

Digitization of Malay Culture Through the Malay House Program for Teenagers in Madrasah Aliyah Al Fajri Tanjungbalai

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Abstract. The writing of this journal aims to (1) become a forum for people who are interested in learning About Malay culture, (2) provide facilities in helping to improve the soft skills of adolescents while still implementing local wisdom, (3) reintroduce local cultural wisdom to students, such as the culture of guiding, bersajak, and storytelling typical of Malay; and (4) improving the quality of students to become an outstanding and cultured student. The research partner is Madrasah Aliyah Al Fajri Tanjung Balai, with a total participation of 22 students from class X to class XII. Digital-based Rumah Melayu activities through digital content creation training are carried out through a panel of lectures and discussions with participatory methods, so the training participants participate in every stage of the activities. The results showed that (1) it can be seen that the percentage of students who have an interest in Malay dance art is 85%, while for the art of guiding and storytelling, each is 31%, and 31% (2) as many as 90.3% of students claim to be helped by the cultural digitization project made (3) there are 4.5% of students who do not respond to the first and third questions. (4) while for the second question, 9.1% of children did not respond. Based on the research findings, it can be concluded that (1) the digitization of Malay culture provides a forum to channel students' interests in the classroom and also provides an opportunity to express themselves, (2) the student's Malay culture digitization program can better preserve and introduce local culture to the broader community through the internet (3) through the Malay culture digitization project, students can further develop their creativity and ability to use technology (4) finally, the students also agreed that through the project of digitizing Malay culture they could increase their confidence in working through the internet.

Keywords: *Digitization, Malay, Culture.*

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1. Introduction

Malays are one of the ethnic groups in Indonesia, which are generally spread on the islands of Sumatra, Java, and Kalimantan. Malay society has cultural characteristics that are easily recognizable, especially the use of dialects in speech. One of the Malay Tribe branches is the Deli Malays, who generally inhabit the North Sumatra region and are one of the icons of the city of Medan. In Medan City, many people are still interested in learning about local cultures, such as the Malay culture. Still, because of the lack of supporting facilities and infrastructure to channel their interests, the typical Malay culture is less known in the community, especially among students and teenagers. One of the high schools in North Sumatra, Madrasah Aliyah Swasta Al Fajri Tanjungbalai, also faces the same problem. The problem is based on the decline in adolescents' interest in learning about local culture because of its declining existence. Not only that, although some students/teenagers are interested in learning about the local culture, the lack of facilities and infrastructure for existing cultural distribution prevents them from further exploring the culture. Based on these problems, the Rumah Melayu Program was created to train and improve these students' public

speaking and writing skills by including some local Malay culture in the implementation and practice of their activities.

Rumah Melayu has two main classes, namely literature or writing classes and podcast & public speaking classes, which each member can later select according to their interests and talents. During the activity, the program mobilizers provided training by the classes that had been made, such as providing teaching in writing literature and developing the members' public speaking skills. During the activity, several literati and expert speakers in Malay culture will also be invited to provide materials and teaching to members of Rumah Melayu. The students who join will also participate in the promotion and distribution of the works of these students, namely, publishing works on the internet and in newspapers. The distribution and dissemination of results through the internet and social media were chosen considering the interest of teenagers and modern society's interest in getting information through the internet. This is done to encourage students to continue to be enthusiastic in their work and make them active outside of formal academic activities. Not only that but digitalization was also chosen considering that people's interest in obtaining and searching for information through the internet is also relatively high.

It has been previously stated that the low interest of young people in local culture, especially students of Madrasah Aliyah Al Fajri Tanjungbalai, is influenced by internal and external factors. Internal factors include limited resources facilitating students at Madrasah Aliyah Al Fajri Tanjungbalai. In addition, external factors are influenced by the absence of school collaboration with various stakeholders such as universities and other institutions. Thus, higher education is needed to accommodate the facilities and infrastructure for creating digital content channeling Malay cultural interests to Madrasah Aliyah students in Tanjung Balai.

Furthermore, the absence of facilities and infrastructure to support the continuous digitalization of Malay culture is feared to be unable to increase the interest in the local Malay culture of Madrasah Aliyah Al Fajri students in Tanjung Balai. Thus, an in-depth transfer of science and technology is urgently needed for Madrasah Aliyah Al Fajri Tanjungbalai to function more effectively and efficiently as an educational institution. Therefore, Madrasah Aliyah Al Fajri Tanjungbalai, which is accommodated by the Malay culture Digitalization training, requires a partnership between the facilitator and the object of service in facilitating the continuation of community service activities.

