

Introduction to Indonesian Culture to Instill Love for the Homeland in Students of Gombak Utara Guidance Center

Abu Halim Kopong¹, Dzaky Makarim², Devan Putra Sadana³, Arie Anang Setyo^{4✉}, Duwi Saputro⁵

^{1,4}*Faculty of Teacher Training and Education, Universitas Muhammadiyah Sorong, Indonesia*

²*Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Indonesia*

³*Faculty of Business and Political Economics, Universitas Muhammadiyah Kalimantan Timur, Indonesia*

⁵*Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia*

✉Corresponding Email: aricanangsetyo.ums@gmail.com

Abstract: North Gombak Guidance Center (SB Gombak Utara) is a place of learning for Indonesian immigrant children or those of Indonesian descent who do not have citizenship documents in Malaysia. Students at this guidance center are not familiar with their parents' cultural background specifically. However, it is important to instill a love for their homeland through cultural exposure to make them dignified Indonesian citizens. The Community Service Program for Education and Culture (KKN-KI) is carried out for 1-2 hours of effective learning per week, involving active participation from students in grades 1, 2, 3, 4, and 5 of elementary school. The program includes: 1) Introduction to the Lompat Gaba dance, 2) Introduction to Indonesian cultural diversity (playing picture matching games), 3) Introduction to the Lalayon dance, 4) Creating designs of typical Indonesian batik, and 5) Introduction to the diversity of Indonesian culture using digital media. Based on the activities conducted, it is found that students have a great interest in getting to know Indonesian culture, but they tend to be hesitant, shy, and distracted when starting. The cultural introduction successfully captivated students and made them understand the culture they inherently possess. This description indicates that similar activities are needed with additional programs and the use of various media. If implemented, students will become much more acquainted with the cultural diversity present. This way, the shared hope of preserving culture and instilling students' interest in returning to their homeland, Indonesia, can be realized.

Keywords: culture, Community Service Program for Education and Culture (KKN-KI), SB Gombak Utara, students

1. Introduction

Culture is a defining characteristic of a nation. Alfarisi et al. (2019) stated that culture is one form of diversity closely related to a particular region and society. Aulia, Priyandini, Rosalinda, Siswanto & Aprilia (2022) emphasized the importance of introducing national culture through various programs for students. Arfina et al. (2022) agreed with this statement, adding that increasing awareness of a nation's culture requires periodic initiatives.

Understanding Indonesian culture needs to be facilitated through various strategies and ongoing programs. Sua, Asfar & Adiansyah (2023) suggested that strengthening understanding of Indonesian culture can be achieved through folklore. Fauziah et al. (2022) proposed that introducing Indonesian culture abroad can be done through educational institutions. Direct communication, as emphasized by Fatma et al. (2019), is essential for introducing culture to the community.

Sanggar Bimbingan (SB) Gombak Utara serves as a learning center for Indonesian immigrants and descendants in Malaysia who do not possess citizenship documents. It is located in Kampung Sungai Chinchin, 53100 Kuala Lumpur, Federal Territory of Kuala Lumpur. Since the establishment of the Overseas Management Board of KAMUS (Abituren Musthafawiyah Family) in Malaysia on June 19, 2022, teaching activities have been initiated at SB Gombak Utara. Seven educators are currently involved, and there are approximately 23 students at the guidance center.

Based on observations, it was initially challenging for students to access education in Malaysian government schools due to limitations in their documents. Even after enrolling in the guidance center, there was no assessment conducted to determine the appropriate grade level for each student. This impacted students' academic abilities and their ability to adapt to the learning environment.

Furthermore, students at this guidance center have not been exposed to the specific cultural backgrounds of their parents. However, it is crucial to instill a love for their homeland through cultural awareness to develop dignified Indonesian citizens. According to Amalia (2022), this would encourage individuals to have a positive perspective on the nation's culture and contribute to its preservation and promotion. Harahap and Eliza (2022) and Munawaroh et al. (2022) also emphasized the importance of early cultural exposure to foster a sense of identity as citizens and to preserve and protect cultural heritage.

Culture and education are inseparable in the learning process. Hidayatulloh et al. (2019) emphasized the significance of incorporating culture into education. Khusna et al. (2021) highlighted the importance of communication in learning, fostering understanding between parents and teachers regarding child development. Antikasari et al. (2022) advocated for the introduction of cultural values in school education.

The presence of SB Gombak Utara offers new hope for these students to access quality education like their peers. Through these activities, students have the opportunity to become acquainted with and preserve their cultural identity as a nation..

2. Program Implementation Method

This activity is one of several Real Work Lecture International Partnership (KKN-KI) programs at SB Gombak Utara. The introduction activity is conducted once a week. Problem mapping is done through interactive interviews with the head of the guidance center. Program

planning has been carried out since students were in their hometowns. From these activities, the appropriate program, targets, and implementation methods can be identified.

