

The Development of Malay Dessert Module (Bubur and Penganan)

**Abdul Wafi Abdul Rahman^{1*}, Adibah Aishah Md Sahak¹,
Nabilah Yusri¹, Raden Mohd Farhan Helmy Raden Ismail¹,
Mohd Akmal Rohiat¹**

¹Faculty of Technical and Vocational Education,
Universiti Tun Hussein Onn Malaysia, Parit Raja, 86400, MALAYSIA

*Corresponding Author Designation

DOI: <https://doi.org/10.30880/ritvet.2021.01.01.021>

Received 30 January 2021; Accepted 17 February 2021; Available online 31 March 2021

Abstract: Malaysia is one of the few places where one could find an amalgamation of flavors and varieties of heritage food, which stands a living proof of the famous motto Malaysia, Truly Asia. The availability of local resources in this country allows the creation of flavorful, delicious, unique, and authentic recipes. In this modern era, many have forgotten the uniqueness of cooking techniques and practices in Malay cuisine that our ancestors have passed on to us. Although modernization takes place in the foodways, the values associated with other Malay customs that have been practiced by the family and the rest of the Malay community remain until today. There are many types of traditional food in Malaysia, such as dishes and desserts. There are many varieties of desserts that can be found in all states of Malaysia. In the modern days, Malay desserts can be eaten at any time of the day, as a light breakfast, afternoon snack, or dessert. The development of the *Malay dessert module "Bubur and Penganan"* is an alternative for users to find and learn Malay dessert in *Bubur and Penganan* easily. The objectives of the research were to develop a Malay dessert module in *"Bubur and Penganan"* especially for all who have to take the Culinary Art course and access the utility of a *Malay dessert module "Bubur and Penganan"* that consists of content, format, clarity and module presentation design. The development of the module used the ADDIE model that consists of five elements to develop the module. The process of making this module is using Microsoft Word and Canva. This module has been developed and produced based on a few key topics. Analyzes of data from experts who validate reviews suggest that these modules work well and have appropriate content based on pastry. As a result of the development of this module, users will be able to easily understand the topics of Malay dessert in *"Bubur and Penganan"* and the attractiveness of Malay traditional desserts.

Keywords: Module, Malay Dessert, *"bubur and penganan"*

1. Introduction

According to Sulaiman and Salleh (2014), the use of appropriate teaching aids should be designed to attract students who are different styles and learning styles. One form of teaching that can be conveyed to students is the use of modules to make them more enjoyable to learn in the short term.

Teaching materials designed with the diverse needs and abilities of students can enhance their ability and potential in order to manage their own learning patterns. An interesting learning module can help students solve their learning problems while making it easier for students to access information more easily and quickly.

Teachers play an important role as planners in making teaching and learning activities more interesting. According to Azman (2014), it is in this context that educators should be more aware and creative in applying their pedagogical knowledge to adapt to the learning environment while achieving the learning objectives. A variety of learning materials such as the use of modules for students can bring them the same interest in learning the theory and practice in the knowledge and skills gained. An effective learning strategy approach can lead to good student achievement and knowledgeable people. The use of student-centered methods is one that can draw students closer to the teaching force (Mohd Fathi Adnan, Rohana Hamzah, & Amirmudin Udin, 2010).

Teachers must be part of guiding students to achieve the skills and experience gained by students to facilitate their learning process. This is because students need guidance from teachers. Without proper guidance, the teacher will cause the student to stray from the right path.

1.1 Literature Review

According to Ngadirin (2003), modules are also course material that includes learning content, reinforcement training, and other learning inputs to achieve a high level of skills. A module that was developed would facilitate and ease the burden of students while also saving lecturer time during the teaching and learning process. Modules can also be implemented as a means of enriching teaching and learning materials so that all learning inputs received by students will produce a quality and lasting output. A comprehensive module building process should be followed to ensure the quality of the module produced (Halim, 2017). There are various types of modules suitable for module development. The researchers chose to use the ADDIE model for developing a *Malay dessert module "Bubur and Pengat"*. Educators should have strategies to engage students in learning. The teaching staff must be creative to ensure that students receive and receive the knowledge they convey.