Priority Sustainability Development Goals on goal 16 are promoting inclusive and peaceful societies for sustainable development, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels. The linkage of SDGs with this service activity in the education aspect of high school youth is to create young people's interest in learning the local wisdom of Malay culture for students of Madrasah Aliyah Al Fajri Tanjungbalai. The stimulus of effectiveness and creativity for high school students will raise awareness to revive the existence of local wisdom of Malay culture in students of Madrasah Aliyah Al Fajri in Tanjung Balai. So collaboration with students of Madrasah Aliyah Al Fajri in Tanjungbalai will open up great opportunities to increase the interest in Malay culture in every high school.

From an extensive study of primary and secondary schools in England that were early adopters of using digital learning and teaching, Jewitt et al. (2011) concluded that: First, using digital resources provided learners with more time for active learning in the classroom; Two, digital tools and resources provided more opportunity for active learning outside the school, as well as providing self-directed spaces, such as blogs and forums, and access to games with a learning benefit; Third, digital resources provided learners with opportunities to choose the learning resources; Fourth, the resources provided safer spaces for formative assessment and feedback.

Hess (2014) investigated the impact of using e-readers and e-books in the classroom among 9-10-year-olds in the USA. The e-books were used in daily teacher-led guided reading groups, replacing traditional print books in these sessions. Teachers also regularly used the e-readers in sessions where the class read aloud, and e-readers were available to learners during the school day for silent reading. The study found a significant difference in reading assessment scores for the group using the e-readers. Scores improved for male and female learners, and the gap between males and females decreased.

The use of digital tools and resources also appears to affect literacy levels. Lysenko and Abrami (2014) investigated the use of two digital tools on reading comprehension for elementary school children (aged 6-8) in Quebec, Canada. The first multimedia tool linked learning activities to interactive digital stories. The device included games to engage learners in reading and writing activities, and instructions were provided orally to promote listening comprehension. The second tool was a web-based electronic portfolio in which learners could create a personalized portfolio of their reading and share work with peers, teachers, and

parents to get feedback. The authors found that in classes where both tools were used together during the whole school year, learners performed significantly better in vocabulary and reading comprehension (with medium-level effect sizes) than in classes where the tools were not part of English language instruction.

Fullan (2013) suggested four criteria that schools should meet if their use of digital technology to support increased attainment is to be successful. These were that systems should be engaging for learners and teachers, easy to adapt and use, ubiquitous - with access to the technology 24/7, and steeped in real-life problem-solving.

Rosen and Beck-Hill (2012) reported on a study program incorporating an interactive core curriculum and a digital teaching platform. At the time of their report, it was available for 9-11-year-old learners in English language, arts, and mathematics classes in Dallas, Texas. The online platform contained teaching and learning tools. Learners were assessed using standardized tests administered before the program and after a year's participation.

The 4th Industrial Revolution brought significant changes in all fields, including education and culture. The development of the world of education, especially in the dynamic technology field, must continue to be monitored, both positively and negatively, given the rapid societal changes. The change in educational methods and learning infrastructure from traditional to modern methods is very pronounced among these changes (Ngongo et al., 2019). In the future, learning will no longer occur in the classroom (Shahroom & Hussin, 2018). This allows educators to develop digital literacy and obtain, understand, and use the information available in digital form from various sources.

Socio-cultural changes occur in society in various forms of a natural or planned nature. One form of planned change is invention. The emergence of inventions drives the human need for new practices, technologies, or systems in the face of environmental changes because the old thing is considered inappropriate. Various conditions and impacts of cultural globalization and the existence of local culture in Indonesia can be anticipated if the creative process continues in society (Musthofa, 2017).

Culture is the result of human creation, taste, and character. In this case, Malay culture can be understood as a collection of Malay creations, flavors, and *karsa*. The Malays themselves are said to be people who live in the Malay region, both indigenous and immigrants, with all their discourses that have their cultural elements (Abdullah & Idi, 2014)

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2. Method

Digital-based Rumah Melayu activities through digital content creation training are carried out through a panel of lectures and discussions with participatory methods, so the training participants participate in every stage of the activities. Some of the stages are carried out as follows: First, scientific preparation in the form of subject matter regarding podcasts & public speaking, and literary authorship, in anticipation of a decrease in interest in the local culture, which is considered useless as historical insights in Madrasah Aliyah Al Fajri Tanjungbalai appropriately, sustainably and successfully increasing community participation—then strengthening the material on the governance of renewable digital-based Malay houses. To be an innovation for students of Madrasah Aliyah Al Fajri Tanjungbalai to empower the local wisdom of Malay culture. The continuation of this service starts with a direct survey of the students of Madrasah Aliyah Al Fajri Tanjungbalai. This is done to explore factual data about cultural awareness, participation, and potential of students of Madrasah Aliyah Al Fajri Tanjungbalai. The next stage is intense communication, on an ongoing basis, with students of Madrasah Aliyah Al Fajri Tanjungbalai in the context of the community service process, which will take place smoothly, and there are no obstacles with strengthening partnership commitments with a letter of the cooperation agreement. This is an effort to ensure the commitment between the service team and the students of Madrasah Aliyah Al Fajri Tanjungbalai in the digital-based Malay house program. Madrasah Aliyah Al Fajri Tanjungbalai student

