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Internationalization of Indonesian culinary in learning Indonesian as a foreign language (BIPA): A case of American students

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Abstract

Increased interest in the Indonesian language and culture among foreign students in the United States has drawn attention to the internationalization of Indonesian cuisine as an integral part of Indonesian Language for Foreign Speakers (BIPA) education. This research aims to explore the potential for the internationalization of the Indonesian language through a scientific-thematic approach by integrating Javanese culinary tourism into the Indonesian language teaching materials for international students (BIPA) in the United States. The study identifies how a learning method focused on Javanese culinary tourism can enhance international students' understanding and proficiency in the Indonesian language, as well as how interactions with culinary culture help them comprehend the social, cultural, and historical values of Indonesia. This research employs a qualitative research method with a case study approach. Data is obtained through surveys and interviews with BIPA students



studying Indonesian through culinary means, as well as instructors and program administrators at Yale University, United States. The data obtained from this research include expert validation data on the instrument's feasibility, expert validation data on the effectiveness of the developed teaching materials, and practicality data of teaching materials in the form of practicality scores filled out by BIPA students and teachers. The results of this study indicate that, in teaching nasi goreng as a BIPA teaching material, it is crucial to ensure that the approach used is relevant, enjoyable, and tailored to the needs and proficiency levels of the students. As mentioned earlier, the integration of Javanese culinary tourism into Indonesian language teaching materials for foreign speakers using a scientific-thematic approach is an effective way to introduce nasi goreng and Indonesian culture to BIPA students in the United States or elsewhere.

Keywords: BIPA, Indonesian Language, Nasi Goreng, United States Students

Public Interest Statement

Indonesia, a nation known for its vibrant culture and diverse traditions, offers a unique opportunity for cross-cultural exchange and learning. Among its many facets, the Indonesian language, Bahasa Indonesia, stands as a gateway to understanding the heart and soul of this archipelagic nation. In the United States, there is a growing interest among students to explore the beauty of the Indonesian language and culture. However, fostering an authentic and engaging learning experience is essential to capture their interest and ensure the enduring internationalization of Indonesia. The research initiative titled “Internationalization of Indonesian through Nasi Goreng Culinary in Learning Indonesian for Foreign Speakers for United States Students” aims to bridge this cultural and linguistic divide by harnessing the power of one of Indonesia’s most beloved culinary treasures - Nasi Goreng (Indonesian fried rice). Nasi goreng is more than just a dish; it is a cultural symbol that encapsulates the rich tapestry of Indonesian flavors, traditions, and history.

Introduction

Culinary is an essential aspect of a country’s culture. Food not only satisfies the taste buds but also brings foreign speakers closer to the culture, history and customs of the Indonesian people. Nasi goreng, as a widespread and iconic dish, can be used to introduce foreign speakers to diverse aspects of Indonesian culture. US students learning Indonesian may have higher motivation to learn if they see relevance and tangible benefits in their daily lives (Shahrin & Hussin, 2023; Gordon et al., 2022). Presenting Indonesian cuisine, such as Nasi goreng, in learning can be a vital source of motivation as it provides an opportunity to experience and apply the language in a practical context. Using exciting content such as culinary in language learning can make learning more fun and interactive. Students will be more eager to learn Indonesian if they are involved in activities that are more practical and feel real (Dewi, 2023). Food is a window that introduces a country’s culture to the World. Food is appetizing and contains in-depth stories about a society’s history, values and customs. In Indonesia, food is not just nutrition but also a symbol of identity that reflects the country’s cultural diversity and historical heritage. Food is a mirror of a society’s culture. Each dish contains stories of traditional ingredients, distinctive cooking techniques and unique flavour combinations. In this case, Nasi goreng reflects the creativity and adaptability of the Indonesian people. By incorporating Nasi goreng into their lessons, US students can understand values such as diversity, flexibility, and innovation integral to Indonesian culture (Rhama, 2019; Amalia, 2023).

