

Writing with Local Flavors: Developing Gastronomy-Based P5 Teaching Materials for Junior High Schools

Siti Maisaroh^{1*}, Susi Darihastining², Fitri Resti Wahyuniarti³, Endah Sari⁴, Maria Ulfa⁵
Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Jombang

Article Info

Article history:

Received: 19 Agustus 2025

Publish: 1 November 2025

Keywords:

Writing Teaching Material;
P5;

Local Wisdom;

Gastronomy;

Junior High School.

Abstract

Education plays a crucial role in shaping individuals who are not only academically competent but also possess strong character and cultural awareness. Within the framework of the Merdeka Curriculum, the implementation of the Pancasila Student Profile Strengthening Project (P5) serves as a strategic platform to instill these values through project-based learning. This study aims to develop teaching materials for writing procedural texts based on local gastronomy as a realization of the local wisdom theme in P5 at the junior high school level. The main issue addressed is the lack of teaching materials that integrate writing skills with the preservation and reinforcement of local culture. The research method employs a Research and Development (R&D) model using the systematic ADDIE approach. The developed teaching materials include five core components: an introduction to local gastronomy, understanding the structure of procedural texts, direct culinary observations, experience-based writing activities, and cultural reflection embedded in students' writings. Expert validation revealed a material and media feasibility rate of 92%. Limited trials in Grade VIII showed significant improvements in students' procedural writing skills and their appreciation of local culture. The novelty of this study lies in the integration of local gastronomic exploration as a contextual and character-based literacy learning approach. This research is expected to contribute to the development of adaptive teaching materials that meet contemporary educational needs while promoting cultural preservation through Indonesian language learning under the Merdeka curriculum.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Siti Maisaroh

Institusi: Universitas PGRI Jombang

Email: maysaroh65@gmail.com

1. INTRODUCTION

Humans have a life goal: to achieve success, both in this world and the hereafter. One way to achieve this is through quality education. Education plays a crucial role in shaping intelligent, mature, and critical individuals (Anggraini, 2019). Over time, education in Indonesia has undergone continuous reform. The 2013 Curriculum (K13) was deemed insufficiently flexible in addressing changing times and student needs, leading to the birth of the Independent Curriculum as a more adaptive and inclusive solution (Gumilar et al., 2023).

The Independent Curriculum emphasizes student-centered learning with a project-based approach and technology integration (Ministry of Education and Culture, 2021). One key element of this curriculum is the Pancasila Student Profile (P5), which guides students to become individuals who are faithful and pious, independent, collaborative, globally diverse, critical thinkers, and creative (Ministry of Education and Culture, 2022). To

actualize these six dimensions, learning relies on four approaches: extracurricular, extracurricular, school culture, and P5-based projects.

The Pancasila Student Profile Strengthening Project (P5) introduces seven main themes that can be adapted to local contexts. One theme relevant to strengthening national character and culture is local wisdom (Irsyad & Fitri, 2023). In this research, this theme focuses on the culinary specialties of the Nganjuk region as a form of local wisdom rich in values. Culinary arts are not only a physical necessity but also serve as a representation of culture, collective identity, and social practices of the community.

Local wisdom is knowledge, values, and practices passed down from generation to generation (Darihastining, 2013). These values are adaptive to the environment, religious in their beliefs, and practical in their application. One concrete manifestation of local wisdom that still exists today is traditional food. Like tumpeng rice from Java, kimchi from Korea, and couscous from Morocco, each culinary dish possesses philosophical values that reflect the social and cultural systems of its people.

In the era of globalization and the development of digital technology, foreign cultures are easily accessible to the younger generation. Unfortunately, this access is often not accompanied by the strengthening of local cultures. Therefore, it is crucial for education to play a role in introducing and preserving traditional culinary arts to students. One strategic approach is through Indonesian language learning, which involves writing procedural texts on local gastronomy themes.

A procedural text is a type of functional text that systematically explains the steps for doing something (Kosasih, 2014). According to experts, procedural texts not only contain technical instructions but can also document everyday cultural practices. Therefore, writing procedural texts with local wisdom themes, such as traditional food recipes, can be an effective learning medium while strengthening students' cultural identity.

