

MULOK BMR TEACHER COMMUNICATION STRATEGY IN INSTILLING THE PRINCIPLES OF MALAY CULTURAL IDENTITY IN STUDENTS

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ABSTRACT

This research aims to explain the communication strategy of the Mulok BMR teacher in cultivating the principles of Malay cultural identity. This research uses a qualitative descriptive method, which uses analytical data from interviews and observations of objects. The Mulok subject aims to provide knowledge, skills and behavior to students so that they have solid insight into environmental conditions and community needs in accordance with the values/rules that apply in their region and support the continuity of regional development and national development. Riau Malay Culture (BMR) is included in learning because Malay Culture has become a strong identity in the traditions of society in Riau Province. Therefore, the Riau Provincial government includes Riau Malay Culture as part of education and includes it in the curriculum. The results of this research show that the communication strategies used by teachers during the learning process are: 1) applying Malay language during the learning process 2) Involving Students in Cultural Activities 3) Story Based Learning 4) using visual media. By implementing these communication strategies, teachers can become the main agents in strengthening Malay cultural identity in students. That way, students can take pride in their cultural heritage and apply it in everyday life. This communication strategy can also open the door to a deeper understanding and appreciation of Malay culture.

INTRODUCTION

Riau has long been known as a Malay country which is unique in the culture and customs of its people. The existing values make Islam strong in people's lives. The strength of this tradition makes Malay culture one of the visions and missions of the Riau Province government in developing its region, namely "The realization of Riau Province as the center of the Malay economy and culture in a religious, physically and mentally prosperous community environment in Southeast Asia in 2020". (Tambak, 2018).

Therefore, the Riau Provincial government includes Riau Malay Culture as part of education and includes it in the curriculum and makes it a reality in learning. It is truly recognized that education is at the forefront of the application and dissemination of values. Therefore, the position of education is very strategic in the process of supporting the Riau 2020 Vision in the form of application, familiarization, teaching and understanding of Malay Culture throughout Riau Province.

Mulok subjects aim to provide knowledge, skills and behavior to students so that they have solid insight into environmental conditions and community needs in accordance with the values/rules that apply in their region and support the continuity of regional development and national development. The characteristics and objectives of local content subjects are connected to the understanding of the concept of local wisdom, namely all forms of knowledge, belief, understanding or insight as well as customs or ethics that guide human behavior in life in ecological communities (Muktadir Abdul and Agustianto, 2014). Local content in Riau province is contained in the Riau Malay Culture (BMR) subject

The local content curriculum is a set of plans based on the conditions and needs of each region as well as the methods used as a guide for organizing teaching and learning activities. Local content is curricular and extracurricular activities to develop competencies that are adapted to regional characteristics and potential, including regional advantages, the material of which cannot be grouped into existing subjects. (Nasir, 2013)

Communication in the learning process is a process of conveying a message between the teacher and his students, both verbally and non-verbally, which initially aims to enable students to understand the material and understand the teacher's message conveyed. In essence, a teacher is the dominant factor in the learning process for his students. Teachers can communicate and interact with their students through face-to-face meetings in the classroom, as this happens so that communication between teachers and students can be effective and the messages conveyed can be realized well.

Teaching and learning activities are a series of activities of a teacher and students which must have a certain pattern, so that the teaching and learning process occurs and can achieve a learning goal. Teachers are required to be able to manage the teaching and learning process by providing stimulation to students so that students want to learn (Resza Suci Safitri, 2020). The teacher is the dominant factor in the learning process so that it greatly influences the

learning process and outcomes. In fact, the success of teachers in carrying out their mandate as educators also greatly determines the success of achieving the national education goals set by the government. Teachers have a big influence not only on children's educational achievements, but also on children's attitudes at school and on study habits in general. On the other hand, teachers can also cripple children's natural abilities, damage children's motivation, self-esteem and creativity. Even very (or very bad) teachers can influence children more strongly than parents (Supriyanti, 2004).

The role of teachers is so important and strategic, especially in the future of students, that society's expectations regarding professionalism and optimizing their performance in schools are increasingly greater. There are at least three main pillars that show that teachers have worked optimally and professionally in carrying out their educational duties, namely: a). master the subject matter, b). professionals to deliver learning material to students, and c). mature personality. (anonymous, 2003).

In the educational context, the teacher's role is not only as a transmitter of information, but also as a learning facilitator and character builder of students. One of the key aspects that plays a big role in teacher-student interactions is communication strategies. Effective communication strategies can create a positive learning environment, support academic growth, and form good relationships between teachers and students.