Utilizing local culture, especially through culinary experiences in the Indonesian language learning for American students, has significant potential to create lasting benefits. The utilization of local culture as a learning medium can enhance students’ learning experiences by introducing them to deep cultural aspects (Saputra et al., 2022; Rohmadi et al., 2023). Learning encompasses not only vocabulary and grammar but also social norms, values, and daily habits embedded in local culture. The utilization of local culture in education can also act as a catalyst for fostering ecological intelligence and cultivating an appreciation for cultural diversity (Saputra et al, 2023). Students learning Indonesian may feel more motivated if they see a connection between the language they are learning and their daily experiences (Saputra et al, 2023). Nasi goreng is a very recognizable and beloved food in Indonesia. Students can directly apply their learning in real-life situations by learning how to order food, talk about their favourite food, or understand Nasi goreng recipes. Using culinary in language learning can make learning an exciting adventure. Students will feel like they are on a culinary journey to Indonesia, even if they are in the classroom. Activities such as cooking Nasi goreng together, watching videos about the cuisine culture, or visiting Indonesian restaurants in their neighbourhood can make learning more lively and interactive (Wang et al., 2022; Chatterjee & Suklabaidya, 2020; Motta & Martín, 2021).

Learning Indonesian through culinary can stimulate creativity and collaboration. Students can discuss variations of Nasi goreng from different regions in Indonesia, make presentations on typical recipes,

or organize an Indonesian food exhibition event. This teaches them to work in groups, share ideas and see culture from different perspectives. Learning a foreign language often involves barriers such as feeling awkward or shy when speaking (Rahman et al., 2021; Sutarna et al., 2022). However, these barriers can be more easily overcome when learning involves fun activities such as cooking or eating together. Students can be more relaxed in speaking and interacting in a less formal context.

Culinary is a gateway to a deeper understanding of history, religion, and people's daily lives. Through Nasi goreng, students can learn about traditional ingredients, cooking techniques passed down through generations, and ways of eating that reflect social values (Yalvaç & Karademir, 2021; Putra, 2021). This helps them have a more complete view of Indonesia. Overall, integrating culinary delights like Nasi goreng in Indonesian language learning for US students is a smart move that eases the learning process and opens the door to a deeper understanding of Indonesian culture and identity.

Food often triggers emotional and identity connections. US students who learn Indonesian through foods like Nasi goreng can feel more connected to Indonesian culture, develop a deeper understanding of the people, and feel closer to the country. Food has a distinctive lexicon associated with it. Through culinary learning, students can learn specialized vocabulary related to food preparation, ingredients, and terms related to the Indonesian kitchen. This helps to enrich their vocabulary. Learning Indonesian through culinary can stimulate intercultural dialogue. Students can understand the social practices surrounding food, the norms involved in eating together, and how to communicate appropriately in a food context (Stone et al., 2022; Muhammad et al., 2022).

Bringing Indonesian cuisine, such as Nasi goreng, into Indonesian language learning can indirectly promote tourism and cultural diplomacy. Students who understand Indonesian cuisine may be more interested in visiting Indonesia or participating in Indonesian cultural events abroad. By utilizing "Nasi goreng" as a tool in Indonesian language learning, US students can have a more immersive cultural experience and better understand Indonesian society, which in turn can improve relations between the two countries (Handoko & Pujimahanani, 2021).

Method

This research is a qualitative research with a case study approach. A case study method for closely examining data in a research context. Case studies provide specific answers to a given problem that will apply in dealing with the context under investigation (Thomas, 2021). The researcher examines a single entity or phenomenon (a case), is limited by time and activity (an event, process, institution, or social group), and collects detailed information using various data collection procedures over a continuous period of time (Hancock, Algozzine, & Lim, 2021). Researchers conducted observations and in-depth interviews with teachers, students, and school principals to obtain ecological intelligence mapping data and assess students' potential. This research was conducted at the Bengawan Solo Nature School, located in Gondangsari Village, Juwiring District, Klaten Regency. Data collection techniques using observation and interviews. Test the validity of the data used in this study is the technique of method triangulation and source triangulation. The results of data analysis in the form of documents and observations are strengthened by analysis of interview data for further interpretation, formulation of results, presentation, and drawing conclusions.

This research uses the ADDIE model (Analysis et al., and Evaluation), namely (1) Analysis. At this stage, researchers will analyze the problems faced by international students and BIPA teachers at YU. In addition, this section also analyzes the potential and need assessment. This analysis stage will also focus on analyzing the BIPA curriculum, students' initial abilities, and the learning tools used. A team of researchers from Indonesia and BIPA teachers in the US conducted this stage. (2) Planning (Design): This stage is also known as the stage of writing the blueprint of BIPA teaching materials developed, namely determining the structure of teaching materials, the type of local wisdom in the form of Javanese culinary tours that become the content of teaching materials, and preparing research instruments and compiling validation assessment sheets by experts. This will be done by Indonesian researchers together with a team of foreign teachers. (3)

