



Analysis of The Instillation of Malay Cultural Values in Science Learning for Grade IV at SDN 064965 Sidodame, Medan City

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ABSTRACT

This study aims to analyze the instillation of Malay cultural values in science learning in grade IV of SDN 064965 Sidodame, Medan City. The background of this study is based on the importance of preserving local culture amidst the rapid flow of globalization, as well as the still low integration of Malay culture in the learning process in elementary schools. The method used in this study is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The research subjects included grade IV teachers, students, and school officials. The results of the study indicate that Malay cultural values such as religiosity, politeness, mutual cooperation, and local wisdom have been instilled in science learning, but their implementation has not been optimal due to limited learning media, teacher understanding, and lack of institutional support. These obstacles are attempted to be overcome through the search for additional references, curriculum adaptation, and teachers' personal initiatives. This study concludes that the instillation of Malay cultural values in science learning has great potential in shaping the character of students who are cultured and moral, but requires further strategies, resources, and support from various parties.

Keywords : Malay cultural values, science learning, basic education, student character, local culture

Introduction

Education is an effort aimed at creating a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, good character, intelligence, morals, life sciences, general knowledge and skills needed by themselves for society, based on Law Number 20 of 2003 concerning the National Education System (Sisdiknas) (Dikta, 2020). Education is a human effort to cultivate and develop physical and spiritual potential in accordance with the values that exist in society and culture, and education has an important role, so that the progress of a nation does not depend on educational factors. Contribute to the improvement of human resources (HR) (Risa Sulastris Harahap, 2022). According to the Big Indonesian Dictionary (KBBI), Education is a process of changing the attitudes and behavior of a person or group in an effort to mature humans through teaching and training (Unggul, 2022). In line with the thoughts of the Father of Indonesian National Education, Ki Hajar Dewantara, it is not just about mastering knowledge and skills. More than that, education aims to form a complete and cultured human being, namely a human being who has reason, heart, and a high sense of humanity. Education in the eyes of Ki Hajar Dewantara is a process of character formation that makes a person able to live meaningfully for himself, society, and his country. National Education helps develop skills, shape the character and civilization of a dignified nation, and enlighten the National life, with the aim of growing the ability of students to become citizens who believe in and fear God Almighty, have noble character, are knowledgeable, creative, independent, democratic and responsible (Harmianti Harmianti et al., 2023). Indonesia, known as a pluralistic nation, boasts a wealth of diversity, characterized by its many ethnicities, cultures, religions, languages,

and customs. This diversity can be a positive value if properly understood. The diversity that exists makes the implementation of national unity and needs to be conserved, the diversity of tribes in Indonesia is a country rich in culture, this is a challenge for Indonesian citizens in the current era of globalization, it is undeniable that globalization has given birth to new values, new lifestyles, and new patterns of social interaction with all its consequences.

These include strong social disparities, the destruction of harmony between humans due to increasing conflicts between ethnicities and between students, changes in family values and functions, individualism and apathy, materialistic and hedonistic attitudes. Including lifestyle, weak sense of togetherness and a sense of loss. Attachment to domestically produced products, fading love and appreciation for local culture as part of the nation's identity (Rahayu, 2021). Local culture and wisdom are currently diminishing due to a strong bias toward global culture, packaged in the attractive packaging of Modernism. This calls for re-emphasizing the importance of understanding cultural values, which have become increasingly neglected in recent times. Therefore, an understanding of cultural values is essential in education to prepare for global challenges. Teachers are a crucial component of quality education. Their role and efforts are to educate the nation's young generation, both through general knowledge and religious studies. Teachers also play a crucial role in instilling local cultural values into subjects, including science and science. Through the existing science subjects in schools can be used as a means to instill cultural values in a region such as Malay culture. Based on the results of initial observations conducted at SDN 064965 Sidodame Medan on December 5, 2025 by conducting direct interviews with teachers and students. In the interview, the researcher provided questions that had been prepared about instilling Malay cultural values in Elementary Schools in Sidodame in Medan city, the researcher emphasized that there had been no learning activities about instilling Malay cultural values, as well as the low level of students' curiosity about Malay cultural values, weak understanding of Malay cultural values. In this problem, it is necessary to implement the instillation of Malay cultural values in the Science Subject so that students can understand and instill these Malay cultural values. Thus, based on this background, the researcher was motivated to conduct a study entitled "Analysis of the Instillation of Malay Cultural Values in Science Learning for Class IV at SDN 064965 Sidodame, Medan City."

