

CHAPTER IV

DISCUSSION

A. Job Training Implementation

This internship was implemented at Tourist Information Centre (TIC) Malioboro from September 9 to December 9, 2024. This internship was carried out in the guiding and promoting divisions. During the internship, the working hours were the morning shift from 07.30 AM to 14.00 PM and the afternoon shift from 13.30 PM to 20.00 PM with one day off according to the rolling schedule. Students who interned at TIC were assigned to day shifts, either in the morning or afternoon, depending on the predetermined schedule. The schedule was created based on discussions and agreements among the interns. In addition, each intern's shift varied; for example, one might be assigned a morning shift one day, an afternoon shift the next day, and another afternoon shift the following day. As a result, each intern had a different schedule, which was determined using a spinning wheel as a scheduling tool.

When interning at TIC, there were rules and regulations that had to be followed and adhered to collectively. These rules included complying with the TIC internship guidelines, practicing the 3S ethics (Salam, Senyum, Sapa / Greetings, Smiles, and Greetings), maintaining the cleanliness of the TIC area, arriving on time with a 30-minute tolerance for lateness, maintaining a minimum of 70% attendance throughout the internship period, wearing identification (name tag) while in the TIC area, and demonstrating proper manners when receiving guests. In addition, there was a dress code or uniform that was followed during the internship. The uniform worn each day varied according to the specified dress code. From Monday to Wednesday, interns wore white shirts with black bottoms. On Thursdays and Fridays, batik tops with black bottoms were required. On Saturdays and Sundays, neat and modest casual clothing was worn, with jeans not being permitted. For female students who wore hijab, it was recommended to use a black hijab, although adjustments to match the color of the clothing were also allowed. TIC was an information

center located in the middle of the city of Yogyakarta and was engaged in providing information services aimed at tourists. The divisions at TIC were all the same and were responsible for welcoming guests, serving tourists and guiding tourists.

1. Job Training Activities

a. Week 1 (September 9 to September 14, 2024)

1) Introduction session

The internship supervisor at the Tourist Information Center, Ms. Assa, provided an overview of the TIC staff's position structure, internship regulations, layout, daily activities, and internship tasks. The internship tasks included learning the 'yellow book,' which was a book containing information about Yogyakarta's tourism, such as ticket prices, operating hours of tourist attractions, train and plane ticket information, and details about tour packages. After that, students were placed in the welcoming guests, serving tourists and guiding tourists divisions. Afterwards, a brief explanation was given by Mr. Rizky, as the TIC staff responsible for the interns at TIC, about their duties when welcoming guests and serving tourists.

In the first week, Mr. Rizky instructed the student on how to welcome guests and serve tourists arriving at the TIC. The task of welcoming guests involved greeting the tourists warmly and professionally by standing, smiling, making eye contact, offering a friendly welcome, and asking if they needed any assistance. Furthermore, the actions taken in serving tourists included greeting them and actively listening to their needs, followed by answering their questions in a polite and clear tone. Thus, that was what the student learned and carried out during the first week.

b. Week 2 (September 16 to September 21, 2024)

1) Guiding

In the second week, the student served foreign tourists by using their own languages rather than sticking to official or formal language when communicating. This approach had been implemented so that the on-duty students would not experience difficulties when interacting with foreign visitors. In addition, the students were still accompanied by a supervisor when serving foreign tourists during the first week of the internship.

This guiding activity was carried out in the form of delivering comprehensive information about various tourist destinations in the city of Yogyakarta, such as the Yogyakarta Palace, Taman Sari Water Castle, and several museums, where the student acted as guides and were supported by the use of yellow books, which served as a supplementary source of information to ensure accuracy and completeness in their explanations. Moreover, after providing a detailed explanation regarding the available city tours, the student also distributed tourist leaflets that contained a map of the city of Yogyakarta along with a concise description of each city tour route, enabling tourists to explore the area more easily and independently.

c. Week 3 (September 23 to September 28, 2024)

1) Guiding

During the third week, the student provided comprehensive information about Yogyakarta tourism to several foreign tourists from France, the Netherlands, and Canada. Afterwards, the student was given the opportunity to serve tourists independently, using computers to search for information. The TIC staff assigned the student to assist foreign tourists who asked numerous and complex questions—questions that had not been covered in the yellow book used during the first and second weeks. The student's activities

included sharing information about the brief history of the Prambanan and Borobudur temples, explaining key religious attractions in Yogyakarta, recommending lesser-known destinations, and showing the locations of tourist sites using a city leaflet map.

d. Week 4 (September 30 to October 5, 2024)

1) Giving explanations

During the fourth week, the student explained tourism around the city center area as well as tourist destinations using a city map leaflets. In explaining the city center area with a map leaflet, the activity involved pointing out a point or location on the map. The city center area described was the location of the Yogyakarta Monument, shops and restaurants along Malioboro Street, the location of museum tours in the city center, and the location of the Ngayogyakarta Palace. Then, the student also explained the point where the tourist was currently located. In addition, the student provided information about Yogyakarta city buses, known as Trans Jogja, as a form of public transportation that could be used by both local residents and tourists on vacation. They also explained Trans Jogja fares, bus routes, and the differences in payment methods for each bus depending on the route. After that, the students explained the bus numbers and bus stops using a physical map of the Trans Jogja bus routes.

2) Observation

During the fourth week, the observation stage was carried out as part of the initial process of working on the culinary booklet improvement project, as well as to identify the locations and types of culinary dishes to be included in the booklet. The first step was to request permission from the TIC staff and supervisors to conduct the observation. After obtaining permission, observations were conducted at the TIC as the main venue. Furthermore, once the

observation was completed, the process of evaluating the content of the culinary booklet at the TIC was carried out, along with an analysis of the type of language that would be used in the booklet and the aspects that needed improvement.

In conclusion, the student observation at the Tourist Information Centre (TIC) highlighted the need for improvement in the available culinary information materials. The findings revealed that only one culinary booklet was available, last published in 2022, and it had not been updated since. Furthermore, the booklet was written solely in Indonesian and lacked a specific focus on traditional Yogyakarta cuisine, instead featuring a mix of dishes from various regions in Java. These observations suggest that updating the booklet with more localized and English-language culinary content could enhance its relevance and usefulness for international tourists.

e. Week 5 (October 7 to October 12, 2024)

1) Guiding and promoting

During the fifth week, guiding activities were carried out by providing information about tourism in the city of Yogyakarta, such as tourist attractions located both inside and outside the city. The guided tourism places included natural attractions that were rarely known or visited by tourists, especially foreign tourists, such as Tankaman Natural Park, *Air terjun Kedung Pedut* (Kedung Pedut Waterfall), *Sungai Mudal* (Mudal River), and *Goa Jomblang* (Jomblang Cave). Meanwhile, the promotional activities carried out involved offering Yogyakarta tour packages, such as travel packages, *Goa Pindul* (Pindul Cave) tour tickets, and information about tours and travel within and outside the city of Yogyakarta.

In conducting promotional activities, the first step was to provide tourism promotion brochures, which came from tourist agents who collaborated with TIC. After that, the tourists viewed

the recommendations from the various brochures. Then, they asked the students to help contact the intended tourist agent. The student's task was to assist during the process of contacting the agent, explain the benefits offered by the tour agent, and describe the payment process.

