



## The Strategy to Improve Cultural Awareness Through Historical Learning Based on Kitab Kuntara Raja Niti

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### **Abstract**

This research focused on the strategy to improve culture awareness through *Kitab Kuntara Raja Niti*. The aim of the research is testing the implementation and the effectiveness of historical learning concept based on *Kitab Kuntara Raja Niti* values. Historical learning through *Kitab Kuntara Raja Niti* will train student to respect difference, train student to be responsible, has cooperate attitude and has self identity that has culture power. This research uses quantitative and qualitative method combination that refer to the design of exploratory sequential mixed methods. This research result shows that historical learning through *Kitab Kuntara Raja Niti* values makes student to respect their own culture. Student understanding in the material and ability to the culture can improve cultural awareness. The historical learning implementation based on *Kitab Kuntara Raja Niti* values of the improving cultural awareness in Senior High School.

**Keywords:** Cultural Awareness; Historical Learning; Kitab Kuntara Raja Niti;

### **Introduction**

Multicultural society as the form of the diverse and cultural richness such as ethnics, religion, race and languages. Accordance to Pierre L Van Den Berge (Nasikun., 2005: 14-41) The characteristic of multicultural society are: 1) Different sub culture each other; 2) Has the divided social structure; 3) Consensus Lack between member to the basic values; 4) Conflict between groups; 5) Social integration on the force, and 6) The politic domination by one group to another group. The characteristic shows that multicultural can make the weakness in the country because the diverse structure is not interacted harmonizly to all of life aspects. Besides that, globalitation rises the phenomenon that describe moral krisis.

That condition describe that society attitude is more bad from Indonesian ancestor values. The diverse structure in every society group become guardrail to know another group so society in the interaction never achieve the understanding step and open to a different. That interaction make the certain group has superior claim between another group. This superior claim causes the conflict to multicultural society that difficult to prevent. Every group has principal and cling firmly to the different truth. Therefore, it is easy to make provocation and conflict.

According to (Kartono., 1998: 213) conflict means as the common cause of the human individual diverse with different attitude and the same life goal. Conflict is followed by the form of violence such as war and massacre (Susan., 2009: 5-6). The condition of multicultural society that rentan occur conflict. It shows the lack of cultural awareness between another culture. Cultural awareness is the act which some one respect, understand the different in the culture (Kertamuda., 2011: 6). The culture arrange human to understand how to act, to do and decide the act.

The improving of cultural awareness can be done through education institution such as at school, especially Senior High School students. Remember every problem that often happens to Senior high school students, for example they do not know the region songs, do not know the Indonesian society custom, the perspective that is not good between student because the diffent ethnic, and fight between students. The problem that happen to Senior High School Student shows the less of cultural awareness so it needs to improve. Through education institution, life concept that harmonize, tolerant and respect to the difference, responsible, cooperate, and introduction to another culture can be done. If the life concept can be understood so the student cultural awareness will improve. Therefore, the conflict that happen in the society life or school can be minimalized because the next generation has understood and has cultural awareness.

Suryani (2007: 71) suggest teacher can use the method that can interalize the values of learning process. One of values the requirement object is history. History as the subject of Senior High School has strategic role in the improving cultural awareness. History is a subject that instill the knowledge, act and cultural and values about the changing process and the development of Indonesian society and world from the past until now (Agung & Wahyuni., 2013: 55-57). Historical value can be found through ancient manuscript. The ancient manuscript as historical warisan that become cultural asset and reflect the national identity through local wisdom.

The senior high school learning, it can be seen from cognitive aspect in the knowledge creating in order to student can think critically. Then from the affective aspect, historical learning directs student to have god attitude that suitable with historical example. Besides from the psycomotoric aspect, historical learning student skill in the implementation of values that has known in the reality. The affective aspect that want to be achieved in this research is the improving of cultural awareness in the senior high school student. Cahyono (2017: 62) states that historical learning from value in the ancient manuscript form based on the assumstions, as follows: 1) The ancient script provides widely and distribute to the whole of Indonesia with hope in order to young generation can grow the feeling of own and respect the nation history; 2) Values that contain in the script can be student castle from global culture and has role to strenght the national identity.