Understanding Cultural Values

As a society living in a diverse cultural environment, we should understand the meaning of culture to avoid misunderstandings. Etymologically, the word "culture" comes from the Sanskrit word "*budhayah*," which is the plural form of the word "*buddhi*," meaning "to cultivate" or "to work," especially in relation to the land. Thus, culture is all human efforts and actions to cultivate the land and transform nature. (Susanti & Tarbiyah, nd). In the big Indonesian dictionary, culture is defined as : thoughts, customs, something that has developed, something that has become a habit that is difficult to change. In everyday use, people usually use the term culture synonymously with tradition. In this case, tradition is defined as the visible habits of a society (Big Indonesian Dictionary, 2005) (Syakhrani & Kamil, 2022). Malay culture is a culture originating from the Malay people living on the islands of Sumatra and Kalimantan. One area known for its strong Malay cultural history is the mainland of Sumatra and the Malacca Peninsula, particularly Riau Province. Riau Province is known as one of the areas where Malay culture spread. Known as the Land of Lancang Kuning (Land of Yellow Lancang), many Malay artists and cultural figures have emerged from this region. The works and cultural heritage are no less valuable than other cultures in Indonesia, such as Javanese and Balinese. (Addwiko Laras Nugroho et al., 2018).

Purpose of Planting Culture Malay

The aim of instilling Malay culture, especially in the younger generation, is very important in order to preserve the customs that have become the habits of society so that the younger generation can become mediators between modern life and customs which are an identity and therefore must be preserved. (Young, 2022). As for the purpose planting culture Malay according to Indriyani & Supian (2022) is as follows : (1) Strengthening Indonesia as a diverse and harmonious nation. (2) Conveying the values of brotherhood between religions and ethnicities. (4) Increasing insight and becoming the main capital to become a future leader. (5) Cultivating attachment to Indonesia and a spirit of diversity.

Benefits of Planting Culture Malay

Studying Malay culture will not make us old-fashioned, but rather help us in maintaining our national identity. Studying Malay culture can provide various benefits, namely forming / maintaining cultural identity, strengthening the character development of the Indonesian nation. Planting / studying Malay culture can provide various benefits including: (1) Increasing awareness of the importance of cultural preservation (2) Helping to understand moral and ethical values (3) Maintaining traditions and customs (4) Increasing pride in cultural identity (5) Increasing tolerance and accepting differences that exist around us.

Function of Cultural Values Malays in Science Subjects

The process of integrating local traditions can be used as a learning resource. Exploring and reinstalling local wisdom inherently through learning can be described as a return to the foundation of one's own regional cultural values, part of an effort to build national identity and act as a filter for filtering out the influence of other cultures. These local wisdom values play a strategic role in shaping national character and identity. Education that prioritizes these values will lead to the emergence of independent, initiative, polite, and creative attitudes. One application of utilizing local wisdom values as a basis for character education is: (Melin et al., 2023) . Malay cultural values have an important role in the learning material for the preservation of natural resources in the subject of Natural and Social Sciences (IPAS). The following are some of the functions of Malay cultural values in the context of IPAS learning: (1) Enrichment of Learning Materials (2) Character Education (3) Preservation of Culture and the Environment (4) Development of Critical Thinking Skills (5) Social Interaction and Cooperation (6) Increasing Interest in Learning.