Gastronomy, as the science and art of food, opens up a multidisciplinary space that connects culture, art, science, and communication. Harold McGee (2004) revealed that cooking is not just a kitchen activity, but also a complex scientific process. Meanwhile, gastronomy in an educational context is not just about talking about food, but also becomes a bridge to understanding identity, social values, history, and local wisdom. Davidson & Tom Jaine (2006) show that food is a complex cultural representation, where every ingredient and cooking technique holds stories and traditions. Within the P5 framework, themes such as entrepreneurship, sustainable lifestyles, and local wisdom are very aligned when linked to regional culinary exploration. Therefore, teaching materials for writing based on local gastronomy are an innovative choice to enrich students' learning experiences.

Various studies support this approach. Bahri et al. (2024) emphasize that food can introduce a region's identity to young people in a fun and experiential way. Frost et al. (2016) even state that culinary media and narratives play a crucial role in fostering young people's interest in culture. This demonstrates that integrating literacy and gastronomy is not only possible but highly effective in increasing student engagement.

Furthermore, the gastronomic approach to learning also has a strong scientific basis. (Bagler, 2022) introduces the concept of *generative grammar of cooking*, which demonstrates that the cooking process follows patterns and structures similar to language. This opens up space for developing creative writing teaching materials, where students can practice language principles through recipes, narratives of eating experiences, and descriptions of traditional foods. Writing is no longer an abstract activity, but rather concrete, imaginative, and close to students' everyday lives.

Caprioli et al. (2024) added a global perspective through their research on food combination networks around the world. They demonstrated that patterns of ingredients

and flavors can be systematically analyzed and used to foster cross-cultural understanding. This knowledge can be adopted in the development of writing instructional materials that focus not only on linguistic cognition but also on broad cultural understanding. Thus, students not only learn to write but also learn to understand the world through food.

However, so far, there has been little research specifically developing writing teaching materials with a gastronomic approach for junior high school students, especially within the P5 framework. Previous studies have focused more on tourism aspects, destination branding (Čavić et al., 2024), or culinary diplomacy (Cabral et al., 2024). Meanwhile, in the context of primary and secondary education, efforts to integrate literacy and gastronomy are still very limited and conceptual in nature. This gap forms the essential basis for this research. In the context of secondary education, there is a research gap regarding the development of writing teaching materials that integrate the P5 approach with local gastronomy themes. Most existing teaching materials are still general in nature and do not explore local potential as authentic learning materials. Therefore, developing teaching materials for writing procedural texts based on regional gastronomy is important and relevant.

Writing is a productive skill that requires continuous practice (Tarigan, 2008). In Indonesian language learning, writing procedural texts can be an exploratory tool for students to explore local cultural potential while simultaneously practicing critical and systematic thinking (Darihastining et al., 2022). By using gastronomy as a theme, students can write based on direct experiences, such as interviewing parents or observing cooking directly, thus making the learning process more contextual.

The development of these teaching materials not only aligns with the Merdeka Curriculum but also introduces innovation by incorporating local cultural elements in the form of literacy projects. The developed teaching materials will be oriented towards concrete, relevant, and locally valuable student learning experiences. In this way, it is hoped that students will not only develop writing skills but also develop a love for their own culture.

This research aims to develop teaching materials for writing procedural texts based on local gastronomy within the P5 framework. The goal is to help junior high school students improve their writing skills, introduce them to local culture, and support the implementation of the Independent Curriculum, which focuses on contextual, creative learning rooted in Pancasila values. Thus, education becomes not only an academic tool but also a vehicle for preserving and shaping cultural identity.

2. RESEARCH METHOD

This research uses the method of *Research and Development (R&D)* by adapting the ADDIE model (*Analysis, Design, Development, Implementation, and Evaluation*) (Sugiono, 2017). This model was chosen because it is able to accommodate a systematic process in developing P5-based teaching materials with the theme of local gastronomy wisdom for junior high school students. The scope of the research includes analyzing students' needs in P5-based writing learning, designing teaching materials for writing procedural texts with the theme of local gastronomy, as well as developing and validating these teaching materials. The purpose of this research is to produce innovative teaching materials that are relevant to the Merdeka Curriculum and can improve writing skills while introducing local wisdom to students. This research was conducted at SMP Negeri 3 Ngronggot, Nganjuk Regency. The data sources in this study were Indonesian language teachers and seventh grade students of SMP Negeri 3 Ngronggot, data sources from experts/specialists as validators of teaching materials for writing procedural texts based on P5 local wisdom.