Development: At this stage, the research team began to develop teaching materials based on local wisdom, namely typical Javanese culinary tourism in textbooks. The developed textbooks will then be submitted to material experts, linguists, BIPA teaching experts, and media experts to be validated and revised according to expert input. (4) Implementation: The research team trialled the developed teaching materials at this stage. The trial was also carried out with a technical final test of the ability of international students at YU, United States, to answer questions after taking part in learning by using teaching materials containing Javanese culinary tourism. At this stage, this research involves a documentation team to record the research process and results. (5) Evaluation: At this stage, the teaching materials developed were reassessed about the feasibility of content, language, presentation and appearance by the research team and involved BIPA experts to correct errors during teaching. The final stage activity is to improve the teaching materials that have been reviewed and are ready to be used in BIPA learning (Aydin et al., 2023).

This research was conducted on BIPA learning at Yale University, USA, a top university worldwide. YU is the 6th ranked university in the World based on QS World University Rankings by Subject: Arts and Humanities 2022. This selection is, of course, also based on the cooperation that YU has established with universities in Indonesia, namely UNS, UNNES, and UNY, for the last two years. In order to further maximize the BIPA program in the United States, this research was carried out to support the internationalization of Indonesian, especially in the United States, which is one of the centres of international attention. This research was conducted in 2023. The object of this research is YU students who take BIPA courses. The Javanese culinary tour used as teaching material is Nasi goreng, the World's 50 Delicious Food version of CNN International 2011. The culinary selection is also based on the results of observations and interviews of researchers with BIPA students and teachers at YU over the past two years who have made Indonesian cuisine, especially in Java, a favourite topic in BIPA learning in the United States (Amin et al., 2021; Mardasari et al., 2023).

The data obtained from this study include expert validation data regarding the instrument's feasibility, expert validation data regarding the effectiveness of the teaching materials developed, and teaching material practicality data in the form of practicality scores from filling out questionnaires by BIPA students and teachers. Data sources include (1) research subjects, namely YU students, BIPA teachers, BIPA managers and those in charge of BIPA; (2) events that are used as sources of research data in the form of BIPA learning activities; (3) research instruments, namely data taken through questionnaires containing questions to strengthen the results of exploration, and (4) documents including teaching materials used including the learning curriculum. The instruments used in this study used a Likert scale with five options, namely Very Good (score 5), Good (score 4), Fair (score 3), Less Good (score 2), and Not Good (score 1). Each questionnaire is (1) an expert validation sheet, (2) a questionnaire sheet for BIPA students and teachers, and (3) final test results. The focus of data analysis in this study is teaching materials, namely (1) Validity; The validity of the teaching materials developed can be seen from the analysis of the validity score; (2) Practicality; Teaching materials are said to be practical if the assessment of BIPA teachers and YU students is in the practical category; (3) Effectiveness; The effectiveness of the teaching materials developed can be seen from the implementation of learning reaching 80%, and the graduation of BIPA students who get a minimum score (70-75 or grade B) of 75%. The data analysis technique used is an interactive analysis model. The procedures used are (1) data collection, (2) reduction, (3) data presentation, and (4) conclusion drawing (Borg & Gall, 1996; Huberman et al., 2015).

Result and Discussion

Nasi goreng is one of Indonesia's iconic dishes, integral to the archipelago's culinary richness. The history of Javanese nasi goreng is deeply rooted in Indonesia's culinary history. Although there is no definitive record of its origins, nasi goreng has become an essential part of the culinary culture in Java and Indonesia. The history of nasi goreng in Indonesia can be attributed to the influence of Chinese cuisine. The arrival of the Chinese community in Indonesia brought dishes such as "Chow Fan" or Chinese nasi goreng, which inspired the development of nasi goreng in Indonesia. Chinese nasi goreng initially uses cooked rice as the main ingredient, then fried with various spices and other food ingredients.

The Chinese nasi goreng dish was later adopted by Indonesians, particularly on the island of Java, and adapted to local flavours. It became more decadent with the addition of traditional Indonesian spices, such as shallots, garlic, chilli, and other herbs. Nasi goreng has since become a popular food easily found on the streets, in stalls and restaurants across Indonesia. Nasi goreng also has social and cultural significance. Along with its ubiquity and accessibility, the dish has become a symbol of simplicity and efficiency in utilizing leftover rice from previous meals. Nasi goreng is often a substitute when you need more time or ingredients to cook a more elaborate dish.