Cultural Value Indicators Malay

Malay cultural values encompass various aspects that reflect the identity and outlook of the Malay people. Here are some indicators of Malay cultural values that can be identified from various sources:

Table 2.1 indicators of Malay cultural values

No	Indicators of Malay cultural values	Information
1.	Religious and spiritual values	Religious values are prominent in Malay culture, where Islamic teachings serve as the primary guideline for daily life. Malay society prioritizes politeness, morality, and health, rooted in religious teachings.
2.	Traditions and customs	Wedding traditions and other rituals in Malay society not only celebrate social bonds, but also reinforce values such as togetherness, honor and justice. For example, the Rasidah cake in the wedding procession has a deep symbolic meaning
3.	Character values	1. Respect Parents : In Malay culture, respecting parents is a moral obligation. Children are taught to pay respect to parents and elders in society. 2. Friendliness and Politeness : Being gentle, polite, and respecting others are values that are highly emphasized. Using polite and not rude language in daily interactions is the norm in Malay culture.
4.	Tolerance and cooperation	Malay society is known for its tolerance and consideration for others. This is reflected in their social interactions, which prioritize deliberation and consensus in decision-making.
5.	Local wisdom	Malay society possesses local wisdom passed down from generation to generation. This is evident in the way they educate their children through oral traditions and examples of good behavior.

Research Methodology

The type of research used in this study is descriptive qualitative research. According to Sugiyono (2023:24), qualitative research methods are research approaches used to understand social phenomena from the perspective of the subjects being studied. Qualitative research aims to explore the meaning, experiences, and perspectives of individuals or groups within their social context, thereby providing a deeper understanding of a phenomenon. The research was conducted at SD Negeri 064965 Sidodame, Medan Timur District, Medan City Regency, North Sumatra Province. The research period will be held in June to July 2025. The subjects in this study were the researcher himself, 21 fourth grade students, fourth grade teachers, and the Elementary School of 064965 Sidodame Medan . Meanwhile, the objects in this study were the process of instilling Malay cultural values, science learning materials, and the impact/influence of instilling cultural values. Data sources used in this research are primary data

and secondary data . In this study, the primary data sources used were interviews with teachers, students and the school. Meanwhile, in this study, secondary sources used were literature books, lesson plans/teaching modules. This data collection method focused on descriptive and analytical data, which could include interviews, observations, and document analysis. Data analysis used qualitative descriptive methods. Analysis of research data results using the Miles and Huberman model, namely, data reduction, data presentation, and drawing conclusions.

Results and Discussion

Based on observations made against 21 fourth grade students of SDN 064965 Sidodame During 8 weeks of learning , the following data was obtained :

Table 1. Observation Results Inculcating Cultural Values Malays in Science Learning

No.	Cultural Value Aspects Malay	Indicator Behavior	Average Score	Category	Percentage (%)
1	Customs and Traditions	Mention and appreciate Malay customs	2.1	Not enough	52.5
2		Wearing or being familiar with traditional clothing during activities	1.8	Not enough	45.0
3	Language and Literature	Read or create rhymes/poems in learning	1.5	Not enough	37.5
4		Uses polite and typical Malay language in discussions	2.7	Enough	67.5
5	Religion and Spirituality	Pray and show religious attitudes	3.2	Good	80.0
6		Show tolerance towards friends of different religions	3.0	Good	75.0
7	Politeness and Etiquette	Speak politely and respect teachers/friends	3.1	Good	77.5
8		Show an honest, patient, humble attitude	2.9	Enough	72.5
9	Arts and Heritage Culture	Participate in Malay arts and culture activities	1.6	Not enough	40.0
10		Get to know traditional houses, batik and Malay carvings	1.9	Not enough	47.5
11	Mutual Cooperation and Togetherness	Engaged in work groups and mutual cooperation	2.8	Enough	70.0
12		Help unsolicited friend	2.6	Enough	65.0

From the table above it can be seen that values culture The Malay aspect that is most embedded in students is the religious and spiritual aspects . as well as politeness and ethics , whereas aspects that are still what is lacking is language and literature as well arts and heritage culture. Table 1. presents the results of interviews with 21 fourth grade students conducted individually and in small groups to obtain comprehensive data on students' understanding and experiences related to Malay culture in science learning.