Data collection techniques in this study were conducted through several complementary methods. Literature studies were used to examine theories related to teaching materials, the ADDIE model, local gastronomy, and strengthening the P5 project within the Independent Curriculum. Furthermore, semi-structured interviews were conducted with Indonesian language teachers to explore the need for teaching materials relevant to student characteristics and the implementation of P5 in schools. Participatory observation was applied during the teaching materials trial to record students' direct responses to the materials and learning activities. A questionnaire technique was also used to collect quantitative data on the effectiveness of the teaching materials, involving assessment scales from students and teachers. Expert validation, both for materials and media, was conducted to obtain qualitative input on the developed product.

This study adopted the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. The first stage, Analysis, was conducted to identify learning needs, student characteristics, and analyze the relevance of the theme of local gastronomy wisdom in developing teaching materials for writing procedural texts. Next, in the Design stage, the structure of the teaching materials was designed, including learning objectives, competency mapping, and project-based activity planning P5. In the Development stage, a prototype of the teaching materials was developed and validated by material and media experts, then revised based on the validation results. After that, the Implementation stage was carried out by testing the teaching materials on a limited basis with junior high school students to obtain student and teacher response data. Finally, in the Evaluation stage, a formative evaluation was conducted based on the implementation results to refine the teaching materials until they were suitable for widespread use. Each ADDIE stage forms a cycle that allows for continuous revision, so that the development of teaching materials can be continuously refined as needed.

The analysis procedures and techniques focused on synthesizing previous research results (literature review) and empirical validation to support the development of gastronomy-based P5 teaching materials. Qualitative data were analyzed using content analysis techniques to summarize the needs and input from experts. Quantitative data from expert validation and trials were analyzed using descriptive quantitative techniques, namely calculating the average score and percentage of teaching material suitability.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

This research goes through the stages of developing the ADDIE model, namely *Analysis, Design, Development, Implementation, and Evaluation*. At the analysis stage, it was found that there was still very little availability of P5-based writing teaching materials with the theme of local gastronomic wisdom for junior high schools.

a. Analysis

In the Analysis stage, a needs study was conducted through interviews with Indonesian language teachers, student questionnaires, and curriculum review. The analysis results showed that junior high school students have a high interest in local culinary themes, such as traditional foods typical of their region, including mini tumpeng rice, pecel, and jenang. However, their procedural text writing skills are still relatively low. Many students have difficulty organizing steps sequentially, using effective language, and understanding the structure of complex procedural texts.

Furthermore, Indonesian language teachers stated that currently available teaching materials are still general and do not integrate much of the local context, particularly in writing lessons. They also emphasized the importance of developing

teaching materials that support the dimensions of the Pancasila Student Profile, particularly in the aspects of creativity, critical reasoning, independence, and faith and devotion to God Almighty. The lack of teaching materials based on local wisdom is considered a factor hindering the optimal achievement of the goals of the Independent Curriculum.

Furthermore, based on an analysis of the Independent Curriculum documents, there is significant room for developing innovative teaching materials that link writing skills learning with local wisdom-based projects. Therefore, it is concluded that developing teaching materials for writing procedural texts based on P5 gastronomy is an urgent need to increase the relevance of learning, strengthen students' cultural identity, and encourage achievement of the Pancasila Student Profile dimensions.

b. Design

In the Design stage, a teaching material plan was developed that integrates elements of procedural text writing skills with the reinforcement of local wisdom through the theme of gastronomy. The initial design included establishing learning objectives aligned with the dimensions of the Pancasila Student Profile, specifically creativity, critical reasoning, independence, and global diversity. The core competency referred to is students' ability to write complex procedural texts with a systematic structure and effective language.

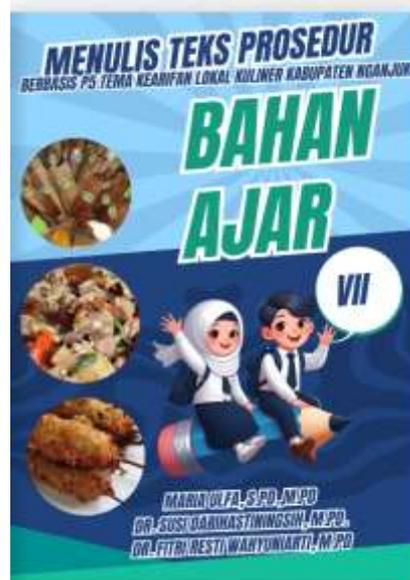
Next, a project-based activity mapping was conducted, designed to actively engage students in observing, interviewing, and documenting the process of making traditional Nganjuk dishes, such as pecel (a type of rice with peanut sauce), nasi becek (a type of rice with peanut sauce), and jenang grendul (a type of jenang grendul). Each stage of the activity was linked to a gastronomic exploration step, from identifying local ingredients to understanding the cultural philosophy behind the dishes.