2) Tidying up the brochures

Many local and domestic tourists visited the TIC to read brochures, leaflets, and tourism information booklets, but they did not return them to their original places, causing a mess. Therefore, it was the responsibility of the student interns to help tidy up the scattered brochures or promotional materials. This activity was carried out when there were no visitors and before operating hours began. It was included in the rules for apprentices at TIC and was performed regularly, especially when the materials were in an unorganized condition. Therefore, during that week, the student often tidied up unorganized flyers. They arranged them according to the previous layout and also adjusted the arrangement based on the type of content, grouping the leaflets more clearly by category.

f. Week 6 (October 14 to October 20, 2024)

1) The process of creating the booklet

This activity began after observations were made between weeks 5 and 6. The first step was to determine the content of the booklet. The selection of five traditional Yogyakarta dishes namely Gudheg, Sate Klathak, Mangut Lele, Brongkos, and Mie Lethek was an effort to introduce lesser-known local cuisine to foreign tourists. Then, the second step was to determine the culinary locations for the five dishes. The restaurants selected were based on the results of interviews with two senior TIC staff members, which resulted in a list of 19 restaurants representing the five culinary delights of Yogyakarta. The final step was the booklet creation process. The initial stage in developing the digital English

booklet involved selecting an appropriate design concept. This design incorporated various elements that represented Yogyakarta or Javanese culture, such as traditional ornaments, images of local dishes, and culturally appropriate font styles. These design choices formed the visual foundation for the booklet's content. In addition, the next step was to complete a brief description of the restaurant name, food, address, and facts about the food. Lastly, the process of making the booklet was finalized through a rechecking stage.

g. Week 7 (October 21 to October 27, 2024)

1) Escorting tourist to the convenience store

Some tourists from France asked to be escorted to a minimarket because they did not know how to pay for Borobudur Temple tickets there. The student then escorted them to the minimarket and guided them through the steps of paying for the tickets offline. After that, one of the tourists asked to be taken to a money changer near the TIC. The student accompanied them to the nearest money changer, which was Mulia Money Changer, chosen for its strategic location and trustworthiness. Afterward, the student escorted them back to the TIC to view the display leaflets about tourism in Yogyakarta.

2) Welcoming the head of Dinas Pariwisata Daerah Istimewa Yogyakarta

In connection with the welcoming visit of the Head of Dispar DIY, Mrs. Lis Dwi Rahmawati, several preparations were made by the student, such as preparing traditional snacks (Kue Basah / Kue Pasar) and warm drinks like wedang tea. In addition, other preparations included setting up and tidying the meeting room. The Head of Dispar DIY, Mrs. Lis Dwi Rahmawati, visited the Tourist Information Center. She came with Ms. Wulan, who was the head of the general subdivision at the Dinas Pariwisata Daerah Istimewa Yogyakarta. Furthermore, when the welcoming activities took

place, the student warmly welcomed the guest, smiled, and greeted them kindly. She visited to observe the condition of the information center office during operating hours and to see the students who were participating in internships. During the visit, there was a question and answer session between Ms. Lis and the interns. The student asked questions related to tourist destinations that were frequently visited by both local and foreign tourists. In addition, she gave advice, as well as tips and tricks, to the students to help them manage their time between coursework and internship assignments.

3) Consultation with the supervisor

During this week, on October 23, 2024, the draft of the job training proposal was consulted with the first supervisor for the purpose of receiving feedback and making necessary revisions. The consultation session was conducted online through Google Meeting and served as a preliminary review before proceeding to the Proposal Seminar. Throughout the session, the supervisor provided several important suggestions for improvement, particularly focusing on the background section of the proposal, which required clearer justification and alignment with the objectives of the training. Additionally, the supervisor highlighted several grammatical errors and stylistic inconsistencies in the writing, which needed to be corrected to enhance the overall clarity and professionalism of the document.

h. Week 8 (October 28 to November 2, 2024)

1) Guiding through Indonesian language

During the eighth week, two tourists from Australia who were in the process of learning the Indonesian language visited the TIC and specifically requested that the student explain various aspects of tourism in Yogyakarta using Indonesian, as part of their language practice. In addition to listening attentively, the tourists

actively engaged in conversation by asking numerous questions related to tourism, all of which they attempted to express in Indonesian, despite occasionally speaking with slight hesitation or stammering. Most of their inquiries focused on tourist attractions located in the city center of Yogyakarta, demonstrating both their interest in the destination and their enthusiasm for applying their developing language skills in a real-world context.

The student actively served the Australian tourists by engaging in conversations using the Indonesian language, making a consistent effort to speak clearly and understandably to support the tourists' language learning process while simultaneously providing accurate tourism information. In addition to responding to the tourists' inquiries, the student also took the initiative to ask simple, tourism-related questions about Yogyakarta, which encouraged further interaction and helped the tourists practice their speaking skills in a meaningful. Throughout the exchange, the student used standard Indonesian to ensure clarity and maintain a formal tone, which also served as a model for proper language usage for the foreign learners.

i. Week 9 (November 4 to November 9, 2024)

1) Guiding through Indonesian language

During the ninth week, there were two students from Korea who were on a student exchange program in Indonesia, participating at one of the universities in Yogyakarta. They visited the TIC and asked to practice speaking Indonesian with the local staff and interns. They requested to speak in Indonesian because they wanted to improve their language skills by interacting with native Indonesians.

During the process of guiding the Korean students, the student played an active role in facilitating communication by providing translations from English into Indonesian, ensuring that

the conveyed information remained clear and appropriate for the context. In addition to offering translation support, the student also contributed to the visitors language learning by identifying and articulating essential Indonesian vocabulary related to tourism, which helped the Korean students deepen their understanding of the language while becoming more familiar with local cultural and travel-related terminology.

2) Guiding foreign tourists

On October 27, 2024, three tourists from the United States visited the TIC and inquired about the procedure for booking an online taxi through a ride-hailing application commonly used in Indonesia. In response to their request, the student interns provided a detailed explanation and step-by-step tutorial on how to use both the Gojek and Grab applications for transportation services. The student carefully guided the tourists through the process of registering an account, entering their personal information, and setting the appropriate pick-up and drop-off locations within the application to ensure a smooth and successful booking experience. Following the instructional session, the tourists requested additional assistance by asking one of the student interns to accompany them to the designated pick-up point. The student then escorted the tourists from the TIC office to the meeting location, which was situated just across the street, ensuring that the visitors felt confident and at ease in completing their online taxi service experience.

j. Week 10 (November 11 to November 16, 2024)

1) Mentoring

During the tenth week, a mentoring activity was conducted at the request of a trainer who happened to be a former member of the TIC staff who brought a group of trainees to the TIC, where a total of 11 participants preparing to work abroad were received;

during their visit, they requested assistance from the mentoring students to help them enhance their public speaking abilities in English, specifically aiming to build confidence, improve pronunciation, and develop fluency in delivering spoken messages in a professional context. The student took on the role of instructors or interviewers by participating in a guided English conversation activity, where they asked a variety of basic yet essential questions intended to assess general communication abilities. These included introductory topics such as greetings, hometown information, personal interests, strengths and weaknesses, as well as simple questions related to everyday conversational English, all of which were designed to build confidence and fluency in using the language in practical, real-world contexts.