partners were then accompanied in training on public speaking skills and digital-based literary writing to increase interest in local wisdom of Malay culture among teenagers in Tanjung Balai. The final evaluation of the service program then seeks alternative solutions to the problems and obstacles that still exist in increasing interest in the local wisdom of Malay culture towards adolescents in Tanjung Balai.

This activity is optimized so that both parties can work hand in hand and play an active role in digital-based political education through digital content creation. So as a form of seriousness in this community service: First, the USU Service Team interacted through field surveys and in-depth interviews before and after the cultural digitization activity of Rumah Melayu, as well as creating digital content to increase student participation at Madrasah Aliyah Al Fajri Tanjungbalai. Second, both parties between the USU Service Team and partners will sign a mutual agreement in the process of service activities. Third, the USU Service Team is willing to provide facilities and infrastructure in the form of training venues, training materials, as well as tools that support the mentoring process and provide initial work materials in strengthening the belief of Madrasah Aliyah Al Fajri Tanjungbalai that this assistance is critical in improving cultural literacy in Indonesia. among teenagers and the importance of digital media in everyday life. Fourth, the USU Service Team, together with partners, carried out "Digitalization of Malay Culture through the Malay House Program for Youth at Madrasah Aliyah Al Fajri Tanjungbalai," willing to jointly commit that the future of students is a shared will. Last, the USU Service Team is directly involved in community service in "Digitalization of Malay Culture through the Malay House Program for Teenagers at Madrasah Aliyah Al Fajri Tanjungbalai."

All objectives, benefits, and work procedures will be implemented to support students of Madrasah Aliyah Al Fajri Tanjungbalai regarding digital-based Malay houses in increasing interest in local wisdom of Malay culture to realize local cultural awareness at a time of this busy westernization period. The implementation team and partners will work together to provide ongoing assistance and are willing to provide the required input at any time if there are problems in the future related to increasing partner participation, monitoring, and program proposals.

In this service, partners contribute by giving students approval to participate in this activity and providing a place for this digital-based Malay home activity. In addition, partners actively participate in the cooperation agreement established with the USU Service Team entitled "Digitalization of Malay Culture Through the Malay Home Program for Youth at Madrasa Aliyah Al Fajri Tanjungbalai."

3. Findings and Discussions

The first finding in this study is that adolescents' interest in the local culture is still being maintained. The local culture in question is Malay, such as dancing, guiding, and telling folk stories. Teenagers who previously did not have a platform to channel their interests are then allowed to express themselves. Based on the table below, it can be seen that the percentage of students who have an interest in Malay dance is 85%, while for the art of guiding and storytelling, respectively, it is 31% and 31%. Due to the prevailing environmental conditions filled by the Malay tribal community, all students involved tend to display Malay cultural arts.