The procedural text writing model is structured by considering the objectives, tools and materials, steps, and a conclusion that incorporates cultural values. Supporting instruments such as examples of procedural texts about traditional foods, observation sheets, and writing assessment rubrics are also designed to guide students' activities step by step. The materials are designed in such a way that students are not only able to write coherent and effective procedural texts but also able to internalize the local cultural values contained in traditional foods. With this approach, writing learning is expected to be more contextual, relevant, and meaningful in strengthening students' cultural identity in the era of globalization.

As part of the teaching materials design phase, it is necessary to develop a structured and easily implemented design for introducing local wisdom into learning activities. This design is designed to provide clear direction in introducing traditional culinary culture to students through procedural text writing activities. With a project-based approach, students are expected to not only understand the systematic writing steps but also be able to explore the cultural values contained in regional specialties. To support the smooth running of this process, the following is a visual design of the local wisdom introduction design that will serve as a reference in the implementation of learning.

The cover for developing teaching materials consists of two types of covers, namely the front cover and the back cover. The front cover contains the title Teaching materials for writing procedural texts based on P5 with the theme of local culinary wisdom of Nganjuk Regency for Grade VII of SMP/MTS. The front cover is designed according to the content of the teaching materials. The content is about

procedural texts based on P5. The front and back covers are designed with the same color, namely navy blue. On the back cover, in addition to the title of the teaching material, there is also a brief description of the outline of the contents of the teaching material. The following is the cover design of the teaching materials.



Picture 4. 1 Front Cover of Teaching Materials



Picture 4. 2 Back Covers of Teaching Materials

At the bottom of each page, there's a bubble-like design with images of dumbbells, satay kenul, and goat asem-asem. This is intended to help students recognize and understand the various culinary delights of Nganjuk Regency. Here's a look at them.



Figure 4.3 Design of the Bottom of the Book Page

To mark the chapter transition, the researchers designed the opening cover for each chapter. The opening design for each chapter is tailored to the chapter's content. The instructions section of the book, featuring a semi-open picture book, indicates that this section contains instructions for using the book.



Figure 4.4 Design of the User Instructions Section of the Book

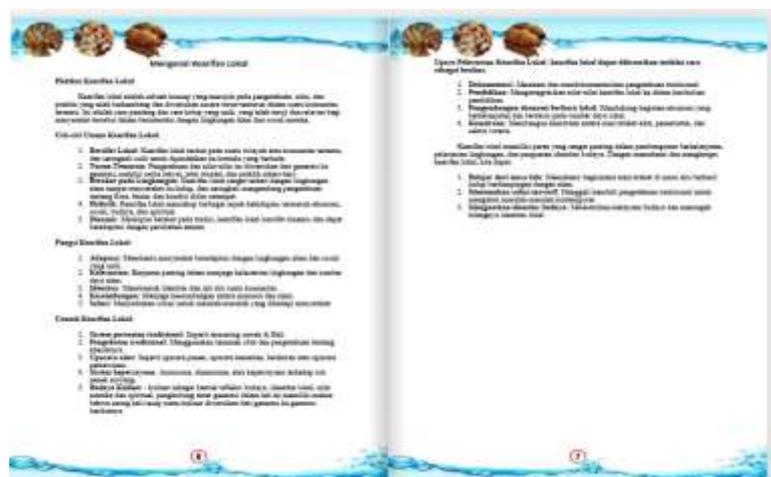


Figure 4.5 Design for introducing local wisdom



Figure 4.6 Design of the display of learning objectives and profiles of Pancasila students