Over time, nasi goreng has undergone variations and adaptations in various regions in Java. Each region has its signature variation, such as East Javanese nasi goreng, which is usually spicier with the addition of pets, or Betawi nasi goreng, which has a sweet taste due to sweet soy sauce. These variations reflect the diversity of culinary cultures and flavours on the island of Java. Over the years, nasi goreng has become a trendy dish in Indonesia and is also known around the World. Its history, rooted in Chinese influence and local adoption of Java, makes nasi goreng one of Indonesian cuisine's most beloved and appreciated dishes.

Nasi goreng Jawa is a typical dish from Java, Indonesia that has become a favourite throughout the country and even abroad. The dish is trendy for its unique, delicious flavour, caused by the combination of various Javanese herbs and spices. The appearance of Javanese Nasi goreng is quite tempting. A plate of fluffy, fragrant white rice is given a brownish colour by the added sweet soy sauce. Sometimes, on top of the nasi goreng, there is a refreshing garnish of cucumber and tomato slices. Sliced omelette, pickles and krupuk as a complement can also accompany it.

The taste of Javanese nasi goreng is a perfect blend of sweet, savoury and slightly spicy. Its unique flavour comes from the spices used in the cooking process. Shallots, garlic and cayenne pepper that are mashed and sautéed until fragrant form the basis of this delicious dish. Adding sweet soy sauce, chilli sauce and patis (fermented shrimp or belacan) creates a tantalizing taste sensation. Javanese Nasi goreng usually also contains pieces of chicken, shrimp, or sliced sausage, giving it a richer texture and flavour. Some versions of Javanese Nasi goreng also use cheese slices or a sprinkling of roasted peanuts to add a savoury touch. What sets Javanese Nasi goreng apart from nasi goreng from other regions is terasi (a substitute for petis), which adds a distinctive aroma and intense flavor. The distinctive taste of Javanese nasi goreng makes it a favourite at various events, from family gatherings to significant events such as weddings and festivals. Not only in Indonesia, Nasi goreng Jawa has also become a popular international dish at various Indonesian restaurants around the World. The dish reflects the rich flavours and diversity of Indonesia's culinary culture, especially from the Javanese region, which is rich in tradition and unique flavours.

When one first tastes Javanese Nasi goreng, they are often blown away by the rich and harmonious blend of flavours. The sweetness from the soy sauce, the savoury from the stir-fried spices, and the slight spiciness from the cayenne pepper give it an exotic touch that is hard to forget. Each part of the Javanese Nasi goreng depicts its nuances of deliciousness and uniqueness. The soft rice with slight dryness from the frying gives it the right texture. Pieces of chicken or shrimp prepared with special spices give every bite a savoury and delicious taste. The Javanese shrimp paste gives the dish an intense aroma and creates a distinctive impression.

Aside from its incredible flavour, Javanese Nasi goreng has a deep cultural significance. Javanese culture often considers the dish a symbol of hospitality and togetherness. On many occasions, Javanese

Nasi goreng is the dish served to guests who visit the house, illustrating the willingness of the host to share delicacy and warmth with their guests. In traditional restaurants or food stalls in Java, Nasi goreng Jawa is usually served with accompaniments such as prawn crackers or crunchy krupuk crackers. Pickled cucumbers and tomatoes provide a touch of freshness that harmonizes with the rich flavours of the nasi goreng. Each region in Java may also have its variation of Javanese Nasi goreng. Some cities or regions may add unique additives, such as local speciality vegetables or special seasonings, that give the dish its characteristics.

Nasi goreng Jawa is not only a popular culinary dish among Indonesians. However, it has also become one of the most recognized and sought-after foods by international travellers who want to experience the delights of Indonesian culture. The presence of the signature Javanese Nasi goreng in various Indonesian restaurants around the World shows how this dish has reached a global level of popularity. With its unique flavour and charm rich in cultural significance, Nasi goreng Jawa remains one of Indonesia's culinary icons that holds a special place in the hearts of everyone who tastes it. Trying Nasi goreng Jawa is like embarking on an adventure of flavours and cultural richness from Java's unique and fascinating region.

Nasi goreng can be an exciting and effective teaching material in learning Indonesian for Foreign Speakers (BIPA). The use of nasi goreng as a teaching material can bring benefits to the Cultural Context. Nasi goreng is a typical Indonesian dish that reflects Indonesian culture and culinary traditions—Using nasi goreng as teaching material can introduce BIPA students to Indonesia's cultural heritage, social values, and customs related to food and cuisine. The cultural context in teaching nasi goreng as a teaching material for Indonesian Foreign Speakers (BIPA) is essential in presenting a comprehensive and in-depth learning experience for students (Rachmayanti & Wulandari, 2021).