The program implementation begins with a cultural introduction through stories or video presentations. Once interest is piqued, students are encouraged to actively participate, such as playing games and engaging in the activities. Explanations related to culture and the meaning of the activities are continuously provided to students during the sessions.

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At the end of the activity session, important cultural information that has been presented or performed is reviewed. Then, students are asked to recall or practice what they have learned. This is intended to help students remember the programs that have been implemented.

3. Results of Program Implementation & Analysis

The KKN-KI activity is conducted for 1-2 hours of effective learning per week. It involves active participation by students from grades 1, 2, 3, 4, and 5 in elementary school. The implemented program includes: (1) Introduction to the Lompat Gaba Dance, (2) Introduction to the Diversity of Indonesian Culture (playing the matching game), (3) Introduction to the Lalayon Dance, (4) Creation of Unique Indonesian Batik Designs, (5) Introduction to the Diversity of Indonesian Culture using Digital Media

The introduction to the Lompat Gaba Dance took place on February 2, 2023, at SB Gombak Utara, with the participation of all the students at the center. The results showed that students were enthusiastic when performing this dance. They felt challenged to do it and considered it enjoyable and fun. The fast-paced movements helped students stay engaged while performing the dance (See Figure 1). However, there were at least two students who were not interested in participating, possibly due to fear of getting stuck or finding it difficult. Therefore, in the future, it is necessary to approach them first and then invite them to participate..



Figure 1. Introduction to the Lompat Gaba Dance

The introduction to the diversity of Indonesian culture through playing the sticker picture was carried out on February 7, 2023, at SB Gombak Utara with the participation of afternoon school students. The result showed that students were enthusiastic when playing using this picture media (See Figure 2.). However, students were still too confused about the origin of the culture displayed and the regions in Indonesia. Therefore, in the future, it is necessary to introduce Indonesian culture and provide an introduction to the regions in Indonesia through enjoyable and attractive media such as posters and videos, so that sticker picture activities can be conducted more effectively.



Figure 2. Introduction to the Diversity of Indonesian Culture through Sticker Picture Play

The introduction to Lalayon dance was conducted on February 3, 2023, at SB Gombak Utara with the participation of all students in the studio. The result showed that students were not very enthusiastic when performing this dance. They were reluctant to dance due to shyness about moving. However, the students still observed the movements in the dance, and they learned some of the moves (See Figure 3). Therefore, in the future, it is necessary to build students' self-confidence and establish interpersonal connections with the students first before encouraging them to participate in the activity.



Figure 3. Introduction to Lalayon Dance Using Digital Media

The creation of Indonesian batik motif designs was conducted on February 22, 2023, at SB Gombak Utara with the participation of afternoon school students. The results showed that the students were enthusiastic when drawing and coloring the batik designs they created (See Figure 4.). However, some students were still confused about what to draw and were hesitant to design because they claimed they were not good at drawing. Some students tended to play when their friends were designing Indonesian batik motifs. Therefore, in the future, it is necessary to introduce Indonesian batik motifs and provide rewards to students based on certain criteria. This way, students can be motivated and interested in participating in the activity.



Figure 4. Making Batik Design

The introduction to the diversity of Indonesian culture using digital media was conducted on February 22, 2023, at SB Gombak Utara with the participation of 3rd-grade students. The results showed that students were enthusiastic when watching the cultural video. The video showcased the beauty of Java Island and the culture of the Javanese people. In fact, the students expressed a desire to return to Indonesia or visit (see Figure 5.). In the future, it is necessary to

provide students with an introduction to culture through videos before starting the learning process so that students have the interest and enthusiasm when the activity takes place.



Figure 5. Introduction to the Diversity of Indonesian Culture Using Digital Media

These activities assist students in getting to know and understand in detail the cultural diversity present in Indonesia. The use of various and engaging media also helps students to better understand and become interested in what is being conveyed, thus achieving the learning objectives. Through these activities, students can also rekindle their interest in returning to Indonesia.

4. Conclusion

Based on the results of the conducted activities, it is known that students have a significant interest in getting to know Indonesian culture. However, students tend to be hesitant, shy, and distracted when starting to engage with it. The introduction to culture that was carried out managed to captivate and make students understand the culture they inherently possess. This description indicates that similar activities are required, along with additional programs and the use of diverse media. For example, introducing culture from Sabang to Merauke through miniature regions, modern batik-making using safe tools and dyes, learning regional languages, getting to know local snacks, and more. If implemented, students will have a much better understanding of cultural diversity. Thus, the great hope we all aspire to achieve is the preservation of culture and instilling in students the desire to return to their homeland, Indonesia.

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