

Enculturation of Malay Cultural Learning in local wisdom values in higher education

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Enculturation of Malay Cultural Learning in Local Wisdom Values in Higher Education

Nurmalinda¹, Zulfa, Zulfa²

¹(Fakultas Keguruan Dan Ilmu Pendidikan Universitas Islam Riau, Pekanbaru, Indonesia

²(Fakultas Sosial dan Humaniora Universitas PGRI Sumatera Barat, Padang, Indonesia.

ABSTRACT: *This research is motivated by the need for enculturation or acculturation in the process of formulating a mechanism for fostering Malay local wisdom values in students of the FKIP UIR Sendratasik education study program. The aim of this research is first to describe the enculturation process of Malay Culture courses in fostering local cultural wisdom values. This study uses a qualitative method. The data collection techniques are observation, interviews and documentation and literature study. The data analysis techniques used are data reduction, data display and verification. The results of this research are the enculturation process of learning Riau Malay culture, which is a course taught to students, namely: a. respect cultural diversity, religious views and beliefs as well as other people's original opinions or findings, b. Knowledge, namely mastering knowledge across scientific fields that is in accordance with the development of science and technology by paying attention to local wisdom, c. General skills, namely being able to study the implications of the development or implementation of science and technology by paying attention to and applying humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, design ideas or art criticism. Enculturation of local wisdom values of Riau Malay culture consists of from eight local content materials. The local wisdom values that emerge are as teaching principles consisting of: commendable morals and manners, aspects of norms, ethics, beliefs, customs and also customary laws which also contain advice and quotes full of meaning that can be used to strengthen and can also help Malay identity.*

KEYWORDS– *Enculturation, Malay culture, local wisdom values, higher education*

I. INTRODUCTION

Traditional values are often displaced or forgotten. Students are sometimes influenced by foreign cultures rather than their own local values. This can raise concerns regarding the loss of local wisdom and cultural identity. Higher education should not only provide academic knowledge, but also shape character and cultural awareness. Cultural integration in the curriculum can be an effective means of conveying local wisdom values to students, so that they not only become good intellectuals but also responsible citizens.

The case portrait above should be used as a benchmark for higher education institutions as a future challenge. Curriculum innovation that contains local wisdom values at the educational unit level is something that absolutely must be done if the educational institution wants to survive. Basically, higher education, especially LPTK as an educational institution, functions as a vehicle for socialization. Students who have a good understanding of their local culture tend to be stronger in forming their identity. Local Content Learning can provide a sense of pride and love for their cultural roots, strengthening their identity as members of the Riau Malay community.

The Riau Malay region has a rich and unique cultural diversity. Local content such as Riau Malay Culture includes traditions, language, art and local wisdom values that need to be preserved and developed.

However, often, students do not have sufficient understanding of their own cultural heritage. Riau Malay culture is an integral part of Indonesia's cultural heritage. The importance of understanding, appreciating and continuing these local cultural traditions is a crucial step in maintaining national cultural diversity and preserving cultural identity, especially Riau Malays.

Riau Malay local wisdom values, such as mutual cooperation, respect for others, and concern for the environment, have the potential to build student characters with integrity and high social awareness. Malay local wisdom values, such as mutual cooperation, deliberation, and respect for others, have the potential to shape student characters with integrity and high social awareness. Fostering these values through Local Content courses can be a strong foundation for forming a good personality. Cultural identity is an integral part of identity person and his community. The importance of understanding and maintaining Riau Malay cultural identity is crucial in supporting the formation of student character and awareness of the local wisdom possessed by the community.

Sometimes, the gap between the academic curriculum and the needs of the local community can cause a mismatch between the skills and knowledge possessed by students and the reality of the surrounding environment. Local content enculturation can help overcome this gap. The social environment of students, especially in the Malay region of Riau, is greatly influenced by local culture. Learning that integrates local content will help students adapt and contribute more effectively to the local community, thereby creating harmonious relationships. Relationship with the Sendratasik Study Program: The Sendratasik Study Program is closely related to art and culture. Therefore, a deep understanding of local culture, especially Riau Malay, will provide a strong basis for developing student creativity in the fields of art and theater.