Nasi goreng is a dish full of history and meaning in Indonesian culture. In teaching nasi goreng, BIPA students can learn more about how this food is integral to Indonesia's cultural identity. They will understand how important food is in shaping national identity and connecting people to their history and culture. Food and cuisine are about taste and reflect social values (Ergashev & Farxodjonova, 2020). Using nasi goreng as teaching material can help BIPA students understand values such as hospitality, togetherness, and warmth associated with Indonesian food culture. They will realize that food is not just about eating but also about sharing and creating relationships between people.

Every culture has different rules and ethics related to food. In the context of nasi goreng, BIPA students will learn about the customs and etiquette of eating in Indonesia, such as how to serve a dish, how to use hands or spoons and forks, and manners when eating with others. This knowledge is essential so that students can feel more comfortable and respectful of the culture in Indonesia or interact with Indonesians. Teaching nasi goreng can be an entry point for BIPA students to learn more about the richness and diversity of Indonesian culture. Besides nasi goreng, they can also learn about other regional dishes, such as rendang from Sumatra, satay from Java, or gudeg from Yogyakarta. This will provide a broader cultural insight and invite them to explore more about Indonesia (Putra et al., 2023).

Nasi goreng, as a signature dish, has its historical traces. BIPA students can learn about the origins of nasi goreng, including the cultural influence of the journey of traders and sailors in spreading this dish to various regions in Indonesia. This teaching will add to their understanding of the history and development of culinary in Indonesia. Using nasi goreng as an Indonesian for Foreign Speakers (BIPA) teaching material by highlighting the cultural context, social values, and customs associated with food and dishes is an effective way to open students' minds and enrich their learning experience. By understanding food culture, BIPA students will feel closer and more connected to Indonesian society and can appreciate and respect cultural differences in their interactions with Indonesians.

Introducing nasi goreng and talking about how to cook it or its origins can increase the interest and motivation of BIPA students. Students will feel more engaged and enthusiastic in learning Indonesian if they feel close to Indonesian culture and cuisine. Learning motivation is a critical factor in learning Indonesian for Speakers of Other Languages (BIPA) or any language learning. Teaching nasi goreng as an Indonesian language teaching material has great potential to increase BIPA students' learning motivation.

Here is a further explanation of how introducing nasi goreng can increase interest and motivation. For BIPA students, learning about nasi goreng is relevant and directly related to Indonesian culture. This dish symbolizes Indonesian culture and is vital to people's daily lives. Through learning about nasi goreng, students feel that they understand more about Indonesian society and culture, thus increasing their interest and engagement in learning Indonesian (Saddhono et al., 2022).

Using nasi goreng as teaching material brings learning a unique and exciting nuance. BIPA students may already be familiar with word learning and basic grammar, but learning about food and culinary provides a fresh and fun perspective. This can help avoid the monotony of learning and maintain a high interest in learning. When BIPA students engage in activities such as cooking or tasting nasi goreng, they get a pleasant sensory experience. Introducing the taste, aroma and texture of nasi goreng directly connects them to Indonesian culture. This sensory experience can create positive associations towards learning Indonesian, which means learning motivation will increase (Saddhono, 2015; Pikhart & Al-Obaydi, 2023).

When BIPA students learn how to cook nasi goreng or talk about this dish, they are actively engaged in learning. The interactive and participatory learning process is more engaging and provides a sense of accomplishment when they can successfully communicate in Indonesian on relevant real-life topics. Nasi goreng is an easy dish to find and prepare in many countries, including Indonesia. Learning about nasi goreng provides BIPA students with practical skills that can be applied in their daily lives, for example, when visiting Indonesian restaurants or interacting with Indonesians. In addition to being Indonesia's national dish, nasi goreng has different regional variations across the country. Learning about these variations can appeal to BIPA students, as they can explore Indonesia's culinary diversity and feel challenged to understand regional and cultural differences. Introducing nasi goreng as an Indonesian language teaching material makes BIPA students feel closer to Indonesian culture and cuisine. High curiosity and active engagement in learning help increase learning motivation, which in turn will strengthen their Indonesian learning outcomes (Prayitno et al., 2022).