According to Hassan (2010) strategies are the methods used by teachers to ensure that the teaching process works. There are many strategies that teachers can apply to teach students. Among them is the material centralization strategy. This is to make sure that one lesson fits the teaching process. By using the materials centralization strategy, the instructor will be able to identify student weaknesses and then find ideas to improve the student's weaknesses. The self-learning module contains effective descriptions with the help of graphic design, colorful diagrams, notes and descriptive steps to help students master a topic with fun while learning.

Other than that, a module is developed to cover every major learning topic from simple to complex topics. Through this module, a complex topic of learning can be clearly illustrated with some descriptions of photos, workflow charts and interesting mind maps (Norashima, 2015). The development of the module covered subtopics that would help the user to understand about the *Malay dessert module "Bubur and Pengat"* in terms of content, format, clarity and also the design of the module.

1.2 Problem Statement

Based on the background of the problem, the researchers found that there was the problem in lack of documentation. This is because the use of modules in teaching and learning is an important aspect. This issue will be of concern if the lecturer does not make any changes to enhance the skills of providing appropriate modules to the students. Not only that, some people are worried when the recipe will be commercialized and only sharing traditional family recipes often takes place among family members while it is one of the marketing ways to ensure the continuity of Malay dessert to the next generations. This issue about Malay heritage food is threatened nowadays when younger generations are more likely to follow the trend of modern food that is more attractive and accessible everywhere. From this problem, the module of Malay dessert in “*Bubur and Penganan*” was developed to help in the use of lecturers, Culinary Arts students and the public. The development of this module is expected to ease the burden of students as well as increase their knowledge and skills.

1.3 Research Objectives

The objectives of this project are to:

- Development of a module of Malay dessert in “*Bubur and Penganan*” for Culinary Arts students.
- Assess the utility of a *Malay dessert module “Bubur and Penganan”* that consists of content, format, clarity and module presentation design.

2. Methodology

The methodology used to develop Malay Dessert Module in “*Bubur and Penganan*” is used quantitative method was chosen by the researcher where the researcher used the questionnaire form to provide to the specialist as well as the expert verification form as a method of evaluating the developed module. ADDIE design model is suitable for use in the overall development of the module. ADDIE model has five main phases to also be accompanied: module analysis, design, development, implementation and evaluation. This model is therefore suitable for module development including product development.

2.1 Phase 1 - Analysis

At this level, the researcher will identify the problems that are causing the development of the module. This process is to find out more in detail the problems that are identified during the teaching and learning sessions. Problems that need to be identified can be identified through interviews, observations, surveys, questionnaires and so on. The success of this analysis process will involve many aspects, namely, the user, the learning environment and the teaching method. This process will help the researcher identify the problem that is the main cause of the development of the module. In this phase the researcher will perform an analysis related to the Malay dessert in “*Bubur and Penganan*” content the development of *Malay dessert module “Bubur and Penganan”*. This phase is undertaken to ensure that the development of this Malay Dessert in “*Bubur and Penganan*” module can provide a more complete source of reference for Culinary Arts students or those who wish to learn the Malay dessert in “*Bubur and Penganan*”.

2.2 Phase 2 - Design

The design stage is done after the problem analysis stage and the source of the problem has a solution. The development of this module is based on the objective of the module development in terms of formatting and content adaptability for student use. The design of this module was created by using the ADDIE model and problem-based learning theory as the main guide in module development. This course will outline the various forms, structures, types of media used and technological facilities that will involve the development of specific objectives, test construction and teaching strategy selection. In this design phase, each use of text and format needs to be tailored according to the pastry module you

want to create. This is because the design or pattern of the Malay dessert module should be interesting and easy to understand. This module is a reference material that provides a student-friendly source of information that can be used by the instructor as a teaching resource especially for Malay Desserts that requires more detailed explanation. The use of technology in the production of this module is of utmost importance for producing interesting, neat and organized pictures and writings.

2.3 Phase 3 – Development

In this stage, the product development begins. This phase will provide details on module development. It involves the construction of a real module concerning the process of developing or producing modules Malay Dessert in “*Bubur and Pengat*” include a description of the ingredients, cookware, recipes, exercise and so on. This phase takes a long time because many important elements must be incorporated throughout the module development process to be accepted and understood by the lecturers and students. The development phase relates to the actual development of the module using the media and technology elements selected to produce a module that fits the design choice requirements. This module was developed using Microsoft Word software to facilitate the writing process and other functions. In addition, for the production of front-page design using Canva. In this phase also the contents will be specified. In this phase of development, many applications can be used. The use of online software is to make sure that every page and content related to pastry topics is interesting and organized because it has many patterns or designs related to pastries. The pastry module developed will use some of the primary colours that have been selected and fit the topic of pastry making.