2) Helping the staff

The student was assigned to assist the TIC staff in sorting and reviewing tourism information contained in guidebooks, commonly referred to as yellow books, by carefully examining the content to identify outdated or inaccurate details that required updates or corrections. After completing the review, the student submitted a report highlighting which specific pieces of information needed to be revised, with the aim of ensuring that tourists could access accurate, relevant, and up-to-date references. During their visit, an activity that was typically carried out once every three months, depending on the frequency and availability of the latest data or updates issued by the local tourism office.

k. Week 11 (November 18 to November 23, 2024)

1) Showing directions and giving recommendations

During the internship, there were several tourists from France, Japan, and Spain who approached the student interns to ask for directions and locations, as well as to seek recommendations for shopping areas, culinary attractions, and nearby hotels in

Yogyakarta. In response to their inquiries, the student recommended a variety of popular destinations, including *Pasar Traditional Beringharjo* (Beringharjo Traditional Market), *Pasar Sore Malioboro* (Malioboro Evening Market), and *Teras Malioboro* (Malioboro Terrace) as ideal shopping locations, which are known for their wide selection of local handicrafts, batik, and souvenirs. For culinary attractions, the student suggested visiting *Pasar Ngasem* (Ngasem Market), *Pasar Kranggan* (Kranggan Market), and *Pasar Beringharjo* (Beringharjo Market), which are well-known for offering traditional Javanese snacks and local street food that reflect the rich cultural heritage of the region. Furthermore, for accommodation options, the student recommended several hotels, such as Malyabhara Hotel, Jambu Luwuk Hotel, and Melia Purosani Hotel, which are strategically located and suitable for both leisure and convenience. In addition to giving verbal recommendations, the tourists also requested assistance in navigating to Beringharjo Market, and the student, using a digital map on Google Maps accessed through the TIC computer, carefully showed them the route by pointing it out on the screen and provided a brief yet clear explanation on how to reach the destination by walking, ensuring that the tourists could find their way easily and comfortably.

2) Guiding foreign tourists

On November 20, 2024, two foreign tourists from the United Kingdom approached the student to request assistance in booking an online taxi that would take them back to their inn, and they specifically asked for the order to be placed using one of the interns' mobile phones, as they were unfamiliar with how to use the application themselves. Furthermore, they also expressed the desire to be registered on the online motorcycle taxi application on their own phones, so the student proceeded to help them through

the registration process, starting from downloading the app, entering their personal details, and completing the account setup so they could use the service independently in the future.

On that occasion, the student assisted the tourists in downloading the online taxi application, Grab. After the application had been successfully downloaded, the student proceeded to explain the necessary steps to create an account, such as selecting the 'register' option, entering an active phone number, and then waiting for the application to send an OTP code via SMS. Once the code was received, the tourists were instructed to enter it into the designated field in the application. After the verification was successfully completed, the student guided them through the process of filling in their personal data and creating a password, which then activated the application and made it ready for use. After explaining all the steps clearly, the student further assisted the tourists by ordering a taxi through the Grab application using the student phones, as requested by the tourists. While placing the order, the student also took the opportunity to explain the ordering process in detail, including how to set the pick-up point and specify the destination location.

1. Week 12 (November 25 to November 30, 2024)

1) Showing a tutorial

A group of French tourists requested a tutorial on how to download and register the KAI Access and Traveloka applications on their phones. The student provided detailed explanations, guiding each tourist individually through the process on their respective devices. The tourists also asked the student to demonstrate how to book train tickets using the KAI Access application. In response, the student explained the entire procedure, starting with downloading the KAI Access app, creating a personal account, and initiating the ticket booking process by selecting the

‘Book Ticket’ option for Intercity, Local, Commuter Line, or Airport Train services. They continued by showing how to fill in the travel details, select the type of train and preferred seat, input passenger information, confirm the booking, choose a payment method, and finally access the e-ticket, which would appear in the ‘My Tickets’ section within the application.

2) Giving information

Some foreign tourists from the Netherlands who visited TIC expressed their interest in finding information about travel agencies that offered tour packages to Karimunjawa, and in response, the student provided them with several brochures that featured recommended tour options from well-known agencies such as Satudunia Tours, Muki Travel, and Karimun Jawa Travel. Moreover, to ensure the tourists had access to a broader selection of choices, the student also took the initiative to search for and suggest additional tour package options available online, including websites like *karimunjawa.co.id*, *wisatakarimunjawa.co.id*, and *pakettourkarimunjawa.co.id*. Thus, all of which offered a range of customizable travel experiences to suit different preferences and budgets.

m. Week 13 (December 2 to December 9, 2024)

1) Guiding

A group of Dutch tourists visited the TIC and expressed their interest in receiving recommendations for nature-based tours in Yogyakarta, seeking destinations that would allow them to explore the region’s natural landscapes and enjoy authentic outdoor experiences. In response to their inquiry, the student recommended several popular sites, beginning with Kaliurang, a highland area ideal for early morning visits where tourists could witness the breathtaking view of Mount Merapi, especially during sunrise when the mountain’s silhouette stands out dramatically against the

clear sky and the surrounding forest offers a cool, refreshing atmosphere. The student also suggested that they visit the black sand beach of Parangtritis, a coastal destination on the southern shore known not only for its wide, volcanic sand shoreline but also for its cultural significance and dramatic ocean views, followed by a trip to the white sand beaches of Gunungkidul, such as Indrayanti or Pok Tunggal, where the soft sand, turquoise waters, and limestone cliffs create a relaxing and scenic environment perfect for swimming, sunbathing, and taking photographs. In addition to these coastal and mountainous areas, the student further recommended visiting Pindul Cave, where tourists can enjoy the unique experience of cave tubing along an underground river surrounded by natural rock formations, and Sri Gethuk Waterfall, a stunning multi-tiered waterfall set in a lush green valley that offers a peaceful escape into nature. All of these destinations were recommended not only for their outstanding natural beauty, but also because of their relatively easy accessibility from the city center and their ability to provide unique local experiences that reflect the richness of Yogyakarta's natural and cultural heritage.

2) Attending “Launching Calendar of Event DIY 2025” of Dinas Pariwisata Daerah Istimewa Yogyakarta

The event of Dispar DIY was held on 7th December 2024, located at *Monumen Serangan Umum 1 Maret*. “Dare to Explore, Thrive on Adventure” was the essence of the series organized by Dispar DIY. The “Sport Tourism” concept aims to invite tourists to explore and take an active part in the experience of sports activities and the spirit of adventure. Then, it is not only natural beauty that is offered but opens up space for tourists to feel healthy and memorable experiences.

At the event, the student was assigned as part of the committee responsible for the consumption as well as the team in

charge of welcoming guests. The student role was to greet important guests, including the King of the Yogyakarta Sultanate who served as the governor, the deputy governor, and other attending officials. In addition to welcoming them, the student also guided the invited guests to their seats, ensuring that they were seated according to the positions and arrangements that had been previously prepared. Lastly, After welcoming the guests and inviting them to take their seats, the student was tasked with distributing snack boxes to the invited guests, including staff members and event officials.

