



Balinese Traditional Culinary Promotes Food Skills and Its Positive Impact on Tourism Vocational School



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Abstract

The limited number of chefs who have skills in preparing, cooking and serving Balinese traditional cuisine has had an adverse impact on Balinese cultural identity, which is an integral part of tourism in Bali. Tourism Vocational School (TVS) prepares its students to become chefs and equips them with skills required to prepare high-quality food and beverages. However, TVS does not currently incorporate Balinese culinary skills as part of their education. In order for graduates to have these skills, TVS needs to look into how the local culinary skills are applied and learn more about the traditional culinary skills that exist in Bali. This study aims to provide a basis on how TVS can incorporate Balinese Food Skills into their curriculum so that students are more equip in preparing traditional Balinese cuisine. This research used the Modification of Borg & Gall's (1989) step as the method for achieving its goal. The results of the study include (a) study of traditional culinary using scientific methods in accordance with the current 2013 curriculum. (b) increase in knowledge through active, enthusiastic and creativity (c) creative and excellence practice used to produce Balinese cuisine and to create cuisine which incorporate elements of traditional culinary (d) enhance skills and knowledge which leads to higher skills in food preparation Study of traditional culinary supports TVS students in obtaining better skills in preparing Balinese food and creating fusion cuisine which would assist in not just preserving the local traditional culinary but also supporting tourism in Bali.

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1. Introduction

Bali is one of the provinces in Indonesia. It is known as one of the main tourist destinations in Indonesia. The way of life of its people with their unique customs and cultures is derived from the teachings of Hinduism that are held largely by the inhabitants of Bali Island. This uniqueness of the island should be preserved as it is one of the reasons why tourism flourishes in this region. In addition to Bali's unique way of life, the interest of tourists in food also plays a major role in the tourism industry. This interest in food is better known as culinary tourism. Kim & Eves research (2014) shows "The results revealed that the observed variables and their underlying constructs were equivalent among groups", meaning that the different types of tourists seem to show the same desire to consume local food. For this reason, culinary tourism is considered essential in supporting the development of tourism.

The concept of culinary tourism is related to the existence of the local community as a traditional culinary provider. The society plays a role in creating the characteristics of Balinese culinary. This traditional culinary can further be developed to create "fusion" food which would most likely be accepted by tourists or more accommodating to the palate of visiting tourists. According to Henry Alexie Bloem from the Indonesian Chef Association (ICA) at the Denpasar Fusion Food Festival 2014 at Inna Beach Bali Beach, Sanur-Denpasar, (Andalan, 2014), the notion of fusion food is a combination of food menu by combining the characteristics of at least two traditions, both in terms of spices, ingredients and way of presentation. This is often called modern food. Fusion food trends currently favor tourists in enjoying the traditional Bali culinary.

Yuliartha (2015) describes 33% of tourists come to Indonesia because they want to look for traditional culinary. Traditional cuisine becomes an integral part of tourism by placing food as a subject and traditional media that can be enjoyed or even at the time bought as souvenirs. The culinary tour is more than just tasting or enjoying traditional food. Eating food requires the deployment of all the five senses that we have such as taste, smell, and touch, and sight. The sensitivity of the senses provides a sensational experience that can only be felt by that individual. This experience can become a potential tourists' attraction. Based on research (December 2016), there are more than 50 cooking classes in Bali or Balinese cooking classes that provide a sensational experience of traditional culinary. However, these cooking class instructors have cooking experience based only on tradition alone, with no proper traditional culinary vocational training (Ogu, 2017).