Mastery of communication strategies is an initial ability that an educator must have. This is useful for supporting the achievement of competencies/subcompetencies in the learning process in the classroom. Through the implementation of effective communication strategies, it is hoped that a teacher will be able to organize and coordinate students' desires to complete

their educational goals, so that students can learn in a pleasant atmosphere (enjoy full learning) and have high activity both mentally, physically, socially and emotionally. This can only be achieved if it is supported by a mature teacher personality and the awareness to manage the learning process faithfully. The aim of this research is to see the extent to which Mulok BMR Teachers' communication strategies instill the principles of Malay identity in learning the Local Content of Malay Riau Culture.

METHOD

The method used in this research is naturalistic inquiry. This research uses a qualitative descriptive research type. Qualitative research is subjective in nature, viewed from the participant's point of view, descriptively describing a problem according to the facts in the field. Qualitative descriptive research produces descriptive data in the form of written or spoken words from people and observable behavior (Bogdan, RC & Taylor, S. I, 1975).

In this study, researchers collected data without intervening with the research subjects. Researchers also do not manipulate data or influence either the sources or activities that occur in the field. This means that researchers conduct research in natural settings because the data obtained is what is available in the field.

The location of this research was carried out at public and private elementary schools, public and private junior high schools, Madrasah Tsanawiyah (MTs Pekanbaru City which is in Pekanbaru, Riau Province. Data sources for conducting research were obtained from research subjects. According to Lincoln and Guba, the research subjects in naturalistic inquiry research were in the form of humans (people) and nonhumans (events, documents and situations) who are observed or respondents who can be interviewed. In more depth, Lincoln and Guba, explain the reasons why various subjects in naturalistic inquiry research are adjusted to what data is needed, so that the selection of subjects is with a purpose. certain.

The subjects in this research were chosen based on research questions as an illustration of what data the researcher needs. The subjects in this

research were Mulok BMR teachers in the field of study who carried out learning to obtain information regarding the BMR subject (Riau Malay Culture).

The data collection techniques in this research are; interview; An interview is collecting data by asking several questions directly by the interviewer to the respondent and the respondent's answers are recorded or recorded. What must be focused on in the interview, the researcher must listen or be careful and prepare notes to record things stated by the informant which are useful for obtaining oral and written information. In this research, the interview was addressed to the Mulok BMR Teacher by asking several questions. In-depth interviews are a process of exploring information in depth, freely and openly with problems and have a research focus that is directed at the research center. In this case, in-depth interviews are carried out by making a list of questions that have been prepared beforehand.

Observation; Observation is data collection carried out by carrying out direct observations in the field to obtain subjective data related to research. Observations are carried out by conducting visits and observations. Methods or ways to achieve the goals that have been set are written in no more than 600 words. This section is equipped with a flow diagram of the research that will be carried out during the proposed time. The research chart must be made in its entirety with clear stages, all stages to achieve outcomes along with targeted achievement indicators. This section must also explain the duties of the chairman and proposing members according to the stages of the proposed research. directly to the relevant schools where researchers hope to obtain formal and informal data.

Documentation. Documents are records of past events, which can be in the form of writing, drawings, or someone's monumental works. Retrieval of data in documents related to research such as

documents in the tourism office, namely in the form of diaries, correspondence, reports, meeting minutes and other forms of documents. The instrument in qualitative research is the researcher himself (Sugiyono, 2014).

In analyzing the data from this research, researchers used the Miles and Huberman model. Data analysis in this research takes place continuously. analysis of research data using the Miles and Huberman model. This research uses data analysis techniques, namely: (1) data reduction, (2) data presentation, and (3) drawing conclusions/verification (Miles, MB & Huberman, AM, 1994).

This research uses descriptive analysis to analyze the data. Descriptive analysis is carried out by organizing data, selecting data, and coding (coding techniques). Next, a thorough analysis and interpretation is carried out by leading to the focus of the problem which is carried out inductively.

RESULTS AND DISCUSSION

Teacher Communication Strategies in the Learning Process

Use of Malay

Communication process in essence not free from the world of education, because of the communication process is something delivery message to individual to individual other or individual to something groups, like the world of education which is not free of the communication process Where something the message conveyed a teacher and can accepted by the students in the class in a way stare face and has a two- way process in the communication . communication in the world.