There were numbers of lessons from the job training implementation. First, the student concluded that the internship experience at the TIC had required all participating the student to adhere strictly to the established rules and regulations set by the institution. Secondly, it demanded that the student consistently maintain a high level of professionalism in both appearance and behavior during daily activities. Lastly, it emphasized the importance of actively assisting tourists by providing accurate information and helpful services, which ultimately offered the student valuable hands-on experience in the fields of guiding, public service, and cross-cultural communication.

B. The processes of Creating an English Digital Culinary Booklet

The creation of an English digital culinary booklet aimed to develop culinary tourism in Yogyakarta. It was intended to promote Yogyakarta's culinary offerings that were rarely known or in demand among tourists, especially foreign visitors. The stages of creating the English digital culinary booklet were as follows:

1. Observing the previous culinary booklet of Yogyakarta.

During the observation period, observations were made through 3 stages. The first stages were looking for the previous or old version of the booklet and evaluating the media. The second stage was to observe the language used in the booklet: whether the booklet used only English, Indonesian, or

was bilingual. The last stage was to decide the booklet content, whether to focus on one type of food, such as traditional, modern, or a mix of both.

2. Determining the booklet contents.

After the stages of observation, five traditional culinary dishes from Yogyakarta were chosen as the content. The five selected culinary delights were *Gudheg*, *Sate Klathak*, *Mangut Lele*, *Brongkos*, and *Mie Lethak*. These dishes were selected as a means of providing information about Yogyakarta cuisine that was rarely noticed by foreign tourists visiting the city. This content had been designed to be appealing as a digital culinary booklet that could be accessed more widely.

3. Determining the culinary locations.


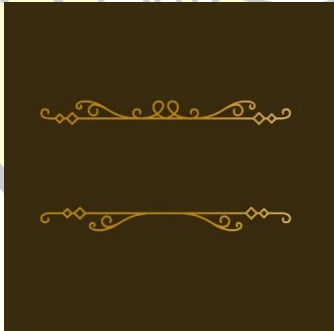
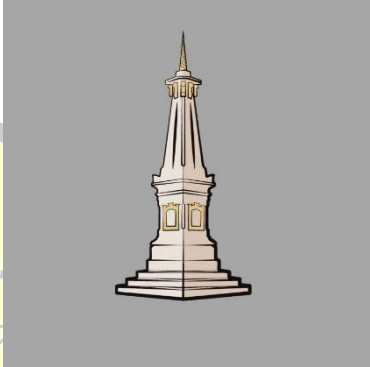

In these stages, after determining the five culinary delights, the next step was to find the locations of restaurants that provided each of the five specified culinary dishes. Furthermore, comparisons were made by posing several culinary-related questions about Yogyakarta to the TIC staff. The initial stage of locating the restaurants involved inquiring with the TIC staff, as the questions were directed to individuals who were native to Yogyakarta. After obtaining information regarding the restaurants' locations, the student decided to proceed to the specified restaurants.

4. Creating the booklet.

The first step in creating the English digital culinary booklet was to choose the design that would be used. The designs chosen included elements or ornaments characteristic of Yogyakarta or Java, images of traditional food, font styles, and so on. The following is the table and its explanation.

To conclude, the first phase in creating the English digital culinary booklet involved choosing a design that showcased Yogyakarta's cultural character, incorporating traditional motifs, food imagery, and suitable font styles to support the overall concept. The following was a table that contained the initial design process and the final design results.

Table 1. Processes of the Design

Processes of the design	First overview	Final result
Elements and Ornaments	<p>1. Tugu Yogyakarta</p>  <p>Description: This monument did not depict the real monument of Yogyakarta, as it appeared empty and lacked any color.</p> <p>2. Java ornament</p>  <p>Description: The colors were too blended, so there was no visible color gradation. In the image, the combination of yellow and beige was too dominant.</p>	<p>1. Tugu Yogyakarta</p>  <p>Description: The design was made to be more in line with the Yogyakarta monument, with touches of white and gold.</p> <p>2. Java ornament</p>  <p>Description: The color combination was quite good, and the gradation was more visible. In the final result, a color combination from dark to light was chosen. In the picture, the color combination started with slightly dark brown and then transitioned to light beige.</p>

	<p>3.Gudheg element</p>  <p>Description: The element was less attractive and did not look like a picture of Gudheg. When compared to Gudheg, it looked more like a grilled chicken rice dish.</p>	<p>3.Gudheg element</p>  <p>Description: This second element looked more like Gudeg because of the characteristic dark brown color of the dish. Inside the element was a jackfruit dish topped with an egg.</p>
Images of traditional food	<p>1.Cover background</p>  <p>Description: It only used brown color and seemed simple.</p>	<p>1.Cover background</p>  <p>Description: Using photos provided more content and was more pleasing to the eye. This image was taken from Pinterest. Source:https://pin.it/3vo0rndLv</p>

2. Klepon image



Description: This image was only used in the table of contents as the background. This image was taken from Pinterest.

Source: <https://pin.it/4V22ywZjc>

3. Gudheg image 1



Description: This image was used as a supporting image of Gudheg. This image was taken from Pinterest.

Source: <https://pin.it/2F8Bxp4Xj>

4. Gudheg image 2



Description: This image was used as the background of the list of restaurant names. This image was taken from Pinterest.

Source: <https://pin.it/3FeErPjrE>

5. Sate Klathak image 1



Description: This image was used as a supporting image of Sate Klathak. This image was taken from Pinterest.

Source: <https://pin.it/4D4V5Zxy9>

6. Sate Klathak image 2



Description: This image was used as the background of the list of restaurant names. This image was taken from Pinterest.

Source: <https://pin.it/2y4Ew1zsq>

7. Sate Klathak image 3



Description: This image was used as the background of the list of restaurant names. This image was taken from Pinterest.

Source: <https://pin.it/77qe7LHjR>

8. Mangut Lele image 1



Description: This image was used as a supporting image of Mangut Lele. This image was taken from Pinterest.

Source: <https://pin.it/3Ny3rcMrC>

9. Mangut Lele image 2



Description: This image was used as the background of the list of restaurant names. This image was taken from Pinterest.
Source: <https://pin.it/3lxfkOCf8>

10. Brongkos image 1



Description: This image was used as a supporting image of Brongkos. This image was taken from Kompas website.
Source: <https://11nq.com/WAeYq>

11. Brongkos image 2



Description: This image was used as the background of the list of restaurant names. This image was taken from Pinterest.

Source: <https://pin.it/WRr1VTfOE>


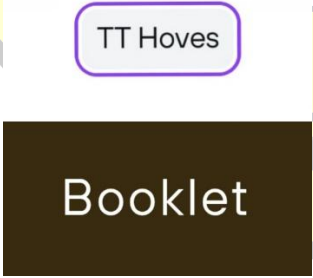
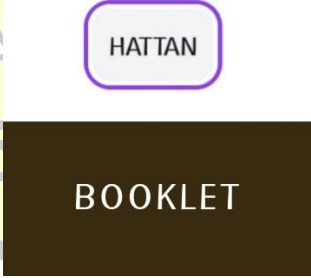
12. Mie Lethek image 1



Description: This image was used as a supporting image of Mie Lethek. This image was taken from Google internet.