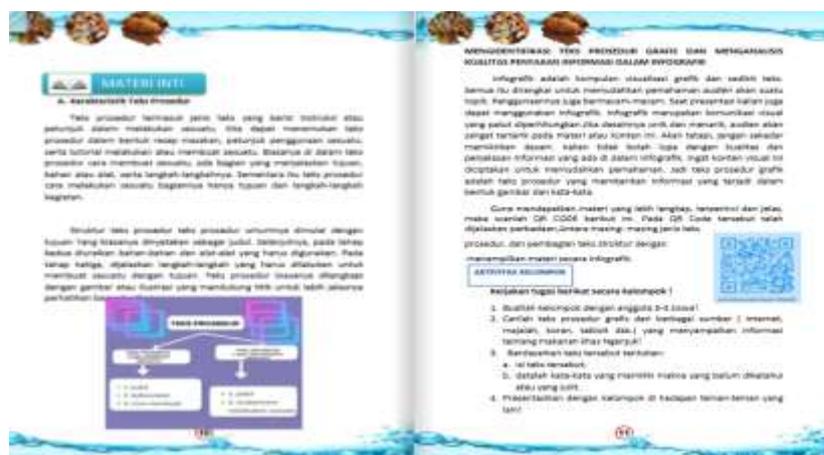


Figure 4.7 Material display design

c. Development

At the level of Development, teaching materials are developed in the form of a systematically arranged textbook to support project-based learning. This module includes several important components, namely: instructions for implementing a local culinary exploration project, examples of procedural texts that comply with correct linguistic rules, visual documentation in the form of pictures of typical Nganjuk culinary delights, and exploratory assignment sheets that encourage students to conduct direct observations and write down the results of their observations.

To ensure the quality of the teaching materials, an expert validation process was conducted. The content expert validation showed an average score of 91%, which falls into the highly valid category. This indicates that the content aligns with the learning objectives, is conceptually accurate, and is relevant to the dimensions of the Pancasila Student Profile. The media expert validation scored 89%, also in the highly valid category, indicating that the visual design, layout, and user-friendliness aspects met standards.

Based on the validation results, minor revisions were made. The validators' suggestions for improvement focused on improving text readability, such as

simplifying long sentences, and refining the presentation of illustrations to make them more contrasting, engaging, and more effective in supporting understanding of the material. After revision, the module was declared suitable for implementation testing.

d. Implementation

In the implementation phase, a limited trial of the developed teaching materials was conducted in eighth grade at a junior high school in Nganjuk Regency. This trial involved an Indonesian language teacher and several students as participants. Learning focused on the use of a project-based module to write procedural texts about regional culinary specialties. The implementation process took place over several meetings, starting with an introduction to the project, exploring local culinary delights, and writing procedural texts based on students' experiences and observations.

The trial results showed a very positive response from students. Ninety-two percent of students stated that the teaching materials were engaging, easy to understand, and helped them understand and apply the steps in writing procedural texts. Students felt more motivated because the teaching materials were directly linked to their cultural environment, making learning more contextual and relevant.

Furthermore, this implementation also demonstrated increased cultural awareness among students. They became more aware of the importance of preserving local cuisine as an integral part of their regional cultural identity. Teachers also observed that the use of these teaching materials supported the development of values within the Pancasila Student Profile, particularly in aspects of global diversity and critical thinking.

e. Evaluation

In the Evaluation stage, a formative evaluation was conducted to measure the effectiveness of P5 gastronomy-based teaching materials in improving students' procedural text writing skills. The evaluation was carried out in two stages, namely a pretest before using the teaching materials and a posttest after the entire project-based learning series was completed. The evaluation results showed a significant improvement in students' writing skills. The average pretest score of students was 65, while after using the teaching materials, the average posttest score increased to 85. This indicates that local wisdom-based teaching materials are effective in helping students understand the structure, language use, and logical sequence in writing procedural texts.

In addition to academic aspects, the evaluation also covered the achievement of the Pancasila Student Profile dimensions integrated into the learning. Critical reasoning indicators appeared to improve, with students able to analyze, compare, and organize local culinary preparation procedures coherently and creatively. Furthermore, the global diversity indicator also strengthened; students demonstrated an appreciation for the cultural diversity of other regional foods and an understanding of the importance of preserving local wisdom as part of national identity in the context of globalization. With these results, the developed teaching materials not only improved students' technical writing skills but also supported character building in accordance with the Pancasila Student Profile.