Several hotels and restaurants have started serving a variety of Balinese culinary. Although based on a survey (December 2016) at 12 five-star hotels in the tourist areas of Kuta, Sanur, and Jimbaran, only a few culinary of Bali (2-4 dishes at each hotel) were offered on their menu. The traditional Balinese snacks were not even made by the hotel. The reason for this is that there is no chef who has Balinese fusion food skills. There is no standard recipe used and these chefs were never taught about the traditional Balinese culinary at school. Their cooking skills and knowledge were gained through the teachings of family members or cook family recipes that have been passed down through generations. In most cases, these chefs did not go through formal education or culinary training. It is apparent that students have limited experience and knowledge of traditional culinary cooking (Margi, et al 2014). The likelihood of TVS

students lacking in knowledge and skills of cooking culinary Bali is a certain fact. This is a significant concern as these graduate students would eventually become the cornerstone of the culinary tourism.

The current globalization has had a great impact on the existence of traditional culinary. The abundance of foreign culinary with large capital and vigorous promotion, and the ease of facilities offered lead to the exclusion of traditional culinary. For example, the globalization of the "McDonaldization" process and the many fast-food chains that occur in many countries, has resulted in a shift in the diet of younger generations. This in turn greatly affect the consumptive culture, health, well-being (Zaman, 2013, Best, 2014) of the local people. However, there are several indications that this type of food has had a negative influence on the food-cultural status amongst the young generations. In recent years, the proportion of young people expressing skepticism towards such food has increased considerably. Among young people today, the fear of fat and calories seems to be an important driver of attitudes regarding food and eating habits. The healthy and the slim are at the top of young people's attractiveness scale (Bugge, 2015). Packaging traditional culinary to support tourism is an effort that can provide various positive benefits because, in addition to providing economic benefits for tourism, the use of actors can also create socio-cultural benefits. Raising the awareness of cultural richness and uniqueness of an area does have its own advantages. Traditional food is just as delicious and nutritious. The fact that they are made locally would also mean it has the potential to support the food industry and hence improve food security (Widiastini, 2014).

Experts in Food and Beverages within TVs are expected to have the skills to enrich the traditional cuisine and to further develop it into fusion food which is hoped to become one of the tourist attraction in Bali. TVS as a provider of manpower with food and Beverage expertise, expects its graduates to have Balinese food skills. However, nowadays graduates do not have those skills, because of the absence of the teachings of traditional culinary (Mataram, 2017).

The teachings of Traditional culinary is considered necessary to prepare skilled and reliable manpower which can act as the spearhead of culinary tourism. In addition to this, there are also other benefits which include the following: (a) preservation of local culture through traditional culinary (b) increase knowledge and skills in food processing (c) training in order to provide the workforce with the relevant skills that allow them to produce fusion and (d) supports the improvement of Balinese food skills in general.

If food today is considered to be a center of inter-cultural exchange that contributes to the construction of social identities, then it could also be considered as an important resource for rural development strategy. (Bessiere, 2013). Traditional culinary has its own uniqueness in terms flavors as well as the way they are prepared. The friendly nature of the service which can often be seen in Bali can also be a force in promoting the traditional culinary work of Bali. It is important to construct a traditional culinary study strategy in addressing these conditions so that TVs students in the field of Food and Beverage who have proficient Balinese food skills (Puryana, 2018).

2. Research Method

One tourist destination in Indonesia is Bali, which is referred to as the Island of Gods. Bali offers many variety of culinary from various parts of the world, such as fast food, Continental Food, Western Food, Oriental Food, Italian Food, Chinese Food, as well as various traditional foods from Indonesia itself like *rendang* from Padang, Konro soup from Makasar, Soto from Madura, colo-colo from Manado and *siomay* from Bandung. The sheer number of these franchises that exist in Bali caused a shift from the traditional food consumption, especially in the younger generation.

Culinary is understood as one of the cultural components that can be a tourist attraction. I should be preserved to provide economic, social and cultural sustainability for the local communities. (Covarubias, 2012). The Balinese community as the owner of the cuisine with its distinctive "*base genep*" flavor has been well known by both domestic and international tourists. The younger generation, in particular, high school students, should learn traditional culinary skills Adnyana (2006) describes two dimensions in food diversity. Firstly, the diversity of food ingredients consumed so as to meet the nutritional needs of a quality and balanced (carbohydrate, protein, fat, minerals and vitamins) diet. Secondly, the diversification of the source of the ingredients for each type of nutrients. These two dimensions can be synergies if long ago, the farmers in Bali have been accustomed to consume a variety of traditional food originating from the local

environment. Traditional culinary is a source of local food and this should be an integral part of the food needs in the area.