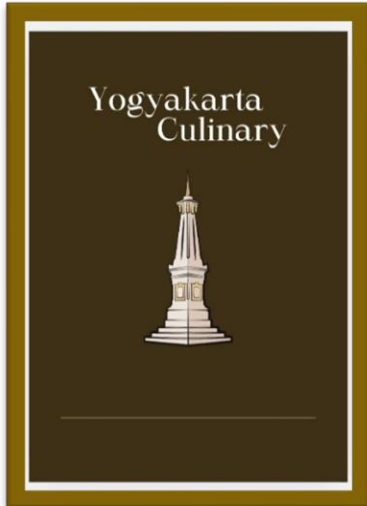
Source:

<https://images.app.goo.gl/VC9jT2v8BqFZMnpf6>

		<p>13. Mie Lethek image 2</p>  <p>Description: This image was used as the background of the list of restaurant names. This image was taken from Pinterest. Source: https://pin.it/6UUzo9IN9</p>
Font models	<p>1. TT Hoves font</p> 	<p>1. Hattan font</p>  <p>Explanation: For the list of Gudeg restaurant addresses, the reason for the change was to integrate it with the list of names of the Gudeg restaurants. It was included on pages 2–3.</p>

	<p>2. TT Hoves font</p> <p>TT Hoves</p> <p>Booklet</p> <p>3. Hattan font</p> <p>HATTAN</p> <p>BOOKLET</p> <p>4. Hattan font</p> <p>HATTAN</p> <p>BOOKLET</p>	<p>2. Questrial font</p> <p>Questrial</p> <p>Booklet</p> <p>Explanation: For the list of addresses of Sate Klathak restaurants, the reason for the change was to integrate it with the list of names of the Gudeg restaurants. It was contained within two pages (pages 5–6).</p> <p>3. Hatton font</p> <p>Hatton</p> <p>Booklet</p> <p>Explanation: For the names of restaurants providing Gudeg, the reason for the change was that the font emphasized the name of Gudeg itself.</p> <p>4. Alta font</p> <p>ALTA</p> <p>BOOKLET</p> <p>Explanation: For the names of restaurants that provided Mangut Lele, the reason for the change was to create variety and establish a distinctive identity for each culinary name.</p>
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


	<p>5. Prachason Neue font</p> <div data-bbox="497 430 732 495">Prachason Neue</div> <div data-bbox="429 557 799 741">Booklet</div>	<p>5. Glacial Indifference font</p> <div data-bbox="936 430 1166 488">Glacial Indifference</div> <div data-bbox="868 557 1238 741">Booklet</div> <p>Explanation: For the names of restaurants that provided Mie Lethek, the reason for the change was to create variety and establish a characteristic for each culinary name.</p>
	<p>6. TT Hoves font</p> <div data-bbox="517 1003 716 1093">TT Hoves</div> <div data-bbox="429 1144 805 1332">Booklet</div>	<p>6. Brixton font</p> <div data-bbox="967 1010 1142 1099">Brixton</div> <div data-bbox="868 1144 1244 1332">Booklet</div> <p>Explanation: For the list of addresses of restaurants that provided Mie Lethek, the reason for the change was to create a cohesive appearance with the font of the restaurant names.</p>


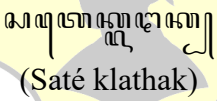

The cover design	 <p>Description: The design was too basic and simple for the booklet. There were no unique characteristics of the design.</p>	 <p>Description: It was decided to add some elements such as Gudeg, Bakpia, and Satay. Then, a photo of traditional food was added as a background with a brown shadow. Afterwards, two ornaments were added above and below the words “Yogyakarta Culinary.” The ornaments were chosen because they resembled Javanese characteristics.</p>
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The next step was to enter culinary-related information to be used as the content of the booklet. The information included a brief description of the food, the Aksara Jawa for each dish, and a QR code. The following was the table and its explanation.




Table 2. The Content of the Booklet

The content of the booklet	The script	Explanation
A brief description of Gudheg	Gudheg in Javanese is ꦒꦸꦝꦲꦒ (Gudhĕg). Gudheg is a traditional dish originating from the Special Region of Yogyakarta. Gudheg is made from young jackfruit cooked	This brief explanation was written based on the results of interviews with TIC staff and

	with coconut milk for 4-6 hours. Usually, Gudheg is also served with side dishes such as Ayam Kampung (Chicken), Eggs, Tofu, Tempe, and Fried Krecek Sambal (Fried sambal tempe with skin crackers).	information compiled from the internet.
A brief description of Sate Klathak	Satay klatak in Javanese  (<i>Saté klathak</i>) is a goat satay dish originating from Kapanéwon Pleret, Bantul Regency, Yogyakarta. Sate klathak has its own uniqueness that is different from other satay, namely using an iron skewer to burn. In addition, this satay is served with curry sauce and is different from most satay in general.	This brief explanation was written based on the results of interviews with TIC staff as well as a compilation of information sourced from the internet.
A brief description of Mangut Lele	Mangut Lele in Javanese is  (<i>Mangut lèlè</i>). This food comes from the "Matramanan" areas of Yogyakarta-Solo and Semarang-Kendal. At first, this dish was a special dish served in the Yogyakarta Palace. However, over time this food began to be introduced to the general public by Sri Sultan Hamengku Buwono VII.	This brief explanation was written based on the results of interviews with TIC staff as well as a compilation of information sourced from the internet.
A brief description of Brongkos	Brongkos in Javanese is  (<i>Brongkos Ngayogyakarta</i>). Brongkos is a dish made of beef and beans in a sauce flavored with keluak. Brongkos is also known as a Javanese spicy meat and beans stew.	This brief explanation was written based on the results of interviews with TIC staff as well as a compilation of information sourced from the internet.
A brief description of Mie Lethak	Mie Lethak or Mie Letheg in Javanese is  (<i>Bakmi Lèṭèg</i>). Mie lethak originates from Srandakan, Bantul, Yogyakarta. The basic ingredients of these noodles come from tapioca and cassava flour. It is called "Mie	This brief explanation was written based on the results of interviews with TIC staff as well as a compilation of information sourced from the internet.