3.2. Discussion

This research produces valid, practical, and effective P5-based writing teaching materials on the theme of local gastronomy wisdom for junior high school students. These results reinforce the importance of local culture-based education in shaping

student identity, as mandated in the Independent Curriculum. As stated by (Frost et al., 2016), gastronomy functions not only as a culinary element but also as a means of cultural preservation and a medium for learning about a community's identity. Therefore, integrating local culinary arts into teaching materials is not only relevant but also strategic in strengthening students' sense of nationalism.

During the needs analysis phase, students were found to be interested in local culinary themes, but their skills in writing procedural texts were still limited. This finding aligns with Santich (2004) who stated that gastronomy-based education can increase learning interest because it connects students with their personal and cultural experiences. Furthermore, as explained by Bahri et al. (2024), modern gastronomy experiences based on local culture can enrich regional identity and build students' emotional connection to cultural heritage.

The development of gastronomy-based teaching materials in this study refers to the principle of combining ingredients and culinary techniques, as proposed by Bagler (2022), which emphasizes a systematic structure in the cooking and processing of ingredients. Applying this approach to teaching procedural text writing provides students with a more systematic and applicable understanding of logical and sequential writing steps.

Expert validation demonstrating a high level of feasibility supports Davidson & Tom Jaine's (2006) assertion that traditional culinary knowledge contains a wealth of information that can be processed into meaningful learning materials. Furthermore, Caprioli et al.'s (2024) concept of "ingredient networks," which maps cross-cultural food ingredient combinations, inspires the design of local-global-based teaching materials, enabling students to recognize common patterns in culinary practices while still appreciating local specificities.

From the trial of teaching materials, the improvement in students' writing skills demonstrates the effectiveness of this approach in improving literacy skills. According to Dornenburg & Page (1996), creative skills in mixing ingredients in culinary arts can be analogized with creative skills in composing texts, where order, taste, and aesthetics must support each other. By adopting this approach in teaching writing, students not only learn to write but also hone their creative sense.

The reinforcement of Pancasila Student Profile values, such as critical reasoning and global diversity, during the learning process also aligns with Cabral et al.'s (2024) analysis of the role of gastronomy in cultural diplomacy, where cross-cultural understanding is strengthened through culinary experiences. Students not only learn writing procedures but also broaden their insights into local and global cultural values. Thus, this study fills the gap in the development of P5-based teaching materials with applicable, gastronomy-based local wisdom themes, an aspect that has not been widely addressed in the context of Indonesian language learning at the junior high school level. Furthermore, the results of this study support efforts to preserve traditional culinary culture amidst the strong currents of globalization, as stated by Krebs (2013) regarding the importance of maintaining cultural identity through education. Overall, the development of these teaching materials not only contributes to strengthening students' procedural writing skills but also to strengthening national character, preserving local culture, and forming a generation of creative, critical, and virtuous students.

4. CONCLUSION

This research successfully developed writing teaching materials based on the Pancasila Student Profile Strengthening Project (P5) with the theme of local gastronomic wisdom for junior high school students. Through the application of the ADDIE

development model, the resulting teaching materials were declared valid by experts, practical for use in learning, and effective in improving students' procedural text writing skills. These findings indicate that the integration of local gastronomic elements in teaching materials can increase learning interest, strengthen understanding of regional culture, and foster literacy and critical reasoning skills in accordance with the dimensions of the Pancasila Student Profile. The development of these teaching materials also fills the gaps in teaching materials based on the Independent Curriculum, particularly those that raise the theme of local wisdom with a contextual culinary-based approach. The results of this study are reinforced by various previous studies, such as the importance of gastronomic education in building cultural identity and the need for innovative writing teaching materials relevant to the local context. Overall, the development of these teaching materials contributes to preserving traditional culinary culture while shaping a generation of creative, critical, and character-based students. This study recommends the implementation of similar teaching materials in various other educational units to enrich local wisdom-based learning practices and strengthen student literacy in the Independent Curriculum era.

5. ACKNOWLEDGEMENT

With the utmost gratitude and appreciation, we would like to express our gratitude to Universitas PGRI Jombang for providing us with research funding. This assistance has been invaluable in supporting our research, from idea development to data collection to in-depth analysis. We recognize that this research would not have been possible without the assistance and support of various parties. Therefore, we would like to express our special gratitude to the Rector of Universitas PGRI Jombang, all leadership, and the team involved in the granting of this research grant. The trust placed in us is a significant motivation to continue contributing to the development of science and academic research. Furthermore, we appreciate the facilities and opportunities provided by Universitas PGRI Jombang to support the development of research and innovation. This support not only facilitates the smooth running of our research but also opens up opportunities for us to produce findings that benefit society and the wider academic world. We hope that the results of this research will provide significant benefits, both for Universitas PGRI Jombang and for the development of science in general. We hope that the collaboration that has been established can continue in the future and further strengthen the university's role in supporting quality research.