Traditional culinary is generally defined as the food and beverages commonly consumed by the local community, (Yusa, 2014). For the people of Bali, this is generally considered the staple traditional food whose value is derived from Hindu teachings. Bali's traditional cuisine uses many herbs and spices which give it the sharp taste (Ariani, 2017). The other advantages of Bali's cuisine are that it uses natural ingredients, it is highly nutritious and healthy. Furthermore, it is considered safe, cheap and uses local ingredients which can be easily obtained. These ingredients are also believed to support health and wellbeing. Various local ingredients are available that can produce a variety of traditional cuisine with unique and rich flavors. Seasonings are a fundamental part of dishes that are able to provide flavor, aroma and distinctive color. The basic ingredients of Balinese cuisine are called "*base genep*" or called "*base genep*", consisting of a mixture of herbs and spices that give a distinctive flavor to the food used. Then they are cooked in various ways such as roasting, smoking, steaming, frying and sautéing.

For the purpose of this study, samples of students majoring in Food and Beverages from two schools (TVS) of were investigated. The data was obtained by three experts and practitioners who observed the students' sample and recording their findings using observation sheets. At the end of the second semester in 2016, the skills of students who have completed the study of traditional culinary were examined and the results of this skill test were collected as part of the data for this study. This particular test is part of the assessment of study outcomes to achieve the Balinese standard of food security. The test is a measurement of students' skills and knowledge of preparing traditional Balinese cuisine which is based on the modern menu structure of appetizer, soup, main course, and dessert.