This research uses ancient script in the form of Lampung manuscript, that script is *Kitab Kuntara Raja Niti*. The script contains of The learning of society life way from Lampung custom. To achieve that component, it needs to use historical learning model based on *Kitab Kuntara Raja Niti*. The historical model based on *Kitab Kuntara Raja Niti* is model that implement the model steps of *Project Based Learning* (PJBL). That model will direct student to respect and understand the different culture, as well as understand how to act, to do and decide the action. The model in the historical learning process contains the values of cultural awareness based on *Kitab Kuntara Raja Niti*. The learning model is designed by *Project Based Learning* (PJBL). Through *Project Based Learning* (PJBL) group activity, student trained to develop cultural awareness in the form of respect and understand the cultural difference, believe, cooperation, and responsibility. Besides, the *Project Based Learning* (PJBL) group activity can direct student to achieve step of develop their own knowledge.

## **Methodology**

This research uses combination method that is combining quantitative and qualitative method that refers to the design of exploratory sequential mixed methods. The combining of quantitative and qualitative method can be hoped the result that more comprehensive, valid, can objective (Sugiyono, 2015: 21). The design of exploratory sequential mixed methods consists of two research steps that done at the different time. First step uses qualitative method to collect data through interview, observation and document analysis. That qualitative data then analyzed to problem and find hypothesis. Based on that hypothesis, the research is continued by quantitative method. Quantitative method used to prove the hypothesis. The analysis of quantitative method uses instrument that has validated and tested the reliability.

This research is done at SMAN 1 Sekampung, Lampung. The research subject is students of class XI social science. This research is done to 60 students that divided into 2 classes, they are 30 students at control class and 30 students at experiment class. Sample from this research are two classes, they are class XI-2 social science as experiment class and XI-1 social science as control class. The effectiveness of test result can be seen with compare pre-test and post-test at control class and experiment class. Quantitative analysis is done through t-test to compare the result between experiment class that use historical learning based on values of *Kitab Kuntara Raja Niti*. And then, control class that does not use model based on values of *Kitab Kuntara Raja Niti*. Besides on the qualitative research step, interview is done for teacher and student to know the process also the media using in the historical learning. Then, document analysis is done to know learning tools that is done by teacher.

## **Result and Discussion**

### **A. Cultural Awareness of Senior High School Student**

The Awareness literally from the word of aware that means feel, know and understand. The awareness psychologically is the level of individual aware to internal and external, on the other word the aware to the environment moments, body condition, memory and mind (Alfian, 1979). Culture arrange human to understand how to act, todo, and decide the action. Cultural awareness as ability to admit and understand the cultural influence to values and human behaviour with the indicator tolerant, respect, and positive act to face the differences in the society.

Based on the assumption, it can be understood to achieve the level of cultural awareness in the student's self and multicultural society need the interaction between society that based on the similar of psychological and compability. The explanation can be understood that cultural awareness has had by individual that on purpose formed as the bound in the society life. Cultural awareness will change based on the understanding and individual to accept the other culture and interact each other. Student sometimes forget that basically every individual has society pattern that different each other. Meanwhile, the culture is formed by the related society. This act often rises miss understanding that direct to the ethnics conflict. Through awareness that is implemented by student so it can be hoped the social integration will be kept.

According to that assumption so the research focus is the strategy to improve cultural awareness to senior high school student. The purpose is the student paradigm about cultural awareness that developed and unlimited to the collective bound. Because of the problem that happened in the student environment. The diverse and face the life tha more global, it need to be improved the social awareness especially develop cultural awareness in students self (Malewiz & Pacheco., 2016: 324). Besides, the instill of cultural awareness is a task and duty (Sammut & Gillespie., 2011: 1). Based on that opinion, this research offers the solution in the strategy form to improve cultural awareness of Senior high school student. That strategy uses historical learning based on values of *Kitab Kuntara Raja Niti* that elaborate the material of

Hindu-Budha kingdom with implement the model of *Project Based Learning* (PJBL). The *Project Based Learning* (PJBL) model in the learning will give direction for student the value of *Kitab Kuntara Raja Niti* from the moment and implement it in the past or present.