Table 2. Summary of Interview Results for Grade IV Students (N=21)

No.	Question	Yes (%)	No (%)	Don't know (%)
1	Know what Malay culture is	38.1	28.6	33.3
2	Can mention example culture Malay	42.9	57.1	-
3	Understand importance guard culture Malay	47.6	19.0	33.4
4	The teacher once explained Malay culture in IPAS	23.8	76.2	-
5	Have you ever discussed Malay traditions in science?	19.0	81.0	-

6	Learn about the environment that is important to Malays	33.3	66.7	-
7	Have participated in Malay cultural activities at school	28.6	71.4	-
8	Enjoy learning science with content culture Malay	85.7	14.3	-
9	Feel like learning culture Malay add award environment	61.9	38.1	-
10	Can mention the important values of Malay culture	52.4	47.6	-

Table 2. shows the results of the learning document analysis conducted on all fourth-grade science learning materials for one academic year. This analysis used content analysis techniques to identify Malay cultural content in official learning documents.

Table 3. Analysis of Science Learning Documents

N o.	Document	Load Culture Malay	Frequency	Percentage
1	Semester 1 teaching module	n't any	0/16 teaching modules	0%
2	Semester 2 teaching module	Title general mutual cooperation	2/16 teaching modules	12.5%
3	Instructional Media	Not based culture Malay	0/20 media	0%
4	Student worksheet	General example, not Malay specific	1/24 LKS	4.2%
5	Teaching Materials	General Indonesian cultural references	3/32 material	9.4%

Forms of Instilling Malay Cultural Values in Science Learning

The results of the study indicate that the instillation of Malay cultural values in science learning at SDN 064965 Sidodame is still partial and unsystematic. This is in line with the research findings, which show that of the 12 indicators of Malay cultural values observed, only three are in the good category: religion and spirituality and politeness and ethics. The Independent Curriculum (Curriculum Merdeka) provides teachers with the flexibility to choose a variety of teaching materials, allowing them to tailor learning to students' learning needs and interests. However, research findings indicate that teachers have not yet utilized this flexibility to optimally integrate Malay cultural values. According to the character education theory proposed by Lickona (2019), the instillation of cultural values must be carried out through three main components: moral knowing, moral feeling, and moral action. In the context of this study, the moral knowing component is still weak, as seen from students' low understanding of Malay culture (only 38.1% of students know about Malay culture). Value Instillation Patterns Found :

- Implicit Value Instillation: Occurs indirectly through daily habits such as praying and being polite.
- Explicit Value Instillation: Occurs through general learning materials without specifics of Malay culture.
- Incidental Value Instillation : Occurs only in moments certain days such as big national

Teachers' Efforts in Overcoming Instilling Cultural Values Malays in Science Learning

Based on the research results that have been carried out , the teacher's efforts to overcome constraint planting mark culture Malay in science and science learning at SDN 064965 Sidodame show diverse variations However Still need repair systematically . This finding is in line with recent research that examines importance integration mark culture local in learning in elementary schools with support theories learning Contemporary . Fourth grade teacher at SDN 064965 Sidodame has do various efforts to overcome obstacles faced in planting mark culture Malay . Based on the data obtained, the main obstacles faced are limited knowledge of Malay culture, the unavailability of Malay culture-based learning media, a curriculum that does not specifically regulate local culture, students' lack of interest in traditional culture, and limited learning time. To address their limited knowledge of Malay culture, teachers have attempted to seek information from the internet and available books. However, these efforts have been deemed ineffective because the information obtained is unstructured and lacks verification from cultural experts. Teachers

have difficulty integrating new knowledge into meaningful learning. This highlights the need for specialized training and ongoing mentoring to improve teacher competency in Malay culture. Facing the lack of Malay culture-based learning media, teachers resort to readily available media, such as images from the internet or standard textbooks. This approach is ineffective because the media is not contextualized to Malay culture, making it difficult for students to identify with the examples provided. Learning becomes less engaging and meaningful because there is no differentiation of media according to cultural learning needs.