	Lethek" because it has a murky brown color, unlike the color of noodles in general.	
The Javanese script of Gudheg	 (Gudhég)	Adding Javanese script to each brief explanation of various culinary dishes was intended to enhance the knowledge of its readers, particularly foreign tourists. Furthermore, it aimed to preserve Javanese culture to prevent its extinction. This Javanese script was derived from the <i>kongresaksarajawa</i> .
The Javanese script of Sate Klathak	 (Saté klathak)	Adding Javanese script to each brief explanation of various culinary dishes was intended to enhance the knowledge of its readers, particularly foreign tourists. Furthermore, it aimed to preserve Javanese culture to prevent its extinction. This Javanese script was derived from the <i>kongresaksarajawa</i> .
The Javanese script of Mangut Lele	 (Mangut lèlè)	Adding Javanese script to each brief explanation of various culinary dishes was intended to enhance the knowledge of its readers, particularly foreign tourists. Furthermore, it aimed to preserve Javanese

		culture to prevent its extinction. This Javanese script was derived from the <i>kongresaksarajawa</i> .
The Javanese script of Brongkos	ꦧꦿꦁꦏꦺꦴꦤꦒꦪꦲꦏꦂꦠ (Brongkos Ngayogyakarta)	Adding Javanese script to each brief explanation of various culinary dishes was intended to enhance the knowledge of its readers, particularly foreign tourists. Furthermore, it aimed to preserve Javanese culture to prevent its extinction. This Javanese script was derived from the <i>kongresaksarajawa</i> .
The Javanese script of Mie Lethék	ꦩꦶꦭꦺꦠꦺꦏ꧀ (Bakmi Lètèg)	Adding Javanese script to each brief explanation of various culinary dishes is intended to enhance the knowledge of its readers, particularly foreign tourists. Furthermore, it aimed to preserve Javanese culture to prevent its extinction. This Javanese script was derived from the <i>kongresaksarajawa</i> .

<p>QR Code from each culinary restaurants</p>	<div data-bbox="603 320 1027 745">  </div> <p data-bbox="635 757 995 824"><i>QR Code Mie Lethek Mbah Mendes</i></p> <div data-bbox="603 869 1027 1294">  </div> <p data-bbox="651 1305 979 1339"><i>QR Code Gudheg Pawon</i></p> <div data-bbox="603 1373 1027 1798">  </div> <p data-bbox="587 1809 1043 1843"><i>QR Code Gudheg Yu Djum Wijilan</i></p>	<p>The creation of the QR code was intended to facilitate access to the location of the restaurant. In addition, users can simply open their camera and scan the QR code without needing to open a mapping application. This was because when the camera scans the barcode, it was directly connected to Google Maps. This QR code was created with the assistance of the website me-qr.com.</p>
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*QR Code Gudheg Yu Djum
Kaliurang*



QR Code Gudheg Mbok Lindu



QR Code Gudheg Bu Hj. Ahmad



QR Code Gudheg Bu Tjitro 1925



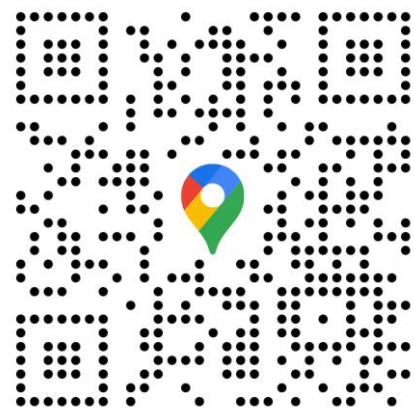
QR Code Sate Klathak Pak Pong



QR Code Sate Klathak Pak Bari



QR Code Sate Klathak Mak Adi



QR Code Sate Klathak Pak Jede



*QR Code Sate Klathak Mbah
Sukarjo*



*QR Code Mangut Lele Mbok
Marto*



*QR Code Mangut Lele Asap
Glagah*



QR Code Mangut Lele Mak Badar



*QR Code Warung Brongkos Bu
Handayani*



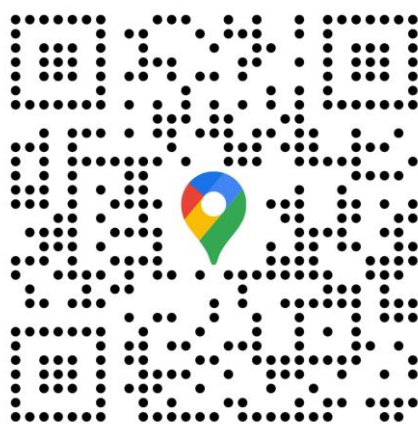
*QR Code Warung Brongkos Bu
Padmo*



QR Code Warung Brongkos Bu Sri



*QR Code Mie Lethek Mbah
Mendes*



*QR Code Warung Mie Lethek
Mbah Jumal*



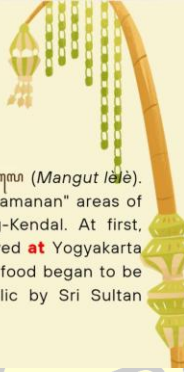

*QR Code Bakmi Lethek & Nasi
Goreng Mbok Cempluk*

After the booklet creation process was completed, the final stage was the checking process, which included reviewing the content of the booklet, identifying any typos in sentences or words, and evaluating the design of the booklet itself. Then, the booklet was consulted with the supervising lecturer. The following were the inputs related to the booklet.

Table 3. Feedback of the Booklet Content

Feedback from supervisor	Previously	Improvements
<p>01</p> <p>GUDHEG</p> <p>Gudeg in Javanese is ꦒꦸꦢꦲꦒ (Gudhĕg). Gudeg is a traditional dish originating from the Special Region of Yogyakarta. Gudeg is made from young jackfruit cooked in coconut milk for 4-6 hours. Usually, Gudeg is also served with side dishes such as Ayam Kampung (Chicken), Telur (Eggs), Tahu (Tofu), Tempe, and Sambal Goreng Krecek (Fried Krecek Sambal).</p> <p>Feedback: The word 'Gudheg' should be written in italics.</p>	<p>Gudhĕg</p>	<p><i>Gudhĕg</i></p>
<p>01</p> <p>GUDHEG</p> <p>Gudeg in Javanese is ꦒꦸꦢꦲꦒ (Gudhĕg). Gudeg is a traditional dish originating from the Special Region of Yogyakarta. Gudeg is made from young jackfruit cooked in coconut milk for 4-6 hours. Usually, Gudeg is also served with side dishes such as Ayam Kampung (Chicken), Telur (Eggs), Tahu (Tofu), Tempe, and Sambal Goreng Krecek (Fried Krecek Sambal).</p> <p>Feedback: The term "Ayam Kampung" should be written in italics. The words "Telur" and "Tahu" should be omitted. The phrase "Sambal goreng Krecek" should be described for its meaning.</p>	<p>Ayam Kampung (Chicken), Telur (Eggs), Tahu (Tofu), Tempe, and Sambal Goreng Krecek (Fried Krecek Sambal)</p>	<p><i>Ayam Kampung</i> (Chicken), <u>Eggs</u>, <u>Tofu</u>, Tempe, and <u>Fried Krecek Sambal</u> (Fried sambal tempe with skin crackers)</p>