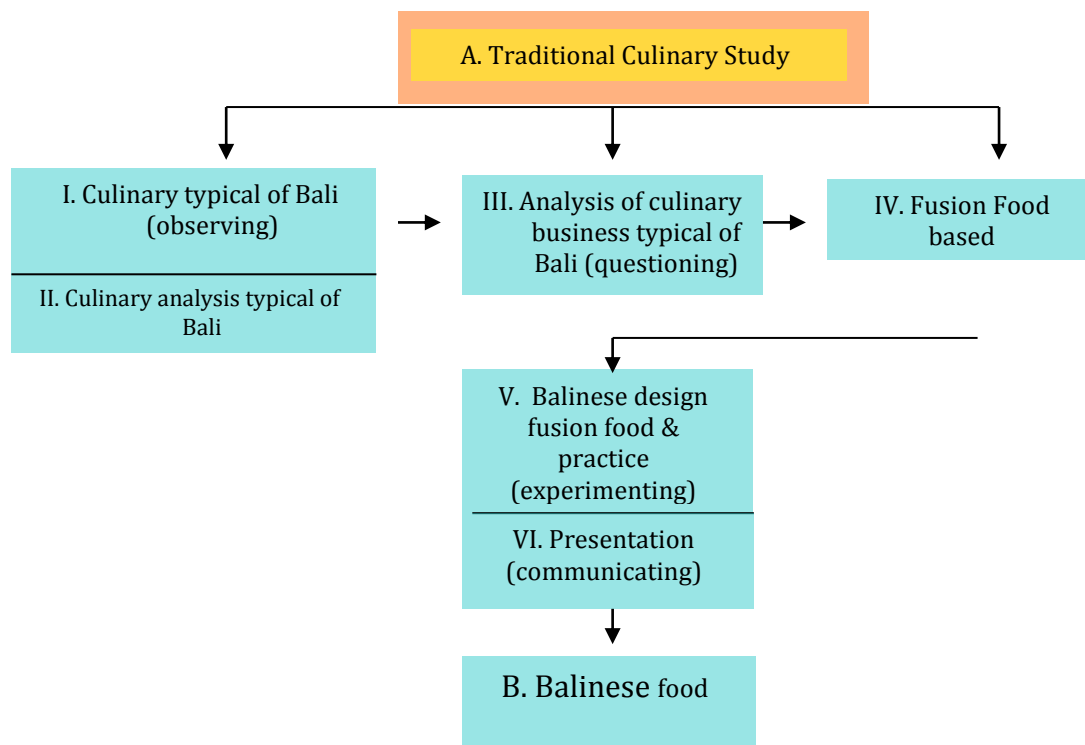


Figure 1. Chart of traditional culinary Learning

3. Results and Analysis

3.1 Recommendations for traditional culinary learning

Food and Beverage's learning objectives, in general, are to equip students with the skills, knowledge, and attitudes to be skilled in the field of food and beverage products, and services relating to the industry. However, there is an increase in the demand for chefs and instructors with traditional culinary cooking skills, for this reason, TVS needs to supply graduates who have Balinese food skills in order to meet the shortage in this part of the industry.

Based on the findings of FGD, a number of recommendations were made. These recommendations are as follows: (a) The traditional Balinese cuisine has unique characteristics, although favored by the local community, it is not necessarily acceptable to tourists. Therefore gaining knowledge and skills of cooking traditional cuisine requires innovation and creativity without eliminating its uniqueness. This can be done by combining elements of Balinese tradition and presenting the food according to the structure modern menu. (b) As the TVS curriculum of the area of study of Food and Beverage, has no learning program on the processing, presentation, and service of traditional Balinese food and beverages, therefore there is the need to add traditional culinary learning to the course so that students have the necessary skills to prepare Balinese cuisine (c) The study of Traditional culinary replaces is taught for one semester. (d) Balinese food skills include preparing, cultivating and presenting traditional culinary whilst utilizing local resources (e) Innovations or creativity should be based on local content. Reducing the sharpness of spices (such as spicy flavor), and paying attention to food hygiene whilst still displaying traditional Balinese elements are a few examples that can be applied to creating fusion food.

3.2 Traditional Culinary Learning Kit

TVS uses learning with the multi-entry-exit system. The learning that occurs incorporate systemic oriented acculturation, empowerment, character formation, and personality, as well as it focuses on various life skills (Ritonga, 2016). The effect of this open learning system can produce human resources capable of sustaining the development of tourism, in particular in skills required in the Food and Beverages sector, in the food industry or in the foodservice sector. It is expected that TVS graduates would have sufficient skills and knowledge in producing and serving both Continental and Oriental food and beverages, a. Open system learning provides an opportunity to add to the local economy, as these graduates will have Balinese food skills, which subsequently will open up greater job opportunities for tourism in Bali. The implementation of traditional culinary learning begins with these stages, (a) curriculum and material preparation, and adjustment of learning activities in the classroom, (b) implementation of learning activities by using worksheets and textbook, and (c) evaluation. Early data acquisition provides information on good practices, and as many as 26-30 traditional culinary types have been made. Through generations, teachers have acquired enough experience from the local community and their own families to foster and embrace the traditional culinary. Eighty-seven percent of Food and Beverages Teachers are Balinese. Based on their ethnic background, it is common for them to make daily meals for the family Due to this, is not surprising to see these teachers quickly master the traditional culinary learning materials. Good knowledge and practical support and motivates the development of traditional culinary. Balinese cultural background also supports the mastery of traditional culinary learning materials.

The preliminary data on the experience of the students indicated their traditional cultivation experience is low. Based on the survey, 50.9% of students consume traditional cuisine 7-14 times a week (assuming 3 meals a day or 21 times maximum), 33.3% of them 1-6 times each week and the remaining 15.8% often or almost every time consuming traditional cuisine. But of the 57 students coming from Bali only 17.5% of them cooked one to three Balinese cuisine types without any assistance, 21.1% of them cooked with assistance and 61.4% of other students never cooked Balinese cuisine.