### **B. Cultural Awareness Value of *Kitab Kuntara Raja Niti***

Syahrul (2011: 8) *Kitab Kuntara Raja Niti* is Lampung ancient script that explain custom, art, Lampung history and others. *Kitab Kuntara Raja Niti* uses in every Lampung ethnic and sub urban. Hilman (1986: 1) states that the thickness of *Kitab Kuntara Raja Niti* XV chapter with pasal 226. The explanation in the *Kitab Kuntara Raja Niti* chapter 1 is the bad and good of village, chapter 2 official and balancer, chapter 3 single and girls, chapter 4 maid and woman, chapter 5 *Panggalaku*, chapter 6 *Piil Pesenggiri*, chapter 7 *Kaganga Kesalahan*, chapter 8 wedding aggrement, chapter 9 the next mistake, chapter 10 the falling of custom, chapter 11 the falling of self value, chapter 12 some of additional mistake, chapter 13 custom rules of *Pepadun*, chapter 14 the descendant of batin telu suku and chapter 15 the aggrement of batin telu suku. *Kitab Kuntara Raja Niti* is saved in the house of *Pemangku Adat* from every descendant and delivered from one generation to the next generation orally. Based on that can be understood that *Kitab Kuntara Raja Niti* is *Kitab Rujukan Ulun* (society) Lampung who arrange about the way of society life.

The learning of cultural awaransess in the society life discuss about what must be prepared for young generation when they are adult and have relation with family life, neighbour and society. The guidance that must be understood by society, as follows (Wahyu., 2013: 21):

First: *Senang Negeri*: 1) Cawa sepuluh sudi cukup; 2) Muli meranai lamon sai ranta sapun; 3) Raji ni sabar, dan 4) Anak buwah maka kakira.

*Senang Negeri* discuss about manner. This quote as follows:

*Senangnya Negeri*: 1) Speak ten words have been enough; 2) The single ladies are polite; 3) The king is patient, and 4) The employees use things carefully.

Second: *Ganjaran Bator*: 1) Ngangas ngudut *Punyimbang* ni mak kurang; 2) *Punyimbang* ni mak peros hati dilom tiyuh hon, dan 3) *Punyimbang* ni hipal wat ubat ni diya layin dua ulah bator ni diya.

*Ganjaran bator* discuss abut social solidarity. This quote as follows:

*Ganjaran Bator*: 1) Sirih and cigarete *Punyimbang* are not less; 2) The balancer has not bad feeling in the ceremony, and 3) The balancer is not making problem in the another village.

Third: *Ganjaran Bubai Punyimbang*: 1) Adik wari ni mak sungkan reti da hati ni tandok; 2) Badan sekelik ni pagun ngerim reli hakal ning tagom; 3) Jenganan ni rajin rati hati ni mukmin; 4) Temui ni mak silip, 5) Punguten ni mak kurang rang, dan 6) hati ga pagor ni lapang.

*Ganjaran bubai* discussed about the behavior of women and always do good. The quote as follows:

*Ganjaran Bubai Punyimbang*: 1) His brothers are not shy and his heart is good; 2) Counseling and smart; 3) The house is diligent and good-hearted; 4) Good and attentive to the guests; 5) The room where the assembly is wide and 6) His heart is always roomy.

*Kitab Kuntara Raja Niti* script is not relevant with the society life now. The basic here means that student are more tolerant, responsible, respect their custom and can accept another culture so the student interaction can be kept well.

### **C. Implementation of Historical Learning Based On Kitab Kuntara Raja Niti to Improve Cultural Awareness**

The researcher implement the development product to class XI-2 social science *SMAN 1 Sekampung* as experiment class and class XI-1 social science *SMAN 1 Sekampung* as control class. Historical learning implementation of Hindhu Budha kingdom through *Kitab Kuntara Raja Niti* values is implemented by *Project Based Learning* (PJBL) method. They are the learning process steps:

First Step is doing communication: The learning process is done by pray, greet, prepare the class to more condusive, observe the student attendance, motivate student, inform the main competency/basic competency and the learning purpose. Teacher deliver the headline material and explain shortly about cultural awareness.

