



## UNDERSTANDING INDONESIA LANGUAGE AND CULTURE AT LONGQI ELEMENTARY SCHOOL TAINAN – TAIWAN R.O.C.

Mustakim Mustakim<sup>1\*</sup>, Elihami Elihami<sup>2\*</sup>

<sup>1</sup>English Department, Muhammadiyah University of Enrekang

Email: <sup>1</sup>[kimchang100@gmail.com](mailto:kimchang100@gmail.com)

<sup>2</sup>Nonformal Education, Muhammadiyah University of Enrekang

Email: <sup>2</sup>[elihamid72@gmail.com](mailto:elihamid72@gmail.com).

### Abstract

The community service activities need to be carried out especially on Indonesian culture, so that Indonesia is not known only Bali but from Sabang to Merauke, community service activities run smoothly despite obstacles but it did not become a barrier for the implementation of activities, the community service benefits to the KSU students which at first they did not know about Indonesian culture, to some extent they have gained knowledge and understanding of Indonesian culture. The auspices of the Chinese Language Center Kun Shan University Tainan -Taiwan. The dedication activity carried out was to introduce Indonesian culture to elementary school students namely Longqi Elementary School, Longqi District, Tainan Taiwan R.O.C. In this community service activity, it was carried out by STKIP Muhammadiyah Enrekang lecturers and Kun Shan University students. This dedication was done collaboratively so that there would be interaction between students and lecturers from Indonesia. In this service, we did not specify a specific problem, but rather how Indonesian culture is known by elementary school students and university students.

Keywords: *community service; teaching; language and culture; students*

### Introduction

Higher education has dharma that must be implemented for each lecturer, the dharma namely the tri dharma of the tertiary institution which includes; education and teaching, research and community service. Each dharma is an integrated and inseparable part, but Muhammadiyah Institution has one dharma namely Al Islam and Kemuhammadiyahan. So the principles for lecturers who are under the auspices of Muhammadiyah institution in carrying out the first tri dharma must always be accompanied by the inculcation of Islamic values and nobility. One of the dharma that is often forgotten by a lecturer is community service. This happens, because of the scientific relevance between courses taught and devotion that often becomes an obstacle, but if it is

observed that service can be taken from an integrated part of learning and service can be done with cross-study programs if in carrying out these activities it is needed. Community service can be done locally, nationally and internationally, because in principle it provides useful benefits for the people. No matter how small a lecturer must be able to implement it because it has become an obligation. On this occasion, we were serving at the international level under the auspices of the Chinese Language Center Kun Shan University Tainan -Taiwan. The dedication activity carried out was to introduce Indonesian culture to elementary school students namely Longqi Elementary School, Longqi District, Tainan Taiwan R.O.C. In this community service activity, it was carried out by STKIP Muhammadiyah Enrekang lecturers and Kun Shan University students. This dedication was done collaboratively so that there would be interaction between students and lecturers from Indonesia. In this service, we did not specify a specific problem, but rather how Indonesian culture is known by elementary school students and university students.

This dedication at the international level was done in conjunction with the intensive implementation of Mandarin language and culture programs, so that the objectives to be achieved in this service were also related to culture. The purpose of community service activities was to introduce Indonesian culture and language to elementary school students in Tainan, especially students from Kun Shan University. The benefits of this community service could help the students practice speaking in English and Indonesia. This was done because both students and elementary school students were still few who were able to communicate in English, but this was not an obstacle in every activity. Besides that verbal communication could be established between elementary school students, and lecturers from Indonesia, maintaining good relations from all parties and elementary school students began to get to know Indonesian culture and where Indonesia is.

## **Method**

### *Place for Program Implementation*

This Community Service Program was held at Longqi Elementary School District Longqi Tainan - Taiwan R.O.C. by involving schools and students as volunteers of the Chinese Language Center at Kun Shan University, Tainan. This program was expected to be continued in the following years and was not only limited to introducing but able to practice Indonesian culture to elementary school students and KSU Tainan students.

### *Implementation Strategy*

In the implementation of community service, the location was assisted by the KSU campus and students. This was done to expedite the activities. The steps prepared in carrying out this activity are;

1. Preparation of material to be delivered
2. Determine the type of traditional game that will be used as an example
3. Material exposure training using English and Mandarin
4. Due to limited means to provide examples of traditional games, we used facilities adapted to the school environment.

The form of community service which was carried out at Longqi Elementary School.

The presentation of material using PPT on Indonesian culture including religion and belief in Indonesia, traditional arts, traditional clothing, traditional food and traditional performance.