Teachers acknowledge that contextual learning media is crucial for increasing students' interest and understanding of Malay culture. To address the curriculum's inability to specifically address local culture, teachers attempt to incorporate general values relevant to Malay culture, such as mutual cooperation and politeness. This approach is considered quite effective because the universal values are easily accepted by students and can be integrated into various science topics without conflicting with the national curriculum. However, teachers recognize that this approach is still suboptimal because the values instilled are general in nature and do not reflect the uniqueness of Malay culture in depth. To address students' lack of interest in traditional culture, teachers attempted to explain its importance through engaging stories and concrete examples from everyday life. This effort was quite effective because students began to show interest, the storytelling method suited the characteristics of elementary school children, and they were able to relate culture to their experiences. Teachers also provided a practical understanding of the relevance of culture in modern life. To address limited learning time, teachers attempted to integrate Malay cultural values into existing materials without increasing class time. This effort was ineffective because the integration was rushed and superficial, there was no time for in-depth cultural material, and teachers struggled to balance curriculum targets with cultural content. As a result, cultural learning became a side effect, rather than an integral part of science and science learning.

Application of Constructivism Theory in Learning Malay Culture

Based on constructivism theory, learning Malay culture must provide opportunities for students to:

- a. Experiencing cultural practices directly through real activities
- b. Building understanding through interaction with cultural communities
- c. Constructing cultural meaning through reflection and discussion
- d. Connecting cultural values with personal experiences

Implementation of Contextual Learning

Contextual learning can be applied in instilling Malay cultural values by:

- a. Using local cultural context as a learning setting
- b. Integrating Malay folklore and legends in IPAS material
- c. Involving community leaders and cultural figures in learning
- d. Using cultural artifacts as learning media

Development of Multicultural Learning Models

Multicultural learning models in the context of Malay culture can be developed through:

- a. Introduction to cultural diversity in Malay society
- b. Comparison values culture Malay with other cultures
- c. Formation of an attitude of tolerance and respect for differences
- d. Development identity positive culture .

Conclusion

Based on the results of research and discussions that have been carried out regarding planting values culture Malay in science and science learning at SDN 064965 Sidodame , can be withdrawn the following conclusions :

1. Condition Inculcating Cultural Values Malay
Planting values culture Malay in science and science learning at SDN 064965 Sidodame Still is in the "sufficient" category with an average score of 2.43. Of the 12 indicators observed, only 3 indicators are in the "good" category, namely the aspect of religion and spirituality (score 3.1), religious tolerance (score 3.0), and politeness in speech (score 3.1). Meanwhile, aspects that are still in the "poor" category include introduction to Malay language and literature (score 1.5), Malay arts and cultural activities (score 1.6), and introduction to Malay cultural heritage (score 1.9).
2. Forms of Instilling Malay Cultural Values
Forms of instilling Malay cultural values found in science learning include:
 - a. Implicit Value Instillation: Carried out through daily habits such as praying, being polite, and showing religious tolerance, with a fairly good level of effectiveness.
 - b. Instilling Explicit Values: This is done through the delivery of universal values such as mutual cooperation

and good manners which are in line with Malay culture, but do not specifically refer to Malay cultural philosophy.

- c. Incidental Value Instillation: Occurs occasionally at certain moments without systematic planning, with low effectiveness.

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