Traditional culinary learning is classified as *transcience-knowledge*, as it develops both the knowledge and also trains the skills in Balinese food. The table below describes the Mapping of traditional culinary curricula that have been revised by teachers, practitioners, and Government through FGD activities (May, 2016).

Table 1
Mapping of Bali's Traditional Culinary Curriculum

Core Skill	Basic Skills	Skill Achievement Indicators (GPA)	Learning Materials
1 Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, arts, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field specific studies according to the talents and interests to solve the problem	1.1 Understanding the product design and packaging of local foodstuffs into a distinctive Balinese cuisine according to local cultural approach.	1.1.1 Explain the Balinese culinary concept of local food	Culinary description typical of Bali
		1.1.2 Explain the various types of culinary products typical of the area of Bali from local foodstuffs	Culinary type typical of Bali
		1.1.3 Explain the nutritional content of a typical Balinese culinary product from local foodstuffs	Local food ingredients of Bali
		1.1.4 Describes the benefits, uses or cultural traditions contained in typical Balinese culinary products	Balinese cultural tradition in culinary
	1.2 Analyze the process of processing production from local food into a typical culinary area of Bali in the local area through observations from various sources	1.2.1 Describes local food processing techniques to be culinary typical of Bali	Culinary processing techniques typical of Bali
		1.2.2 Determine the materials and tools in the manufacture of culinary products typical of the area of Bali from local foodstuffs	materials and tools for typical culinary processing of Bali
		1.2.3 Describes the production process to a typical Balinese culinary seller of local foodstuffs	culinary production process typical of Bali
		1.2.4 Describe sanitary hygiene and occupational health safety in the production process from local foodstuffs to culinary typical of Bali	sanitation hygiene and work safety in culinary processing typical of Bali
	1.3 Analyze the business opportunity of processing from local foodstuff to be a regional specialty based on market observation in the local area	1.3.1 Identifies the resource requirements of a local culinary center/seller of local food products	Opportunities Analysis of local culinary business
		1.3.2 Explain the business opportunity of local culinary product processing from local foodstuff	
		1.3.3 Describe the risk of local culinary product processing business from local foodstuffs	Local culinary business risks

		1.3.4	Identifies successes and failures in the entrepreneurship of local culinary products processing from local foodstuffs	Identify successes and failures in local culinary businesses	
		1.3.5	Explain the steps to undertake the entrepreneurial culinary processing of local products from local foodstuffs	Steps of local culinary entrepreneurship	
	1.4	1.4.1	Understand the design and presentation of processing products from local food into culinary products based on fusion food as a culinary tourism business opportunity according to local cultural approach	1.4.1 Explain the Balinese culinary concept of local food into fusion food	Description of fusion food
		1.4.2		1.4.2 Explain the characteristics of typical Balinese culinary type into fusion food	Culinary characteristics typical of the Balinese area into fusion food
		1.4.3		1.4.3 Explain the special culinary benefits of Bali to be fusion food	Culinary benefits of the typical Balinese area into fusion food
		1.4.4		1.4.4 Explain the presentation of local food products into a typical Balinese cuisine based on fusion food	Culinary presentation of the typical Balinese area into fusion food
2	Cultivating, reasoning and serving in the realm of concrete and abstract realms related to the development of self-learning in schools independently, acting effectively and creatively and capable of carrying out specific tasks under direct supervision	2.1	Design the production process of processing works from local food according to Balinese cultural approach	2.1.1 Making a Balinese fusion food design	Description of Balinese fusion food
		2.1		2.1.2 Make the steps of food processing process typical of Bali to be fusion food	Analysis of the process of Balinese fusion food
		2.2	Create works of processing from local pagan materials according to Balinese cultural approach	2.2.1 Create examples of typical Balinese food processing products from local ingredients appropriate to Balinese culture	Planning the practice of Balinese fusion food
		2.3	Creating appropriate processing works with local culinary products produced based on the concept of fusion food	2.3.1 Analyze and plan culinary masterpieces typical of Bali to be fusion food: appetizer	Planning fusion food typical of Bali: appetizer
				2.3.2 Analyze and plan culinary masterpieces typical of the Balinese area into fusion food: soup	Planning fusion food typical of Bali: soup
				2.3.3 Analyze and plan culinary masterpieces typical of Bali to be fusion food: main course	Planning fusion food typical of Bali: main course
				2.3.4 Analyze and plan culinary masterpieces typical of Bali to be fusion food: dessert	Planning fusion food typical of Bali: dessert