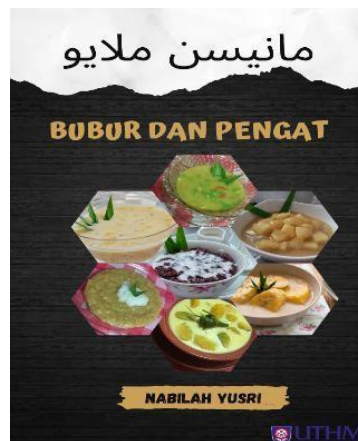


Figure 1: Cover book module

2.4 Phase 4 – Implementation

The goal is to implement learning efficiently and effectively. In the implementation phase of this module, the completed module will be used and presented to several lecturers from the field of study to test its usefulness and see the issues that arise. There are five experts in the fields of Culinary Arts to test the validity of the content of the module. The improvements will be made before they are fully submitted to the user.

2.5 Phase 5 – Evaluation

This level should cover the five stages of the ADDIE model namely analysis, design, development, implementation and evaluation. During this phase, each constructive evaluation will be taken as the evaluation decision for a completed module. Each evaluation will be carried out in stages to ensure good module quality is achieved and produced.

During this phase, the researcher will create and conduct expert review from Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia (UTHM), Universiti Teknologi Mara (UiTM) Pulau Pinang and Muar Vocational College who are experienced in assessing the quality of module development. Researcher will provide the questionnaire form to evaluate the module.

3. Results and Discussion

This section describes the data analysis and the findings obtained through the process of a questionnaire conducted by experts on Malay Dessert in “*Bubur and Pekat*” developed by the researcher. The data obtained is used to analyze the frequency and percentage values. for each proposal will be taken into account for improvement. The purpose of this analysis is to obtain expert feedback on the suitability of *Malay dessert module “Bubur and Pekat”* in terms of content, format, design and clarity of the module.

3.1 Respondent background

This study involved 5 experts in the fields of catering to review the contents of the module, format, module design and module clarity by answering the questions provided in the expert evaluation form. Among the elements in the respondents' background are gender, priority, experience and level of education.

3.1.1 Gender Respondents

Table 2 shows the frequency distribution and percentage of respondents by gender. In this study, the expert group consisted of 5 women (100%).

Table 2: Gender of Respondents

Respondent	Gender	No.	Percentage (%)
Experts	Male	0	0
	Female	5	100
Total		5	100

3.1.2 Age of Respondents

Table 3 shows the analysis for the respondents' age. Two experts were in the age group of 31 to 40 years (40%) while three experts were in the age group of 51 to 60 years (60%).

Table 3: Age of Respondents

Respondent	Age	No.	Percentage (%)
Expert	21 to 30 years old	0	0
	31 to 40 years old	2	40
	41 to 50 years old	0	0
	51 to 60 years old	3	60
Total		5	100

3.2 Experience in Respondent-Involved Fields

Table 4 shows the analysis of the field of study of the respondents involved in this study. Respondents in the field of hospitality consisted of one expert (20%) while a culinary expert consisted of 2 experts (40%), one expert (20%) in the field of Teaching Ethics and an expert in Pastry and Bakery (20%)

Table 4: Experience in Respondent-Involved Fields

Respondent	Education Field	Frequency	Percentage (%)
Experts	Hospitality	1	20
	Culinary	2	40
	Bakery and Pastry	1	20
	Education	1	20
Total		5	100

3.2.1 Experience Analysis in Interested Areas

Table 5 shows the analysis of Experiences in the Interested Areas. 2 experts have experience in the field of 1 to 3 years (50%) while 2 experts have experience in the field for 10 years and above (50%)

Table 5: Experience Analysis in Interested Areas

Respondent	Experiences	Frequency	Percentage (%)
Expert	1 to 3 years	2	40
	4 to 6 years	0	0
	7 to 9 years	0	0
	10 years and above	3	60
Total		5	100

3.3 Education Levels

Table 6 shows the breakdown of the education level of the respondents. 2 experts (40%) had a Bachelor's degree education while 3 experts (60%) had a Bachelor's degree.