Second step is thinking critical and creative: Teacher lead student to observe the material and teacher explain problems that can rise student learning motivation. Then, teacher give some critical questions about values of *Kitab Kuntara Raja Niti*.

Third is training skill: Student make 5 groups and each of group ask to looking for the material information with read the student's book and handout that shared by teacher. Then student ask to do observation and analyze cultural social life now with related the values of *Kitab Kuntara Raja Niti*. And then, student asked to choose the value that will be developed and write it through historical article.

Fourth Step is training the creative communication: Teacher push student to arrange the small groups and respect to the value that student choose. Teacher observe the work of each group. Teacher give task for every group to discuss and present the result in front of the class.

Fifth step is training to think colaboration critical: Each group report the discussion result and the other group react to the presentation of other group. In this step, student understanding will increase and material will be increased. Teacher give the positive feedback and the strenght of student mindset from cultural awareness in the oral form.

Sixth Step is training to think critical communication: Teacher and student evaluate the running of the discussion and direct student to act based on value that they choose to implement it in the society life. Teacher give clarification values based on theme that is served by group. Teacher close the learning with wise words and finish with pray and greet.

### **D. The Effectiveness of Historical Learning Based on Kitab Kuntara Raja Niti Values to Improve Cultural Awareness**

The effectiveness of historical learning can be seen from the improving of pre test and post test result, the learning test result in the form of question or questionnaire of cultural awareness. The using data is the result of post test experiment and control class. Experiment class uses historical learning based on *Kitab Kuntara Raja Niti* values that is done by *Project Based Learning* (PJBL) model, while control class uses *Jigsaw* model. The result data is produced by independent t test through SPSS21 program. The result of normality test shows that both of classes gain significant value  $>0,05$ . It means the using of two classes are used normal distribution. Based on the questionnaire data that is filled by student will be known the level of cultural awareness in student self through effectivity test. The data that is tested the effectiveness from the post test result of cultural awareness questionnaire between experiment class and control class.

The gained result from normality tested shows the significant result of experiment class is 0.612, and control class is 0.298. Both of data are distributed normally because the significant level is bigger than 0.05 ( $0.612 \geq 0.05$  and  $0.298 \geq 0.05$ ). In the homogeneity test, The significant gained result is 0.651. That data is homogeneus because the significant level is bigger than 0.05 ( $0.651 \geq 0.05$ ). Independent t-test, the signification result is 0,000 either class is said to have a significant difference because the significance level is smaller than 0.025 ( $0.000 \leq 0.025$ ). There is a positive and significant increase in the class that uses historical learning based on the values of *Kitab Kuntara Raja Niti*. Based on the results obtained can be taken a sense that historical learning based on *Kitab Kuntara Raja Niti* has effectiveness to increase student's cultural awareness.

## **Conclusion**

History has role in the improving knowledge, attitude values of Indonesian society as well as world in the past and now. The development culture of past makes the present Indonesian society must be realized that Indonesia has the diverse culture and rich. Now, Cultural awareness of society is limited because of the globalitation. Student do not know region songs, they do not know the Indonesian custom, the bad perspective between student because the different ethnics and the fight between students. The improving value of cultural awareness is done to react the contenporer situation in the society environment. Therefore, it is done the research about the strategy of the cultural awareness development through value of *Kitab Kuntara Raja Niti*.

Based on the obtained data reseach that there is the different avarage of achievement improving and cultural awareness in the experiment class that use *Kitab Kuntara Raja Niti* values and control class that use jigsaw model. After giving threat, class that give threat has the level of material knowledge and cultural awareness that better than class which does not get the threat. Therefore, it can be concluded that the historical learning based on *Kitab Kuntara Raja Niti* effectively can be used to improve cultural awareness of senior high school student.

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