2.4 Implement product and presentation of culinary masterpieces typical of Bali area from local food based on fusion food concept to support local tourism.	2.4.1 Make culinary works typical of Bali to be fusion food: appetizer	Practice Balinese fusion food: appetizer
	2.4.2 Create a special Balinese culinary processing work into fusion food: soup	Practice Balinese fusion food: soup
	2.4.3 Make culinary works typical of Bali to be fusion food: main course	Practice Balinese fusion food: main course
	2.4.4 Make culinary works typical of Bali to be fusion food: dessert	Practice Balinese fusion food: dessert
	2.4.5 Create a culinary masterpiece: a set of Balinese fusion food menus	Skill Test Balinese fusion food

Worksheets and textbooks are reviewed by two experts and refined according to traditional Balinese culinary curriculum. These learning steps use the concept of learning that is outlined in Table 1. Using this scientific learning method, i.e. observing, asking, trying, reasoning and communicating, the work is then disseminated through presentation to the class.

Students' feedback on the learning of traditional culinary was sought. The results are as follows: very interesting study material (63.2%), adequate time availability (66.7%), adequate discussions time (42.1%), interesting tasks (45.6%), practical activities very interesting (73.7%) and students feel the benefits (56.1%). In general, students' responses to this learning are interesting, most seemed to welcome the practical activities, but some students (33.3%) found the tasks less attractive.

It is observed that the traditional culinary learning atmosphere appeared to be more lively and that the students' knowledge of the traditional culinary on the report cards increased. This learning environment also seemed to motivate students to be more creative in developing traditional culinary into fusion food. The skill test, that was done using the Competency Assessment Guidance from the Ministry of National Education, received an average student's Balinese food skills rating of 84.2. This falls under the category of cat good, and it illustrates optimal performance. Although there was limited research done on the background of the students, it seems that the experience of food skills in schools, family and in community environments very closely related to Balinese culture. This contributes to the achievement of Balinese food skills in TVS students.

3.3 Implementation of Balinese food skills in Fusion Food

Nowadays, learning to combine traditional Balinese culinary with modern cuisine in the form of Fusion food is a trend. Modern style is defined as a meal that follows the structure of three to five courses, whereby each course is served one after the other. With each course, a different cutlery is used. Traditional culinary products served in the form of fusion food is different. Firstly it uses the local material as the main ingredient, Secondly it is presented or displayed according to the modern menu (i.e. with four courses, namely appetizer, soup, main course and dessert) this is how it is served on culinary tours. Thirdly, this fusion food is the work of innovation and creativity on the use of spices, the use of ingredients the processing techniques and the artistic manner of its presentation. Fourthly, it supports tourism development program in Bali in the effort to preserve traditional culinary.

The first procedure undertaken in traditional culinary processing, consists of (a) the preparation process including the selection of ingredients, the preparation of spices, and the equipment used for food preparation, and (b) the cooking process includes cooking techniques, working methods, timeliness, and sanitation hygiene, (c) serving of the dishes include standard portions, garnish, tidiness, taste accuracy, maturity, shape and texture of the dish. This traditional culinary can be a modern dish, without losing the characteristics of the local ingredients. Some of the features that are maintained are the use of material and spices that are the locally grown, then made according to traditional recipes without eliminating or substituting the ingredients. Nevertheless, some

innovations are needed in a number of areas: (a) the use of equipment using TVS Food and Beverages kitchen standard, not using *paon* (traditional Balinese kitchen), (b) the cooking process is adjusted to the standard of the hotel kitchen according to the skills of the students, (c) reducing the amount of the spices used in order to reduce sharpness of taste, especially the spicy flavor, (d) maintaining hygiene and food sanitation, and (e) intonation in presentation the dish itself.