II. RESEARCH METHODS

This study used qualitative research methods. The data collection technique for this research uses a development model that includes ten steps [1]. These research and development steps can be broadly summarized into three main steps. First, a preliminary and exploratory study in the enculturation of Malay culture in the Malay culture course at FKIP Riau Islamic University. Second, it describes the process of wisdom values in higher education. The research subjects for the preliminary study were students and lecturers of Malay culture at Riau Islamic University. The research subjects for testing the effectiveness of the model were students and lecturers of Malay culture at Riau Islamic University. Other research subjects are education experts and learning developers. Determination of research subjects is carried out taking into account the research objectives. Data collection techniques used in this research include questionnaires, interviews, observation and document analysis. Preliminary study (pre-survey) data processing and analysis techniques using qualitative methods to describe Malay Culture learning at Riau Islamic University.

III. FORMATION OF LEADERS WHO CARE ABOUT CULTURE

Students who understand and love their local culture have the potential to become leaders who care about cultural preservation. They can be agents of positive change in efforts to preserve traditions and advance Riau Malay culture at the local and national levels. By viewing this problem as important, educational institutions can design effective and integrated learning strategies to achieve this goal. Through enculturation of Local Content learning, it is hoped that students from the FKIP UIR Sendratasik Study Program can become a generation that is not only academically competent but also has a deep appreciation for the values of local Malay wisdom.

By detailing the background of this problem, it is hoped that it can become the basis for designing learning programs that integrate local content and strengthen the values of local Riau Malay wisdom in the curriculum of the FKIP UIR Sendratasik Study Program. This will not only increase students' understanding of their own culture, but also produce graduates who are more connected to society and better prepared to face global challenges while maintaining their cultural identity. Higher education, especially LPTK, functions to transform culture, meaning to change the form of culture so that it remains in line with an increasingly advanced and complex society without abandoning our culture. Therefore, the noble values that have been passed on from

the older generation to the younger generation must not be abandoned, so higher education has a big role in maintaining the existence of these noble values. Because at the same time schools are required to respond to the challenges of technological advances and increasingly sophisticated and complex global communications.

By possessing local wisdom values, students are able to respond to and empower the potential of noble local cultural values. Therefore, local wisdom values are an entity that really determines human dignity in the community [2]. Behavior that is general and applies in society widely, from generation to generation, will develop into firmly held values, which are hereinafter referred to as culture. Local wisdom is defined as truth that is traditional or constant in an area [3]. Local wisdom can be understood as a human effort to use reason (cognition) to act and behave towards things, objects or events that occur in space [4]. In John M. Echols and Hassan Sadily's Indonesian English Dictionary, local means local, while wisdom the same as wisdom. In general, local wisdom can be understood as local ideas that are wise, full of wisdom, have good value, which are embedded and followed by members of the community.

Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local communities in responding to various problems in meeting their needs. In foreign languages it is often conceptualized as local policy "local wisdom" or local knowledge "local knowledge" or local intelligence "local genius". Local wisdom is truth that has become a tradition or remains in an area. Local wisdom contains high life values and is worth continuing to explore, develop and preserve as an antithesis or socio-cultural change and modernization. Local wisdom, a coherent cultural product of the past, is continuously used as a way of life, even though it has local value, the value contained therein is considered very universal. Local wisdom is formed as the cultural superiority of local communities and geographical conditions in a broad sense.

In general, the definition of Local Wisdom is ideas, values or views from a place that are wise and of good value which are followed and believed by the people of that place and have been followed for generations. Local Wisdom is explicit knowledge that emerges over a long period and evolves together with the community and environment in the area based on what has been experienced. So it can be said, local wisdom in each region is different depending on the environment and living needs. Higher education, especially LPTK, functions to transform culture, meaning to change the form of culture so that it remains in line with an increasingly advanced and complex society without abandoning our culture. Therefore, the noble values that have been passed on from the older generation to the younger generation must not be abandoned, so higher education has a big role in maintaining the existence of these noble values. Because at the same time schools are required to respond to the challenges of technological advances and increasingly sophisticated and complex global communications.