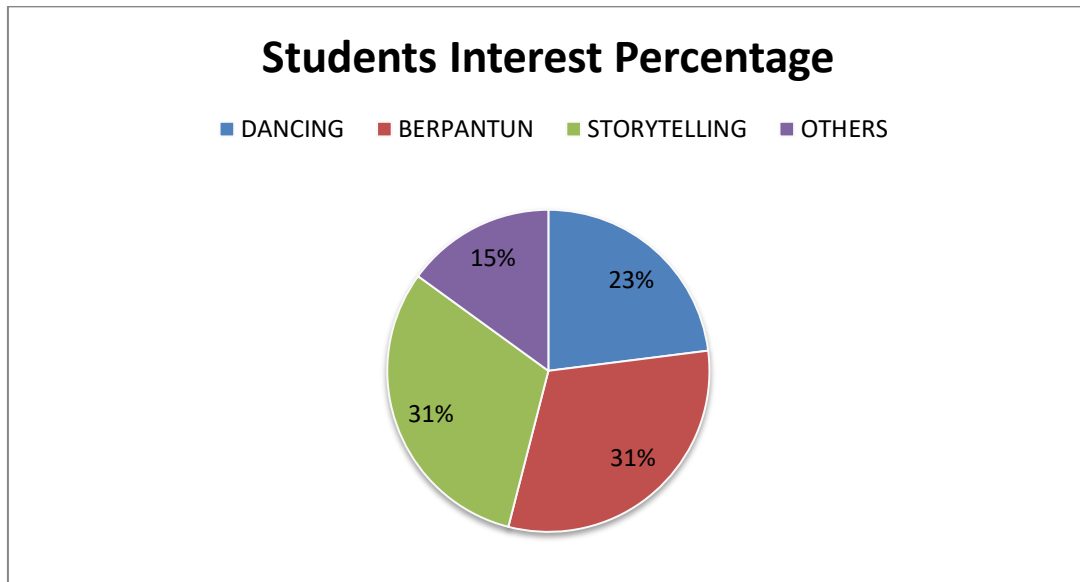


Fig. 1. Students Interest Percentage.

Digitization of Malay Culture and Student Motivation

Several questions have been given to the students involved to see how cultural digitization projects can develop students' motivation and interest in preserving local culture. Overall, the survey results show that most students agree that through this project, they can be motivated to further preserve and introduce local culture to the broader community through the internet. Not only that, but through this project, they can also further develop their creativity and their ability to use technology.

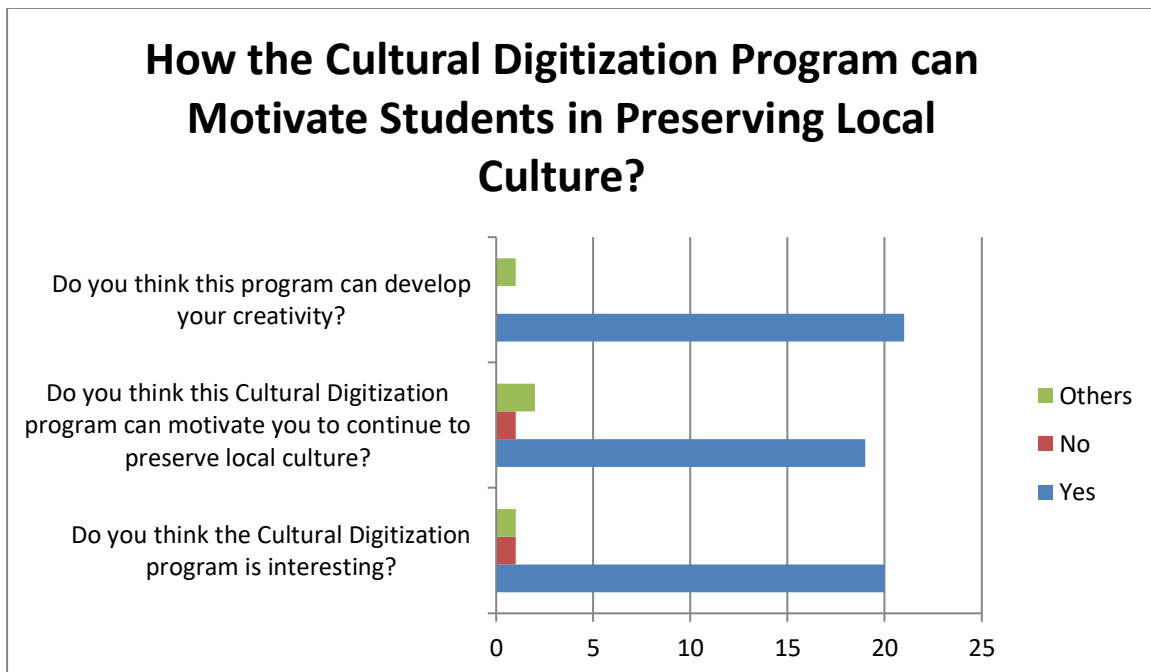


Fig. 2. How the Cultural Digitization Program can Motivate Students in Preserving Local Culture.

From the figure above, it can be seen that 90.3% of students admitted that they were helped by the cultural digitization project made. In line with this, the students also agreed that they could increase their creativity and confidence in working through the internet through the project. However, 4.5% of students did not respond to the first and third questions. As for the second question, 9.1% of children did not respond.

4. Conclusion

The digitization of Malay culture provides a platform to channel students' interests in the classroom and an opportunity to express themselves. Dominant tribal factors also support the learning process. In addition, from the Malay culture digitization program, students can better preserve and introduce local culture to the broader community through the internet. Not only that, but through this project, they can also further develop their creativity and their ability to use technology. Finally, the students also agreed that through the project of digitizing Malay culture, they could increase their creativity and confidence in working through the internet.

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