Balinese food skills that are currently implemented and practiced is "*Plecing Kables*" as an appetizer, "*garang asem bebasih*" as soup, *rice moran*, "*ayam betutu*" and "*tum tahu*" as the main course, and a closing menu with "*jaja tulud*" as dessert.

- a) Appetizers. *Plecing Kables* is a dish consisting of a combination of various vegetables seasoned "*base kables*" or seasoned coconut and served in several different presentations.
- b) Soup "*Garangasem bebasih*" is a food with the main ingredients of sea fish and *waluh jipang*. Starfruit is used to eliminate the fishy smell and adds a refreshing sour / sour taste.
- c) The main course of traditional Balinese culinary consists of a high protein diet named "*betutu besiap*" which is complemented with "*don sele menyatnyat*", "*tum tahu*" and "*moran rice*". The main course dish, "*Betutu besiap*" made from chicken cooked with "*base genap*", usually prepared with dry "*don menyatnyat*" inserted into the chicken's stomach. *Tum* is a traditional Balinese dish wrapped in banana leaves, is steamed. While "*moran rice*" is rice mixed with corn or another ingredient.
- d) Dessert is a dish with a dominant sweet taste. *Jaja tulud* is a Balinese sweet cake made from sweet potatoes that have been steamed and mashed, shaped, and then served with a sprinkling of grated coconut and palm sugar.

Traditional Balinese cuisine is served according to the order of dishes which means combine elements of different traditions or cultures. In addition, the overall decoration features elements of Balinese culture that is natural and equipped with fruit carving which is in the formed of a Balinese mask. Opinion from [Grimwood \(2015\)](#),

Knowledge and its production is embraced as a social process always influenced by values..... It is through such dialogue that innovative, reciprocal and trusted knowledge can be configured and realities of cooperation and shared responsibility crafted. If tourism researchers are committed to just and sustainable worldmaking, then prioritizing the synergies and complementary aspects of different knowledge systems – in the case reported here, those of Inuit and canoeists – will be fundamentally important.

Similar situations can be observed in Canada whereby knowledge of food and traditional culinary along with products that relate to this is an integral part of the makeup of the Canadian society. The products produced for tourism purposes are always influenced by Canadian values. For this reason, various institutions such as government, research agencies, schools, business sector are all working together and taking the responsibility to ensure that their values are preserved. TVS's role is to converse culinary as part of Balinese tradition and to develop sustainable tourism through the education in traditional culinary. The study of traditional culinary enriches students' skills and knowledge of food and beverages.

4. Conclusion

One major challenge in the field of tourism in Bali is the availability of traditional culinary favored by tourists, as there are not many chefs who have Balinese food skills. This small number of chefs who have Balinese food skills appears to cause the loss of Balinese cultural identity which has always have been an important part of tourism in Bali. TVS majoring in Food and Beverages is a school that prepares its graduates to be competent chefs in food skills. TVS should also offer traditional culinary learning so that their students graduate having Balinese food skill.

The survey indicated that in general students' find traditional culinary interesting and only a small portion of them did not seem to be attracted to the study. The average Food skills assessment rating obtained illustrate optimal performance was achieved. It seems that the food skills experience is very closely related to Balinese culture in schools, family and community environments. This finding is very important for the development of tourism in Bali. Therefore it is recommended that traditional culinary

learning is to be an important part of TVS's curriculum. This traditional culinary is shown to assist in the preservation of Balinese culture.

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