6. BIBLIOGRAPHY

- Anggraini, W. (2019). Strategi pembelajaran kooperatif tipe jigsaw: pengaruhnya terhadap kemampuan berpikir kritis siswa. *Indonesian Journal of Science and Mathematics Education*, 2(1), 98–106.
- Bagler, G. (2022). *A generative grammar of cooking*. <https://arxiv.org/pdf/2211.09059>
- Bahri, S., Nasution, K. Y., Hutabarat, S. W., & Harlina, A. R. (2024). Gastronomic Tourism: Experiencing a Region's Identity through Modern Cuisine in Asia. *International Journal of Education, Language, Literature, Arts, Culture, and Social Humanities*, 2(1), 01–20. <https://doi.org/10.59024/IJELLACUSH.V1I4.453>
- Cabral, Ó., Lavrador, L., Orduna, P., & Moreira, R. (2024). Gastronomy as a diplomatic tool: A systematic literature review. *International Journal of Gastronomy and Food Science*, 38, 101072. <https://doi.org/10.1016/J.IJGFS.2024.101072>
- Caprioli, C., Kulkarni, S., Battiston, F., Iacopini, I., Santoro, A., & Latora, V. (2024). *The networks of ingredient combination in cuisines around the world*. <https://arxiv.org/pdf/2408.15162>
- Čavić, S., Čurčić, N., Radivojevic, N., Gardašević Živanov, J., & Lakićević, M. (2024).

- Gastronomic manifestation in the function of branding a tourist destination. *Marketing Intelligence and Planning*, 42(5), 749–770. <https://doi.org/10.1108/MIP-07-2023-0352/FULL/XML>
- Darihastining, S. (2013). *Narasi puitik Jidor Sentulan di Jombang*.
- Darihastining, S., Islam, A. F., & Mislikha, S. (2022). Meningkatkan Kemampuan Menulis Narasi Mahasiswa Melalui Cerita Kearifan Lokal. *Teori Kritis Dan Metodologi Dinamika Bahasa, Sastra Dan Budaya*.
- Davidson, A., & Tom Jaine. (2006). The Oxford Companion to Food. In *The Oxford Companion to Food* (3rd ed.). Oxford University Press. <https://doi.org/10.1093/ACREF/9780192806819.001.0001>
- Dornenburg, A., & Page, K. (1996). *Culinary artistry*. Wiley.
- Frost, W., Laing, J., Best, G., Williams, K., Strickland, P., & Lade, C. (2016). *Gastronomy, Tourism and the Media*. Multilingual Matters & Channel View Publications. <https://doi.org/10.2307/JJ.26932021>
- Gumilar, G., Rosid, D. P. S., Sumardjoko, B., & Ghufron, A. (2023). Urgensi penggantian kurikulum 2013 menjadi kurikulum merdeka. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 5(2), 148–155.
- Harold McGee. (2004). *On Food and Cooking: The Science and Lore of the Kitchen*. Scribner.
- Irsyad, I., & Fitri, Y. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Dalam Kurikulum Merdeka di SMKN 1 Batusangkar. *Journal Of Social Science Research*, 3(4), 5149–5157.
- Kemdikbud. (2021). *Buku Panduan Kurikulum Merdeka*. Kementerian Pendidikan dan Kebudayaan.
- Kemendikbud. (2022). *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA.
- Kosasih, E. (2014). *Jenis-jenis Teks dalam Mata Pelajaran Bahasa Indonesia SMA/MA/SMK*. Yrama Widya.
- Krebs, J. R. . (2013). *Food : A Very Short Introduction* (1st ed.). Oxford University Press.
- Santich, B. (2004). The study of gastronomy and its relevance to hospitality education and training. *International Journal of Hospitality Management*, 23(1), 15–24. [https://doi.org/10.1016/S0278-4319\(03\)00069-0](https://doi.org/10.1016/S0278-4319(03)00069-0)
- Sugiono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tarigan. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Angkasa Bandung.