Table 6: Education Levels

Respondent	Level of Education	Frequency	Percentage (%)
Expert	PhD	0	0
	Master	2	40
	Bachelor	3	60
	Diploma	0	0
Total		5	100

3.4 Part B Analysis: Contents of Modules

The contents of the module are analyzed by frequency and percentage for each expert review conducted. Table 7 shows the percentages of feedback on module content. The majority of experts agreed with the item (92%). A minority of experts (8%) disagreed with the fourth question item regarding content continuity by Culinary Arts students' understanding. This indicates that the contents of the module Malay desserts in “*Bubur and Pengat*” and very appropriate for the target appraiser who is an expert in the field.

Table 7: Contents of Modules

No	Item	Scale				
		Strongly Disagree	Disagree	Slightly Disagree	Agree	Strongly Agree
1.	The contents of the module compatible with the requirements relating to the Malay Desserts “ <i>Bubur and Pengat</i> ” module	0	0	0	3	2
		0%	0%	0%	60%	40%
		0 0%			5 100%	
2.	The contents of the module in accordance with relevant understanding of Malay Dessert “ <i>Bubur and Pengat</i> ” module	0	0	0	4	1
		0%	0%	0%	80%	20%
		0 0%			5 100%	
3.	Additional notes provided are appropriate in Malay Dessert “ <i>Bubur and Pengat</i> ” module	0	0	0	5	0
		0%	0%	0%	100%	0%
		0 0%			5 100%	
4.	The continuity of the content is in accordance with the understanding of Culinary Arts students.	0	0	2	2	1
		0%	0%	20%	40%	20%
		2 40%			3 60%	
5.	The modules developed are suitable for practical training.	0	0	0	4	1
		0%	0%	0%	80%	20%
		0 0%			5 100%	
Total		8%			92%	

3.5 Part C Analysis: Format

Table 8 shows the percentages of expert feedback on module formats. The majority of experts agreed with the item rated (84%). A minority of experts (16%) disagreed with the fourth question item regarding the cover of the cover module cover and the fifth question item on content writing format helped students find information. However, the format used in the development of module Malay Desserts in “*Bubur and Pengat*” is very appropriate to the experts.

Table 8: Analysis Format Module

No	Items	Scale				
		Strongly Disagree	Disagree	Slightly Disagree	Agree	Strongly Agree
1.	The colors used on the graphics are interesting.	0	0	0	3	2
		0%	0%	0%	60%	40%
		0 0%			5 100%	
2.	The type of writing in the module is clear and very suitable for use Culinary Arts students.	0	0	0	3	2
		0%	0%	0%	60%	40%
		0 0%			5 100%	
3.	The arrangement of the text in the module is easy to understand.	0	0	0	4	1
		0%	0%	0%	80%	20%
		0 0%			5 100%	
4.	The front cover of the module is attractive.	0	2	0	2	1
		0%	40%	0%	20%	20%
		2 40%			3 60%	
5.	The content writing format helps students find information.	0	0	2	3	0
		0%	0%	40%	60%	0%
		2 40%			3 60%	
Total		16%			84%	

3.6 Part D Analysis: Module Clarity

Table 9 shows feedback on module clarity. The majority of experts (84%) agreed with each item evaluated. The minority of experts (16%) disagreed with the second question items related to instruction; each work step is easy to understand and the third question related diagrams and charts within the module is easy to read. However, the clarity of the Malay desserts-based pulp module is highly appropriate.

Table 9: Module Clarity

No.	Items	Scale				
		Strongly Disagree	Disagree	Slightly Disagree	Agree	Strongly Agree
1.	The objectives contained in the module are clear.	0	0	0	4	1
		0%	0%	0%	20%	20%
		0 0%			5 100%	
2.	The instructions of each of the work steps are easy to understand.	0	1	1	3	0
		0%	20%	20%	60%	0%
		2 40%			3 60%	
3.	The diagrams and graphics in the module are easy to read.	0	0	1	4	0
		0%	0%	20%	80%	0%
		1 20%			4 80%	
4.	The brief notes on each topic are easy to understand	0	0	0	5	0
		0%	0%	0%	100%	0%
		0 0%			5 100%	
5.	The language used in the module presentation is appropriate	0	0	1	2	2
		0%	0%	20%	40%	40%
		1 20%			4 80%	

Total	16%	84%
-------	-----	-----

3.7 Part C Analysis: Module Design

Table 10 shows the percentages of expert feedback on module design. The majority of experts agree (100%) with questions related to module design. The module-based pulp and candied Malay “*Bubur and Pengat*” is appropriate to a specialist as per experts agree is high.