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Enculturation of Local Malay Wisdom Values Through Local Content Learning in Students can be interpreted as a process in which a student masters the understanding and beliefs of a society, which takes place from childhood, without being accompanied by special training. Enculturation can influence understanding of the world, and in various ways, is related to our presence as members of society and our understanding of cultural identity [5].

In learning local content courses, development of social sensitivity has been instilled in the younger generation, teaching and strengthening the instillation of cultural values in them. Local content learning taught to students of the FKIP UIR Sendratasik Education Study Program. The learning outcomes for Local Content Courses (CPMK) consist of: i) being able to understand the values and principles of Malay identity, ii) being able to understand nature and Malay ecological wisdom, iii) being able to explain the politeness of the Malay language, iv) being able to know Arabic Malay, v), able to explain the essence and rules of Malay Arabic letters, vi) Able to explain and give examples of Malay language with kias, vii) able to express the meaning and concepts of Malay literature, viii) able to demonstrate Malay literature (pantun, syair, gurindam, mantra, proverb proverb). Enculturation of Riau Malay local wisdom values. These eight materials or local content materials contain all local cultural assessments which are considered to be expensive, the rich values and local wisdom of Riau which are very important for students to know as prospective elementary school educators. There are teaching instructions that discuss commendable morals and manners, aspects of norms, ethics, beliefs, customs and customary law which also contain advice and quotes full of meaning that can be used to strengthen and also help Malay identity. Course content This local area can be used as a basis for instilling local Malay wisdom values in the current era of globalization [6].

In enculturation theory, cultural learning theory, and cultural identity theory. Enculturation emphasizes the process of absorbing cultural values through learning experiences, while cultural learning theory highlights the importance of cultural context in shaping individual understanding and behavior [7]. In addition, cultural identity theory can be used to understand how Local Content learning can help students build and strengthen their identity as part of Riau Malay culture [8].

CURRICULUM DEVELOPMENT BASED ON LOCAL WISDOM

Designing a curriculum that covers Local Content courses (Riau Malay Culture) as a whole. The curriculum should not only emphasize theoretical aspects, but also be applicable and integrated with everyday life. Involving local cultural experts and community leaders in curriculum design can also provide deeper insight. Use of Active and Participatory Learning Methods: Adopting learning methods that encourage active student involvement, such as group discussions, community-based projects, and field trips to historical or cultural places [9]. This method can help students experience firsthand the diversity of Riau Malay culture and practice local wisdom values in a real context.

INTEGRATION OF INFORMATION TECHNOLOGY

Utilize information technology, such as online learning or the use of digital media, to provide wider access to learning material regarding Riau Malay Culture. The use of technology can make learning more interesting and relevant for students who have grown up in the digital era.

COLLABORATE WITH LOCAL COMMUNITIES

Establish active collaboration with local communities, community leaders and cultural institutions. Involving them in the learning process, such as being a resource person or organizing joint activities, can provide students with a deeper and more authentic experience.

TRAINING FOR LECTURERS AND FACILITATORS

Providing training to lecturers and facilitators so that they have a deep understanding of Riau Malay Culture and appropriate learning methods. Lecturers who are skilled and knowledgeable about local wisdom can be the key to successful enculturation.

COMMUNITY SERVICE PROGRAM DEVELOPMENT

Encourage students to be involved in community service programs related to the preservation and development of Riau Malay culture. These projects may include arts activities, language preservation, or local community empowerment.

ASSESSMENT BASED ON LOCAL WISDOM

Developing an assessment method that includes aspects of Riau Malay local wisdom. Such assessments may include arts projects, investigations into cultural heritage, or the development of local creative initiatives.