Using nasi goreng as a learning topic allows BIPA students to practice communicating in real contextual situations. For example, they can learn to talk about recipes, ask for and give instructions while cooking, or explain how to serve the dish. Contextual Communication in teaching nasi goreng refers to communicating in authentic situations related to nasi goreng dishes. Using nasi goreng as a learning topic provides opportunities for BIPA students to practice communicating in various contexts relevant to daily life.

Contextual communication can be applied in BIPA learning in speaking skills, which is about recipes. BIPA students can learn to communicate about nasi goreng recipes in oral and written form. They can learn the various steps and ingredients needed in cooking nasi goreng and the sequence of stages. For example, they can talk about preparing the seasoning, cutting the vegetables, and frying the rice until it is cooked. This teaches students to use proper grammar and vocabulary when discussing cooking. During the practical exercise of cooking nasi goreng, BIPA students can learn to ask for and give instructions. For example, they can ask the instructor or classmates for instructions on the steps to follow when cooking nasi goreng. Meanwhile, they can also instruct classmates in Bahasa Indonesia on how to cook nasi goreng in a clear and structured manner.

After cooking nasi goreng, BIPA students will learn how to serve this dish properly. They can learn to explain the steps in serving nasi goreng, such as arranging the dish on a plate, adding cucumber and tomato slices as a garnish, or serving with complements such as crackers or pickles. In addition, teaching nasi goreng can create opportunities for BIPA students to interact in everyday culinary situations. For example, they can practice talking to a server in an Indonesian restaurant when ordering nasi goreng, communicate with classmates when deciding which menu to cook in a group or discuss their impressions after tasting the nasi goreng they have cooked.

Contextual Communication brings Indonesian language learning from the academic sphere to real situations relevant to everyday life (Suprihatin et al., 2022). BIPA students will feel more confident in

using language in various contexts, especially in situations related to culinary and cooking. By practising communicating in contextual situations, BIPA students will gain valuable practical experience that will help improve their overall language skills.

Teaching nasi goreng can provide opportunities for BIPA students to enrich their vocabulary and phrases related to food, seasonings, cooking processes, and other culinary terms. This will help improve their language skills in a culinary context. Vocabulary and phrases are an essential part of one's language skills. In teaching nasi goreng as a teaching material for Indonesian Foreign Speakers (BIPA), students can enrich their vocabulary and phrases related to food, seasonings, cooking processes, and other culinary terms. Here is a further explanation of how teaching nasi goreng can help improve BIPA students' language skills in a culinary context.

BIPA students will learn vocabulary about the different ingredients used in nasi goreng, such as rice, chicken, shrimp, vegetables, and spices such as onion, garlic, and chilli. They will learn specific terms for the different types of food used in this dish. In addition to the food ingredients, nasi goreng requires various herbs and spices to give it its distinctive flavour. BIPA students will enrich their vocabulary about spices such as sweet soy sauce, chilli sauce, shrimp paste, and petis. They will also learn terms for spices such as coriander, turmeric, ginger, and so on. During the nasi goreng teaching, BIPA students will learn about phrases used to describe the cooking process, such as "sautéing shallots and garlic", "frying the rice until cooked", "adding the soy sauce seasoning", and so on. These phrases help them understand the steps in the cooking process and form correct sentence structures. Teaching nasi goreng will also introduce other culinary terms associated with this dish, such as "krupuk", a typical accompaniment to nasi goreng, or "pickles", often served as a side. BIPA students will understand these terms and be able to use them in a more comprehensive culinary context.

The language skills gained from teaching nasi goreng can be applied to other culinary situations and contexts. For example, students can use the same vocabulary and phrases when discussing other Indonesian dishes or foods. By enriching culinary-related vocabulary and phrases through teaching nasi goreng, BIPA students will have a richer knowledge of Indonesian culinary vocabulary. Their language skills will further develop and improve to be more confident in communicating in everyday culinary or food situations (Masitoh et al., 2023).

BIPA students can practice talking about nasi goreng in group discussions; role plays, or presentations. In addition, they can also write nasi goreng recipes or reviews about the dish, thus honing their writing skills in Indonesian. Teaching nasi goreng can involve BIPA students in group discussions about various aspects of nasi goreng, such as its history, regional variations, or cooking techniques. In these discussions, they will practice expressing opinions, debating, or sharing information in Indonesian. Group discussions can also strengthen their listening skills, as they need to understand the opinions and views of other group members. Through role-playing, BIPA students can be waiters or customers in Indonesian restaurants (Saddhono, 2015). In this situation, they must practice communicating in Indonesian to order food, give recommendations, or provide customer service. Role-playing helps them feel more confident in real communication situations. BIPA students can be invited to develop and deliver a presentation on nasi goreng. They can discuss the history, recipe, regional variations, or the importance of nasi goreng in Indonesian culture. This presentation taught them to speak publicly and organize their ideas with clear and structured language (Ulya et al., 2021; Rodrik, 2021).