Encourage the use of Malay in daily communication in the classroom. Language is an integral part of culture, and by promoting the use of this language, teachers can help students experience the richness of Malay culture. Teachers can encourage the use of Malay in daily communication in the classroom. Language is an

integral part of culture, and by promoting the use of this language, teachers can help students experience the richness and beauty of Malay culture. Teachers who teach Mulok require their students to use Malay during the learning process in the classroom. At the beginning there were several obstacles experienced by the students, including several students who came from outside Pekanbaru who were not Malay. This of course made the students This makes it difficult for us to communicate using Malay.

Involvement Students in Activity Culture

Teachers who teach Mulok Engaging students in Malay cultural activities such as dance, painting or traditional games can be an immersive experience. This activity is not only fun but also allows students to experience firsthand the beauty of Malay culture. Some of the activities carried out by the teacher include holding a Malay cultural dance competition where the teacher will divide groups into the class. Participants are to participate in traditional Malay arts activities such as dance, painting or traditional games. Through direct experience, students can feel the beauty and meaning of this traditional art.

For cultural activities, the Mulok teachers also organize Malay cultural performance activities which are held at the end of class. Several traditional game competitions such as playing gasing, congkak, engrang... this competition is not only participated in by students, teachers also take part in this competition. This activity is not only fun but also allows students to experience firsthand the beauty of Malay culture. Some of the activities carried out by the teacher include holding a Malay cultural dance competition where the teacher will divide groups into the class. Participants are to participate in traditional Malay arts

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Learning Story Based

The teachers who teach Mulok also uses stories or fairy tales traditional Pregnant Malay values culture as material learning . These stories can stimulate students' interest and understanding of Malay culture. Folklore is a cultural treasure that stores local values, norms and wisdom. In the learning context, teachers can utilize folklore as a powerful tool to convey cultural messages to students. For folklore-based learning, there are several points that are applied by teachers, including : Selection of Relevant Stories Teachers must select folk tales that are relevant to the cultural context and local values. This helps students feel connected to the story and understand the wisdom being conveyed.

Relationship between stories and everyday

life: teachers in the classroom also help students to relate the values they get from folklore to their daily lives. For example, how the value of helping each other can be applied in class or family life, how to do good to others and other examples that are closely related to everyday life.

Creative Activities: teachers also encourage students to express their understanding through creative activities such as making paintings, small dramas, or writing works inspired by folklore. This helps them absorb cultural values in a more personal way.

Application of Story Values in Action:

after telling several folk tales which are closely related to daily life, teachers at school also encourage students to apply the values they get from stories in their daily lives. For example, through small actions such as helping friends or respecting parents.

By implementing this strategy, teachers can create deep and meaningful learning experiences for students. The use of folklore not only helps maintain cultural heritage, but also stimulates critical thinking and a deep understanding of the values contained therein.

Using Visual Media

using visual media such as photos, videos or presentations to depict Malay cultural values. This media can help students understand the cultural context in a more visual and interesting way. Integrating technology and interactive media in learning, such as video documentaries, animations, or multimedia presentations, can attract students' attention and provide strong visual illustrations of Malay culture.

The role of communication media such as YouTube, VCD, LCD in Mulok subjects can help students to better understand the learning material presented by the teacher, which is more interesting, more real and more meaningful for students. Students will easily understand if the object to be explained is displayed through the media compared to listening to the description through the teacher. Apart from that, the use of communication media can play a role in overcoming boredom in the learning process in the classroom.

Some students are very enthusiastic when using learning, according to them this is more fun compared to when the teacher

only uses a blackboard as a medium. It is also easier for them to understand the content of the material the teacher wants to convey. Physical form in the form of teaching aids, accompanied

by a delivery that students can easily understand, as well as good and clear visualization and audio.

CONCLUSION

Based on the results of research and analysis, the conclusion of this research is the communication strategies used by teachers in applying communication strategies. Based on the reality of teachers' communication strategies in improving student learning achievement, several Conclusions can be expressed, as follows: The communication strategy used by teachers in educating to improve students' learning achievement will work well if the school, teachers and parents work together to create harmony. Harmony between teachers, students and parents is realized first. With harmony between the school and the students' parents, children will feel calm in the teaching and learning process and will later achieve brilliant achievements.

By implementing these communication strategies, teachers can become the main agents in strengthening Malay cultural identity in students. That way, students can take pride in their cultural heritage and apply it in everyday life. This communication strategy can also open the door to a deeper understanding and appreciation of Malay culture. This will not only increase students' knowledge, but also help them internalize Malay cultural values and identity more authentically .

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