#### *Implementation of Activities*

Based on the explanation in the previous chapters that this dedication activity was carried out in Longqi Elementary School District Longqi, Tainan City Taiwan R.O.C. The activity started at 07.30

No	Time	Activity
1	07.00 – 08.00	We will meet in front of the main gate
2	08.00 – 09.10	Preparing and stand by to the location
3	09.10 – 09.45	Opening
4	09.45 – 10.20	Performance
5	10.20 – 10.55	Games
6	10.55 – 11.00	Break time
7	11.00 – 11.45	Foreign culture sharing
8	11.45 – 13.00	Lunch do it by yourself (DIY)
9	13.00 - 13.30	Take a nap
10	13.30 – 14.10	Drawing time
11	14.10 – 14.20	Group photo
12	14.20 – 16.00	Back to KSU

- 14.10, as for the schedule as follows.

Table 1: Activity Time Schedule

In carrying out this activity, based on the above mentioned schedule that students were given time to take a nap at 13.00 - 13.30. This was done in order the students were not bored in carrying out activities. In carrying out this activity, we delivered the material divided into two, considering we were both in a team. The material for introduction to regions, traditional clothing and food was delivered by Mr. Mustakim, M.Pd, while for games, arts, and traditional art products were delivered by Mr. Dr. Saprudin, M.Hum.

In presenting material about Indonesian culture the KSU students were very enthusiastic in participating in the activities, because so far they did not know about Indonesian culture. Some students only knew that Indonesia is Bali. Based on the material we conveyed they were very impressed with the diversity of Indonesian culture. Indeed, the cultural differences that exist in Indonesia are a unifying tool of Indonesian ethnic groups from Sabang to Merauke.

## Activity Results

The initial activity of this service was to deliver material in the form of slides and the results were that students began to know the culture of Indonesia from the east end to the west end. This activity was going well, all students followed closely, because this was considered new for those who were unfamiliar with the territory of Indonesia. In delivering our material interspersed with presenting one of the arts from the area of West Java, namely performing mask dance. They were amazed at the beauty of the dance. However, in this art performance, at first it would be immediately practiced because of one problem, so the dance was only seen on YouTube but they were very happy to see it. In delivering this traditional game material we provided a game that is almost similar between the traditional draws of Indonesia and Taiwan so that participants can easily follow the game, "Oray-Orayan". It's just that the game was not accompanied by singing. The game was only done how the two groups can catch the group members and the leader of the group keeps it so that no one is captured. The game was divided into 5 groups so that the winning group will fight the other groups in a different group.

The implementation of community service at the international level requires more thorough preparation, so that the preparation and implementation will run smoothly. If you are going to provide practice directly, then the equipment needs to be prepared in advance, but for us this was not an obstacle as long as we can carry out with the right methods the activities run smoothly.

## Conclusion and Suggestions

Based on the discussion of the activities carried out in this dedication, we conclude as follows. Community service activities need to be carried out especially on Indonesian culture, so that Indonesia is not known only Bali but from Sabang to Merauke, community service activities run smoothly despite obstacles but it did not become a barrier for the implementation of activities, the community service benefits to the KSU students which at first they did not know about Indonesian culture, to some extent they have gained knowledge and understanding of Indonesian culture.

This kind of activity is not only carried out in the country but also carried out abroad so that we as lecturers will know the insights and views of the outside community regarding Indonesia. It is expected that all lecturers can carry out PKM activities at the international level, community service preparations are better before being carried out abroad, all parties can provide support in the implementation of this community service at the international level both internally and externally on campus.

## References

- Chinese Language Centre, Kun Shan University. <https://www.ksu.edu.tw/eng/> 2017
- Direktorat Riset dan Pengabdian Kepada Masyarakat, Kemenristek Dikti. 2017. Panduan Pelaksanaan Penelitian dan Pengabdian Kepada Masyarakat di Perguruan Tinggi Edisi X1.
- Idhartanto, Boedy, dkk. 2015. Contoh Laporan Pengabdian Kepada Masyarakat; Pelatihan Penyusunan Laporan Soal Interaktif dengan Menggunakan Wondershare Quis Bagi Guru SDn Desa Setiaji Kecamatan Suko Sewu Kab.
- Bojonegoro. <http://choliq2708.blogspot.tw/2015/01/contoh-laporan-pengabddian-pada.html> (7 Januari 2017, 08.00–09.40).
- LaporanPengabdian. <https://www.scribd.com/doc/19142094/Laporan-Pengabdian-Masyarakat> (07 Januari 2018, 10.00 – 10.48).
- Mustakim, M., & Lateh, N. (2020). Multicultural Education in Interlanguage English Textbooks for Senior High School Students in Maroangin. MAJESTY JOURNAL, 2(1), 10-19. <https://doi.org/10.33487/majesty.v2i1.320>
- Mustakim, M., & Salman, S. (2019). Character Building Based on Local Culture. Edumaspul: Jurnal Pendidikan, 3(2), 22-30. <https://doi.org/10.33487/edumaspul.v3i2.133>