Through teaching nasi goreng, BIPA students can practice writing nasi goreng recipes in Indonesian. Writing a recipe requires organizing steps in a structured and transparent manner using appropriate phrases to describe the cooking process. In writing recipes, they can also practice using imperative verbs to give instructions. BIPA students can be asked to write a review of nasi goreng after tasting it. In the review, they should be able to describe the taste, comment on the texture and flavour, and give an impression of their experience when tasting the dish. Writing reviews helps them hone their descriptive and expressive writing skills in Indonesian (Aziz et al., 2022).

Speaking and writing skills are essential aspects of language proficiency. Teaching nasi goreng as a teaching material for Indonesian Foreign Speakers (BIPA) allows students to practice speaking and writing skills in Indonesian in the context of culinary and food. Through these exercises, BIPA students will become more skilled in communicating orally and in writing in Indonesian and can apply these language skills in everyday situations or other academic contexts (Yuriananta et al., 2023; Amin, 2021).

Nasi goreng has various variations from various regions in Indonesia. Using nasi goreng as teaching material can introduce BIPA students to Indonesia's culinary richness and broaden their understanding of its cultural diversity. The introduction of regional variations in teaching nasi goreng is one of the effective ways to engage BIPA students in exploring Indonesia's culinary richness and understanding the country's cultural diversity (Silva, et al., 2022).

Indonesia has more than 17,000 islands with various ethnic, cultural and linguistic diversity (Saddhono & Hartanto, 2021). Each region in Indonesia has its distinctive variation of nasi goreng, inspired by the local ingredients and spices used. The introduction of regional variations in nasi goreng helps to conceptualize Indonesia's culinary richness and how each region's culture is reflected in its dishes. In teaching nasi goreng, BIPA students are invited to explore various variations from different regions in Indonesia. For example, Jakarta nasi goreng uses sweet soy sauce as the main seasoning, Medan nasi goreng with curry, or Padang nasi goreng, rich in savoury and spicy flavours. This helps broaden their cultural horizons and helps them understand how diverse Indonesian cuisine is. Each region in Indonesia has unique natural resources and food ingredients. Variations of nasi goreng from different regions will reflect the local resources used in the dish, such as the type of fish, vegetables, or typical spices. This introduction will open BIPA students' horizons to the natural and culinary potential of various regions in Indonesia. Food is often a symbol of regional identity and pride. Using nasi goreng as teaching material opens up opportunities for BIPA students to understand how important food is as part of the cultural identity of each region. This appreciation of regional identity will increase their understanding of multiculturalism in Indonesia (Winnie et al., 2023). BIPA students interested in visiting Indonesia as a travel or study destination will benefit significantly from introducing regional variations in nasi goreng. They will have more in-depth knowledge of the specialities in the regions they want to visit and can better enjoy an authentic and well-rounded culinary tourism experience (Saddhono, 2016; Liu & Wang, 2023). By introducing regional variations in nasi goreng, BIPA students can see how rich and diverse the culinary culture in Indonesia is. This teaching is vital in enriching their understanding of the country's diverse culture, food, and natural resources. It also opens their eyes to how food is an exciting window to understand and appreciate Indonesia's rich culture (Idris et al., 2021).

Involving BIPA students in cooking or tasting nasi goreng can provide a pleasant sensory experience. Students can taste, smell and see the components of nasi goreng themselves, which can strengthen their learning in a practical way (Riyanti & Zuchdi, 2019). Sensory experience is an essential component in learning nasi goreng for BIPA students. Involving students in cooking or tasting nasi goreng provides a hands-on experience that involves their senses, such as taste, smell, and sight. Here is a further explanation of the importance of sensory experience in learning nasi goreng. When BIPA students engage in a nasi goreng tasting activity, they can experience firsthand the unique flavours of the dish. They can identify the distinctive sweet, savoury, salty and spicy flavour combinations of nasi goreng. Experiencing the flavours firsthand helps them understand the composition of herbs and spices used in the dish. In cooking nasi goreng, various spices and ingredients produce a distinctive aroma. BIPA students can smell the aroma of shallots, garlic, sweet soy sauce, and other spices as the nasi goreng is heated in the pan. This aroma experience helps enrich their understanding of the importance of spices in Indonesian cuisine. The introduction of nasi goreng also involves visual observation of the dish. BIPA students will see how the nasi goreng is presented, such as the colours, textures, and garnishes used. This experience of seeing how the dish looks helps them understand the importance of aesthetics and presentation in culinary. In the nasi goreng cooking activity, BIPA students will see and feel the various ingredients, such as the pieces of chicken, shrimp, vegetables, and rice used in the dish. They will also observe and experience cooking techniques, such as sautéing the spices

