bugis food module in the Malaysian State of Johor. The history, recipes, and preparation techniques of Johor's traditional Bugis cuisine are covered in this module. This project's focus is on the Bugis Ethnic group, which is present in Johor. The types of traditional food dishes and preparation techniques for traditional Bugis Ethnic food in Johor were the focus of this study.

## 2. Methodology

According to Sabitha (2006), methodology is the use of an action plan in a study to provide specific information about the study that is being undertaken. Methodology also aims to guide in assist the researcher in the process of collecting, analyzing, and interpreting the results of the research conducted. It also involves several aspects such as the selection of research methods, collection procedures, and others.

## 2.1 Research Design

In research, the study design is used as a representation of the framework that has been built by the researcher in a study to make it easier to collect data for data analysis. In this research, it focuses more on descriptive methods. This is to identify respondents who are Ethnic Bugis who reside in Johor and research traditional food. To facilitate the research, a set of questionnaires has been constructed and modified based on the needs of the study to obtain data more effectively and comprehensively.

The use of the Likert scale is also used in the questionnaire. The Likert scale used has 5 sets of options namely 'Strongly Disagree (SD)', 'Disagree (D)', 'Not Sure (NS)', 'Agree (A)' and 'Strongly Agree (SA)' for four parts of the questionnaire which are section B 'Module Content', section C 'Module Format', section D 'Module Clarity' and section E 'Module Design'. Besides using quantitative methods, the researcher has chosen the ADDIE model to be used in the module development process.

## 2.2 Research Procedure

To ensure that the study can be carried out in a systematic and orderly manner, a work plan has been produced as shown in Figure 3.2 of the flow chart of the study implementation. The steps taken by the researcher to ensure that the study can be carried out smoothly according to the set plan are shown in the flow chart. The flow chart has two phases, the first phase on Bachelor Project 1 and the second phase on Bachelor Project 2.

In the first phase, the researcher identified issues or things that have caused the researcher to want to design a module. The researcher has also set the objectives, and the appropriate project methodology for the formation of modules. Once all the processes are completed, the researcher documents the report after the presentation of the project.

In the second phase, the researcher forms a module that is compatible with the objectives that have been set in the first phase. After that, the researcher needs to make an expert verification that aims to see if the improvement process needs to be done to the formed module. Subsequently, the researcher does an expert verification to determine whether the produced module requires improvement. In addition, the Bachelor Project 2's whole report was documented and delivered on a predetermined date.

## 2.3 Research Instrument

The researcher used the expert evaluation form method to evaluate the appropriateness of the developed module. The question items constructed in the questionnaire were distributed to experts who lecturers are to obtain content validity and test reliability before being circulated to respondents.

This expert evaluation form is divided into 6 parts, namely A, B, C, D, E, and F. The expert evaluation form that has been approved will be distributed to respondents in addition to using a Likert scale as an option for all parts of the questionnaire. Among the information that was included in each section are:

- i. Section A (Respondent Demographic Information)  
In this section, the questions addressed are related to the respondent's gender, race, age, education level, and field of specialization.
- ii. Section B (Module Content)  
In this section, the researcher evaluates the content contained in the developed module.
- iii. Section C (Module Format)  
This section evaluates the appropriateness of the module format developed from various aspects, namely writing style, presentation, page layout, and color.
- iv. Section D (Language Appropriateness, User-Friendliness, and Clarity)  
In this section, the researcher evaluates the appropriateness of the language in the module to be developed as well as the appropriateness of the sentences used. For user-friendliness, the researcher will evaluate in terms of whether the content is easy to read and whether the module is easy to carry by teachers and students.
- v. Section E (Module Design)  
In this section, the researcher evaluates the design of the developed module.
- vi. Part F (Recommendations and Improvements)  
In this section, the teacher gives comments and feedback for improving the content and also the design of the module.

### 3. Results and Discussion

Around 5 respondents are lecturers from the Faculty of Technical and Vocational Education (Catering) who have answered this questionnaire. From that number, around 2 respondents are lecturers in hospitality management. Besides that, there is one respondent who is a lecturer in the course of Tourism Planning followed by a lecturer in the course of Educational Technology. Finally, one respondent is a former lecturer at the Polytechnic and Teachers College. Table 1 shows the demographic details of the respondents.

**Table 1** Demographic Respondents

Demographic Respondent	Percentage (%)
Gender	
Male	40
Female	60
Race	
Malay	80
Chinese	20
Indian	0
Other	0
Course of Study	
Hospitality	100
Engineering	0
Education Specialization	0
Other	0
Teaching Experience	
1 to 5 years	40
6 to 10 years	20
11 to 15 years	0
16 years and above	40

Table 2 shows the percentage of feedback from experts related to module content. 80% of experts agree and the rest disagree with each item evaluated in terms of module content. This shows that the contents of the Bugis Ethnic traditional food module in Johor have appropriate content validity and conform to the assessment that has been made.