<p>02</p> <h3>SATE KLATHAK</h3> <p>Satay klatak in Javanese ꦱꦠꦺꦏꦭꦲꦲꦏ꧀ (<i>Saté klathak</i>) is a goat satay dish originating from Kapanéwon Pleret, Bantul Regency, Yogyakarta. Satay klathak has its own uniqueness that is different from other satay, namely using an iron skewer used to burn. In addition, this satay is served with curry sauce and is different from most satay in general.</p> <p>Feedback: Is the Klathak satay not from Klathak village? Please find out about Klathak village.</p>	<p>Kapanéwon Pleret, Bantul Regency, Yogyakarta</p>	<p>Kapanéwon Pleret, Bantul Regency, Yogyakarta</p> <p>Explanation: Sate Klathak is a traditional dish from the Kapanéwon Pleret, Bantul Regency, Yogyakarta. The village of Klathak itself is not related to Klathak Satay. The term 'Klathak' originates from the word 'ngelatak,' which means 'to bite.' It is called Klathak Satay due to its distinctive sound of Tak...Tak...Tak... when being grilled. The village of Klathak is located in the Central Java region (Karangpandan, Karanganyar Regency) and East Java (Klatak, Kalipuro, Banyuwangi Regency).</p>
<p>02</p> <h3>SATE KLATHAK</h3> <p>Satay klatak in Javanese ꦱꦠꦺꦏꦭꦲꦲꦏ꧀ (<i>Saté klathak</i>) is a goat satay dish originating from Kapanéwon Pleret, Bantul Regency, Yogyakarta. Satay klathak has its own uniqueness that is different from other satay, namely using an iron skewer used to burn. In addition, this satay is served with curry sauce and is different from most satay in general.</p>	<p>Satay klathak has its own uniqueness that is different from other satay, namely using an iron skewer used to burn</p>	<p>Satay klathak has its own uniqueness that is different from other satay, namely using an iron skewer <u>to burn</u></p>

<p>Feedback: The word 'used' should not be utilized.</p>		
<p>03</p> <h3>MANGUT LELE</h3> <p>Mangut Lele in Javanese  (Mangut lele). This food comes from the "Matramanan" areas of Yogyakarta-Solo and Semarang-Kendal. At first, this dish was a special dish served at Yogyakarta Palace. However, over time this food began to be introduced to the general public by Sri Sultan Hamengku Buwono VII.</p> <p>Feedback: The word "at" should be replaced with "in the".</p>	<p>at</p>	<p><u>In the</u></p>
<p>04</p> <h3>BRONGKOS</h3> <p>Brongkos in Javanese is  (Brongkos Ngayogyakarta). Brongkos is a dish made of beef and beans in a sauce flavored with keluak. Brongkos — also known as a Javanese spicy meat and beans stew.</p> <p>Feedback: Does the word 'keluak' remain as 'keluak' or does it have other meanings and descriptions?</p>	<p>keluak</p>	<p><u>keluak</u></p> <p>Explanation: Keluak is a type of fruit that originates from the Kepayang, Pangi, Kaloa plants. Keluak is typically used as a spice in cooking. Keluak itself is a type of fruit that contains cyanide. Keluak is a fermented product obtained by planting and then sprinkling it with ash. After fermentation, in order to reduce the cyanide content, the keluak must be boiled so that the cyanide content disappears by evaporating.</p>

<p>05</p> <p>MIE LETHEK</p> <p>Mie Lethek or Mie Letheg in Javanese is ꦭꦺꦝꦺꦏ꧀ (Bakmi Lětèg). Mie lethek originates from Srandakan, Bantul, Yogyakarta. The basic ingredients of these noodles come from tapioca and cassava flour. It is called "Mie Lethek" because it has a murky brown color, unlike the color of noodles in general.</p> <p>Feedback: The word 'Gudeg' should be written in italics.</p>	<p>Bakmi Lětèg</p>	<p><u>Bakmi Lětèg</u></p>
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Then, after the booklet was revised based on feedback from the supervising lecturer, the final result of the Yogyakarta culinary booklet was completed.

Table 4. Fixed Booklet

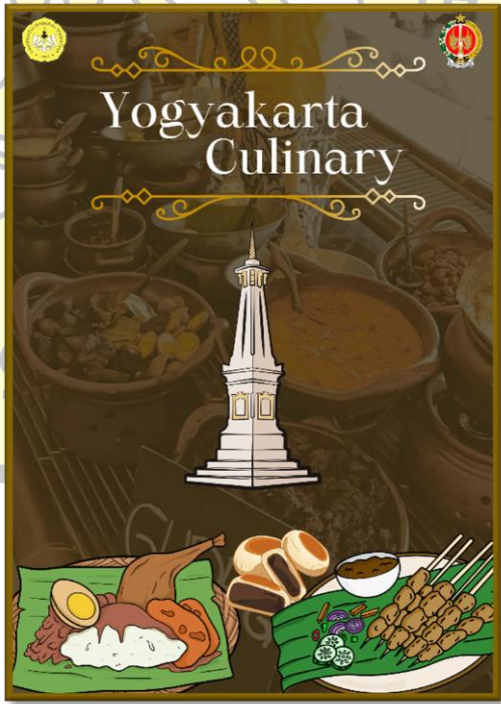
Name of the page	Appearance of the Booklet
<p>Booklet cover</p>	

Table of Contents of the
Booklet

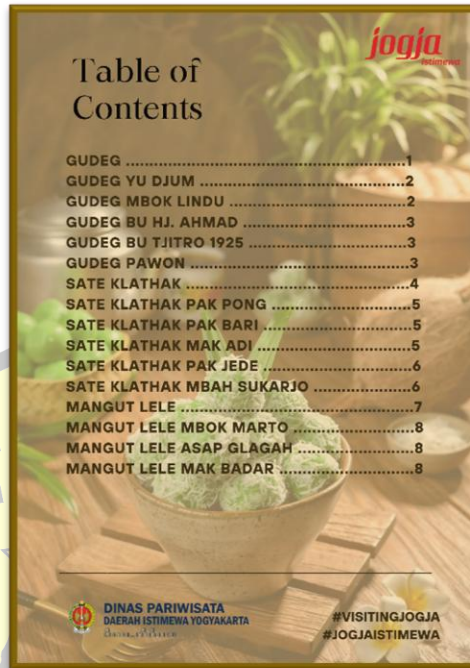


Table of Contents

GUDEG	1
GUDEG YU DJUM	2
GUDEG MBOK LINDU	2
GUDEG BU HJ. AHMAD	3
GUDEG BU TJITRO 1925	3
GUDEG PAWON	3
SATE KLATHAK	4
SATE KLATHAK PAK PONG	5
SATE KLATHAK PAK BARI	5
SATE KLATHAK MAK ADI	5
SATE KLATHAK PAK JEDE	6
SATE KLATHAK MBAH SUKARJO	6
MANGUT LELE	7
MANGUT LELE MBOK MARTO	8
MANGUT LELE ASAP GLAGAH	8
MANGUT LELE MAK BADAR	8

DINAS PARIWISATA
DAERAH ISTIMEWA YOGYAKARTA
#VISITINGJOGJA
#JOGJAISTIMEWA





Table of Contents of the
Booklet



Table of Contents

BRONGKOS	9
WARUNG BRONGKOS BU HANDAYANI	10
WARUNG BRONGKOS BU PADMO	10
WARUNG BRONGKOS BU SRI	10
MIE LETHEK	11
MIE LETHEK MBAH MENDES	12
WARUNG MIE LETHEK MBAH JUMAL	12
BAKMI LETHEK & NASI GORENG MBOK CEMPLUK	12