PROMOTION OF CULTURAL AWARENESS AND LOCAL IDENTITY

Hold cultural awareness promotion activities, such as seminars, art exhibitions, or cultural festivals, involving students and the general public. This can increase appreciation and pride in Riau Malay culture. By implementing these solutions, it is hoped that students from the FKIP UIR Sendratasik Study Program can further internalize the values of Riau Malay local wisdom, maintain and develop their cultural identity, and become agents of positive change in preserving local cultural heritage.

ENCULTURATION OF MALAY CULTURE LEARNING IN LOCAL WISDOM VALUES

The enculturation of learning Malay culture in courses at this university has several important things, namely:

1. The importance of understanding Riau Malay culture:
The importance of understanding Malay culture for students in the Sendratasik Study Program on Riau Malay Culture as part of local content. This understanding involves aspects of history, art, tradition and local wisdom values.
2. Contribution of Local Content learning to the formation of Malay identity
Learning contributions with local content can play an important role in shaping student identity as part of the Riau Malay community. This helps students recognize and appreciate their cultural roots, creating a sense of pride and continuity of cultural heritage.
3. Integration of local wisdom in the learning process
The integration of local wisdom in the learning process is very important in integrating Riau Malay local wisdom values in every stage of learning, starting from curriculum planning, teaching methods, to evaluation. This can be done through emphasizing cultural aspects in courses and learning activities.
4. Developing attitudes of tolerance and openness
Developing an attitude of tolerance and openness is related to the enculturation process, helping students develop an attitude of tolerance towards cultural differences and existing values. Openness to cultural diversity enriches learning experiences and forms individuals who can adapt positively in a multicultural environment.
5. The Importance of Local Community Involvement

The importance of local community involvement in learning is the key to successful enculturation. Collaboration with cultural experts, community leaders and local arts practitioners can provide valuable insight and experience to students.

6. Measuring the Success of Enculturation,

Measuring the success of enculturation is important to have a system for measuring the success of enculturation, both in terms of academic achievement and changes in students' attitudes and understanding of Riau Malay Culture. This evaluation helps improve the effectiveness of the learning process.

The local wisdom values that appear in Malay culture are as follows: as teaching principles consisting of: commendable morals and manners, aspects of norms, ethics [10], beliefs, customs and also law customs which also contain advice and quotes full of meaning which can be used to strengthen and also help Malay identity.

IV. CONCLUSION

The enculturation of learning in the Local Content course (Riau Malay Culture) in fostering local Malay wisdom values in students of the Sendratasik Study Program FKIP UIR has several conclusions that can be identified: i) The importance of understanding Riau Malay culture: students of the Sendratasik Study Program need to have a good understanding in depth towards Riau Malay Culture as part of the local content. This understanding involves aspects of history, art, tradition and local wisdom values. ii) Contribution of Local Content learning to the formation of Malay identity: local content can play an important role in forming students' identity as part of the Riau Malay community. This helps students recognize and appreciate their cultural roots, creating a sense of pride and continuity of cultural heritage. iii) Integration of local wisdom in the learning process: the importance of integrating Riau Malay local wisdom values in every stage of learning, from curriculum planning, teaching methods, to evaluation. This can be done through emphasizing cultural aspects in courses and learning activities. iv) Developing an attitude of tolerance and openness: The enculturation process helps students develop an attitude of tolerance towards cultural differences and existing values. Openness to cultural diversity enriches learning experiences and forms individuals who can adapt positively in a multicultural environment. v) The Importance of Local Community Involvement: Involving local communities in learning is the key to successful enculturation. Collaboration with cultural experts, community leaders and local arts practitioners can provide valuable insight and experience to students. vi) Measuring the Success of Enculturation. There needs to be a system for measuring the success of enculturation, both in terms of academic achievement and changes in students' attitudes and understanding of Malay Culture. Riau. This evaluation helps improve the effectiveness of the learning process. The local wisdom values that emerge are as teaching principles consisting of: commendable morals and manners, aspects of norms, ethics, beliefs, customs and also customary laws which also contain advice and quotes full of meaning that can be used to strengthen and can also help Malay identity.

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