Table 10: Module Design

No.	Items	Scale				
		Strongly Disagree	Disagree	Slightly Disagree	Agree	Strongly Agree
1.	The format of the module writing content is appropriate.	0	0	0	5	0
		0%	0%	0%	100%	0%
		0 0%			5 100%	
2.	The use of developed module materials is appropriate. (A4 paper thickness 80gsm)	0	0	0	4	1
		0%	0%	0%	80%	20%
		0 0%			5 100%	
3.	The images and graphics used in the module are very clear.	0	0	0	4	1
		0%	0%	0%	80%	20%
		0 0%			5 100%	
4.	The thickness of the modules developed is suitable for Culinary Arts students.	0	0	0	5	0
		0%	0%	0%	100%	0%
		0 0%			5 100%	
5.	The page layout makes the module interesting.	0	0	0	5	0
		0%	0%	0%	100%	0%

		0 0%	5 100%
Total		0%	100%

3.8 Overview of Module Aspects

The overall average analysis of the contents of the module, format, clarity and design of the module being run. 92% of experts agreed and gave positive feedback on the content of the module. Furthermore, for the feedback related to the module format, 84% agreed and provided some constructive comments. In addition, 84% of experts agreed with a clarity module Malay Desserts “*Bubur and Pekat*” this and as much as 100% of design experts agree.

4. Conclusion

Based on the study, development *Malay dessert module “Bubur and Pekat”* this is a good initiative for all who want the knowledge about Malay dessert mainly for school students, public universities, private universities and so on. This is because the module developed has an understandable reference for anyone who wants some information about Malay Dessert in “*Bubur and Pekat*”. In addition, the graphics used in the module will be of interest to users who are keen to understand and understand the contents of the developed Malay dessert. This development will also enable the public to better understand each topic that has been developed in this module. A well-organized manual presentation layout can assist in the process of understanding each of the content.

References

- Abdillah, F. D. (2013). Penggunaan Modul Sebagai Upaya Peningkatan Hasil Belajar Siswa dalam Matapelajaran TIK dan Materi. word Sarikaya Kragilan. Tesis. Universitas Negeri Yogyakarta.
- Mook Soon Sang (2001). Psikologi Pendidikan Untuk Diploma Perguruan Semester1. Selangor: Kumpulan Budiman Sdn. Bhd.
- Muhammad. J. (2017). Pembangunan dan Kesahan Modul Pergerakan Kreatif dalam Elemen Drama (PETIF-MA) bagi kanak-kanak Prasekolah. Jurnal Pendidikan Awal Kanak-kanak Kebangsaan, 67-68.
- Ngadirin S. R. (2003) Pembangunan Modul Multimedia: Gelombang dan optik untuk nota pelajaran fizik tingkatan lima sebagai bahan bantuan pengajaran dan pembelajaran, Tanjong Malim. Universiti Pendidikan Sultan Idris.
- Norashima. (2015). Pembangunan Modul Pembelajaran Kendiri (MPK) Autocad Elektrik. Universiti Tun Hussein Onn Malaysia. Tesis Sarjana Muda.
- Salleh, M., Shahrudin, & Yung, T. L. (2010). Pembangunan Perisian Pembelajaran Berbantuan Komputer Menggunakan Pendekatan Permainan Bagi Mata Pelajaran Fizik Tingkatan Empat: Forces and Motion-Work, Energy and Power. Universiti Teknologi Malaysia.
- Shahrim A. (2019). Sajian Tradisi Kian Dilupakan. Harian Metro Online. (2019, Jun 5). www.hmetro.com.my
- Zaini, M. F. (2014). Masyarakat Peribumi : Makanan Tradisional Masyarakat Melayu Sarawak. Universiti Teknologi Mara (UITM) Shah Alam.