DINAS PARIWISATA
DAERAH ISTIMEWA YOGYAKARTA
#VISITINGJOGJA
#JOGJAISTIMEWA


<p>Gudheg page with the brief description</p>	<div data-bbox="794 309 1270 976"> <div> 01 <h2>GUDIHEG</h2> <p>Gudeg in Javanese script is ꦒꦸꦢꦲꦒ (Gudhĕg). Gudeg is a traditional dish originating from the Special Region of Yogyakarta. Gudeg is made from young jackfruit cooked in coconut milk for 4-6 hours. Usually, Gudeg is also served with side dishes such as <i>Ayam Kampung</i> (Chicken), Eggs, Tofu, Tempe, and Fried Krecek Sambal (Fried sambal tempe with skin crackers).</p>  <p>Source: https://pin.it/2F88xp4X</p> </div> </div>
<p>Gudheg restaurant list and locations</p>	<div data-bbox="786 1021 1273 1693"> <h3>Gudeg Yu Djum</h3>  <ul style="list-style-type: none"> • JL. WIJILAN NO. 167, PANEMBAHAN, KRATON, KOTA YOGYAKARTA • OPEN: 06.00 A.M. – 10.00 P.M. <h3>Gudeg Mbok Lindu</h3>  <ul style="list-style-type: none"> • JL. KALIURANG GG. SRIKATON NO. 2 KM 5, KOCORAN, CATURTUNGAL, KEC. DEPOK, KABUPATEN SLEMAN, DAERAH ISTIMEWA YOGYAKARTA • OPEN: 05.00 A.M. – 12.00 P.M.  <ul style="list-style-type: none"> • JL. SOSROWIJAYAN NO. 41-43, SOSROMENDURAN, GEDONG TENGGEN, KOTA YOGYAKARTA, DAERAH ISTIMEWA YOGYAKARTA • OPEN: 06.00 A.M. – 12.00 P.M. <p><i>Jogja</i> <small>istimewa</small></p> </div>


<p>Gudheg restaurant list and locations</p>	
<p>Sate Klathak page with the brief description</p>	



02

SATE KLATHAK

Satay klatak in Javanese script  (*Saté klathak*) is a goat satay dish originating from Kapanéwon Pleret, Bantul Regency, Yogyakarta. Satay klathak has its own uniqueness that is different from other satay, namely using an iron skewer to burn. In addition, this satay is served with curry sauce and is different from most satay in general.



Source: <https://pin.it/4D4X56W>

Sate Klathak restaurant list
and locations

SATE KLATHAK PAK PONG



- Jl. Sultan Agung No.18, Jejeran II, Wonokromo, Pleret, Bantul, Daerah Istimewa Yogyakarta
- Open: 09.00 a.m. - 11.30 p.m.

SATE KLATHAK PAK BARI



- Jl. Imogiri Timur No.5, Wonokromo, Pleret, Wonokromo II, Wonokromo, Kec. Pleret, Kabupaten Bantul, Daerah Istimewa Yogyakarta
- Open: 18.30 p.m. - 00.00 a.m.

SATE KLATHAK MAK ADI



- Jl. Imogiri Timur No. KM 9, Jati, Wonokromo, Kec. Pleret, Kabupaten Bantul, Daerah Istimewa Yogyakarta
- Open: 10.30 a.m. - 01.00 a.m.

jogja
istimewa

5

Sate Klathak restaurant list
and locations

SATE KLATHAK PAK JEDE



- Jl. Nologaten No.46, Nologaten, Condongatur, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta
- Open: 10.00 a.m. - 11.00 p.m.

SATE KLATHAK MBAH SUKARJO



- Jl. Panembahan Senapati No.42, Prawirodirjan, Kec. Gondomanan, Kota Yogyakarta, Daerah Istimewa Yogyakarta
- Open: 08.00 a.m. - 10.00 p.m.

jogja
istimewa

6

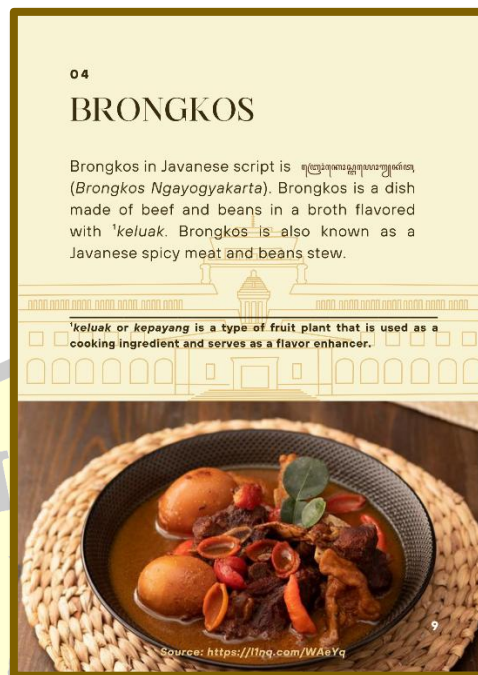
Mangut Lele page with the brief description



Mangut Lele restaurant list and locations



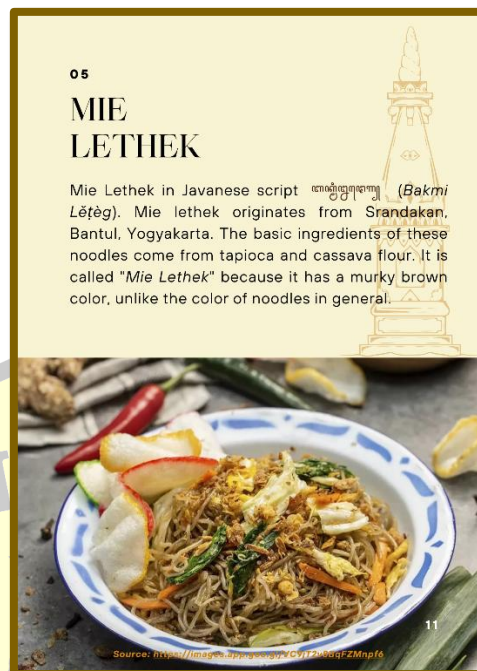
Brongkos page with the brief description



Brongkos restaurant list and locations



Mie Lethek page with the
brief description



Mie Lethek restaurant list
and locations





C. Obstacles and Solutions

There were two obstacles in creating the English digital culinary booklet of Yogyakarta. The first obstacle was the inclusion of Aksara Jawa (Javanese script) in the brief description of the food. The problem occurred when the booklet was printed—the script in the PDF became blank and unreadable. The solution was to

find translation tools that could copy the Aksara script into the booklet and ensure it was visible in the PDF printout. Some examples of the translation tools used were SebuahUtas.com, teknis.id, and kongresaksarajawa from their respective websites.

The second obstacle occurred during the search for journal studies on culinary tourism and digital booklets for the theoretical framework. The main problem was finding theories related to culinary tourism and digital booklet studies. In addition, the limited availability of resources in the library became an inhibiting factor in locating relevant journal studies. When searching for e-books or PDF versions of journal articles online, access was also restricted, as most online tools required payment to access more comprehensive theories. The solution was to visit faculty and university libraries or city libraries more frequently and to read senior job training reports. Another solution was to explore journal databases or website search tools through the internet or social media platforms.