**Table 2** Analysis of Expert Feedback on Module Content

No.	Items	Scale				
		Strongly Disagree	Disagree	Not Agree	Agree	Strongly Agree
1.	The content of the module includes the requirements of teaching and learning planning.	0%	0%	20%	60%	20%
2.	Organised module content.	0%	0%	20%	60%	20%
3.	The content found in the module is very relevant to the objective.	0%	0%	20%	60%	20%
4.	The content of the module is appropriate to the student's level of understanding.	0%	0%	20%	60%	20%
5.	Additional notes are provided accordingly.	0%	0%	20%	40%	40%
Average		20%		80%		

Table 3 shows the percentage of responses from respondents regarding the module format. A total of 84% of the experts agreed with the evaluated items and 16% disagreed with some of the items in the question. Therefore, it can be concluded from the findings in this section, that the researcher used an appropriate format and was agreed by the experts.

**Table 3** Analysis of Expert Feedback on Module Format

No.	Items	Strongly Disagree	Disagree	Scale		
				Not Agree	Agree	Strongly Agree
1.	The front of the module is appropriate and attractive.	0%	0%	20%	40%	40%
2.	The module size is convenient and easy to carry.	0%	0%	20%	40%	40%
3.	The type and size of writing used are clear.	0%	0%	0%	60%	40%
4.	The arrangement of the text in the module is easy to understand.	0%	0%	40%	20%	40%
5.	Content writing format helps students find information easily.	0%	0%	0%	60%	40%
Average			16%		84%	

Table 4 shows the percentage of responses from experts on the clarity of the module for the Bugis traditional food module in Johor. A total of 88% agreed with each question item related to the clarity of the module. For the overall average shown in Table 5.8, it can be concluded that all the aspects mentioned in this section are appropriate for the module that has been developed.

**Table 4** Analysis of Expert Feedback on Module Clarity

No.	Items	Strongly Disagree	Disagree	Scale		
				Not Agree	Agree	Strongly Agree
1.	The objective of the module is clear.	0%	0%	20%	40%	40%
2.	The instructions in the module are clear.	0%	0%	20%	40%	40%
3.	The picture in the module is clear.	0%	0%	20%	40%	40%
4.	The language used in the module is appropriate to the student's level of understanding.	0%	0%	0%	40%	60%
5.	Additional notes provided are easy to understand.	0%	0%	0%	40%	60%
Average			12%		88%	

Based on table 5, shows the average percentage of feedback from experts on the design of the module that has been developed. A total of 76% of the experts agreed with each question item related to module design. Therefore, the researcher can conclude that the traditional Bugis Ethnic food module in Johor is appropriate because the percentage of experts who agree is high.

**Table 5** Analysis of Expert Feedback on Module Design

No.	Items	Strongly Disagree	Disagree	Scale		
				Not Agree	Agree	Strongly Agree
1.	The presentation of the module is well organized.	0%	0%	40%	20%	40%
2.	The format used corresponds to the presentation of the module.	0%	0%	40%	20%	40%
3.	Modules are appropriate to the student's level of knowledge.	0%	0%	20%	60%	20%
4.	The module is suitable for reference.	0%	0%	20%	60%	20%
5.	Brief notes appropriate to the content.	0%	0%	0%	60%	40%
Average			24%		76%	

Analysis of the entire module for aspects of the module content, module format, module clarity, and module design need to be done to find out the extent of effectiveness and appropriateness of the Bugis Ethnic traditional food module in Johor that has been developed. Table 6 shows the overall average analysis of module content, module format, module clarity, and module design.

**Table 6 Overall Average Analysis**

Respondent Construct	Expert	
	Disagree (D)	Agree (A)
Content of the module	20%	80%
Module format	16%	84%
Clarity of the module	12%	88%
Module design	24%	76%
Average	18%	82%

A total of 80% of experts have agreed and given positive feedback on the content aspect of the module. Next, for the feedback related to the module format, as many as 84% of the experts agreed and gave some comments for improving the module. In addition, as many as 88% of experts have agreed with the clarity of the module that has been developed and as many as 76% of experts have agreed with the design of the Bugis traditional food module in Johor. In conclusion, this module on traditional Bugis Ethnic food in Johor is very suitable for use in teaching and learning sessions.

#### 4. Conclusion

Based on the analysis conducted on the module development process, it can be concluded that the module has generally met the needs of experts and evaluators with high average percentages across content, format, clarity, and design. The positive feedback indicates that the module is well-received and deemed suitable for students. However, there are areas identified for improvement, such as incorporating interactive elements and enhancing clarity for better usability. By addressing these shortcomings, the module can be further improved to ensure it reaches a satisfactory level of quality for publication. Overall, this detailed analysis provides valuable insights for optimizing the module development process to deliver a more effective and engaging learning experience.

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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 their contribution to the paper as follows: **study conception and design:** Abdul Wafi Abdul Rahman, Afiqah Mat Naim, Adibah Aishah Md Sahak, Nurul Ashikin Ismail, Noliza Hashim; **data collection:** Abdul Wafi Abdul Rahman, Afiqah Mat Naim; **analysis and interpretation of results:** Abdul Wafi Abdul Rahman, Afiqah Mat Naim, Adibah Aishah Md Sahak; **draft manuscript preparation:** Abdul Wafi Abdul Rahman, Afiqah Mat Naim, Adibah Aishah Md Sahak, Nurul Ashikin Ismail, Noliza Hashim.

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