or frying the rice. This experience helps them understand the cooking process and culinary techniques used in nasi goreng. Through sensory experiences, learning nasi goreng becomes more practical and tangible for BIPA students. They do not only learn from books or theories but also experience firsthand the cooking process and taste the dish with their senses. This practical experience makes learning more memorable and positively impacts their understanding of nasi goreng and Indonesian cuisine (Junaidi et al., 2022; Rina, 2021).

The sensory experience in learning nasi goreng brings learning from theory to direct experience. BIPA students feel closer to Indonesian culture through communication with unique flavours and culinary experiences. It also builds their skills in recognizing food ingredients, appreciating flavours, and understanding cooking techniques in the Indonesian culinary context. The sensory experience in learning nasi goreng brings the learning experience from theory to immediate reality, which makes learning more meaningful and impactful (Rustan & Abduh, 2020). Sensory experience actively engages BIPA students in the learning process. They are listening to or reading theories about nasi goreng and engaging in cooking and tasting the dish. This active learning helps improve their retention of information and understanding of nasi goreng (Tanwin & Rosliani, 2020). Through communicating with unique flavours and culinary experiences, BIPA students get an authentic introduction to Indonesian culture.

Food is an essential aspect of a country's culture, and nasi goreng, as a signature dish, reflects many of Indonesia's cultural values and identity. This sensory experience helps students feel closer to Indonesian culture. In the nasi goreng cooking activity, BIPA students can see, touch, and recognize the various ingredients and spices used in the dish. This helps them recognize and appreciate the local ingredients used in Indonesian cuisine and understand the importance of food ingredients in creating distinctive flavours. By tasting the nasi goreng they have cooked, BIPA students can appreciate the flavours that result from the combination of herbs and spices. They can also understand the cooking techniques used in Indonesian cuisine, such as sautéing and frying appropriately. Appreciating the flavours and understanding these cooking techniques helps them deepen their understanding of Indonesian cuisine. The sensory experience makes learning about nasi goreng more relevant and connected to the real life of BIPA students. The practical experience of cooking and tasting nasi goreng provides a sense of accomplishment and satisfaction, as students can see the direct results of their learning. With sensory experiences, learning nasi goreng becomes more lively, fun and meaningful for the students. They feel more involved in the learning process, understand more about Indonesian culture, and enrich their skills in recognizing ingredients, appreciating flavours, and understanding cooking techniques in Indonesian cuisine. This experience will positively impact their language skills and overall understanding of Indonesian culture (Solikhah & Budiharso, 2020; Dewi, 2022).

Conclusion

In teaching nasi goreng as a BIPA teaching material, it is essential to ensure that the approach used is relevant, fun, and appropriate to students' needs and ability levels. The integration of Javanese culinary tourism in Indonesian teaching materials for non-native speakers with a scientific-thematic approach, as described earlier, is one example of an effective way to introduce nasi goreng and Indonesian culture to BIPA students in the United States or elsewhere. The results show that the integration of Javanese culinary tourism in Indonesian teaching materials positively impacts international students' understanding and Indonesian language skills. Students showed a high level of motivation to learn the language through the culinary context, as this piqued their interest and curiosity in Indonesian culture. Using a scientific-thematic approach helps strengthen the connection between language skills and applications in daily life. In addition, interaction with Javanese culinary culture helps students understand the social values, food etiquette, traditions and history that shape the lives of Indonesians. Engagement in culinary activities also enhanced their understanding of cultural diversity and equality. This study concludes that integrating Javanese culinary tourism in Indonesian teaching materials with a scientific-thematic approach is a practical step to improve the internationalization of Indonesian for international students in the United States. This approach helps present Indonesian culture in an exciting context, strengthens language skills, and provides a deeper understanding of Indonesian society. The results of this study are expected to support the development of a more exciting and valuable BIPA curriculum for international students learning Indonesian.

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