# Cross-Cultural Indonesia-Malaysia for Strengthening Learning Products to Achieve Sustainable Goals

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**ABSTRAK**

Pengabdian kepada masyarakat ini dilaksanakan atas dasar kerja sama internasional antara Indonesia dan Malaysia. Pihak Indonesia diwakili oleh Universitas Muslim Nusantara Al-Washliyah (UMN Al-Washliyah), sementara pihak Malaysia diwakili oleh Universiti Sultan Zainal Abidin (UniSZA). Fokus utama kegiatan ini adalah pertukaran budaya sebagai landasan dalam menciptakan model pembelajaran berbasis proyek (Project-Based Learning). Metode pelaksanaan dilakukan melalui Program Alih Pengetahuan (Knowledge Transfer Programme) yang melibatkan mahasiswa UniSZA sebagai mitra utama. Hasil kegiatan menunjukkan bahwa integrasi kebudayaan Melayu dari Indonesia dan Malaysia mampu memperkuat nilai-nilai pendidikan lintas negara dan menjadi kontribusi signifikan dalam pencapaian Tujuan Pembangunan Berkelanjutan (SDGs) poin 4, yaitu pendidikan berkualitas. Penguatan identitas budaya dalam konteks pendidikan menjadi instrumen strategis dalam meningkatkan pemahaman, toleransi, dan kompetensi global mahasiswa.

**Kata kunci**: *Project Based Learning*; Produk Pendidikan; *Cross-Culture* .


***ABSTRACT***

*This community service activity was carried out based on an international collaboration between Indonesia and Malaysia. Indonesia was represented by Universitas Muslim Nusantara Al-Washliyah (UMN Al-Washliyah), while Malaysia was represented by Universiti Sultan Zainal Abidin (UniSZA). The main focus of the program was cultural exchange as a unique foundation for creating Project-Based Learning approaches. The implementation method involved a Knowledge Transfer Programme, with UniSZA students as the primary partners. The results reveal that integrating Malay culture from both Indonesia and Malaysia strengthens cross-national educational values and significantly contributes to achieving Sustainable Development Goals (SDG) point 4, which emphasizes quality education. The empowerment of cultural identity within the educational context serves as a strategic instrument to enhance students' understanding, tolerance, and global competence.*

***Keywords**: Project Based Learning; Educational Products; Cross-Culture*

## 1. INTRODUCTION

In this case, Indonesia and Malaysia are participating in developing and realizing SDGs 4 to advance a country's success in achieving a prosperous and prosperous country. Indonesia, in this case, is stated in the preamble to the 1945 Constitution, paragraph 4, which states that the Government of the State of Indonesia protects the entire Indonesian nation and all of Indonesia's blood and promotes general welfare, to educate the life of the nation, which is then stated in Article 31 and Article 32 of the 1945 Constitution, which states that every Indonesian citizen is obliged to receive equitable education, the government even provides twenty percent special funds for the implementation of education, this is a reference for education in Indonesia to always participate in achieving the SDGs so that Indonesia will move to become a developed country.

In this case, it is emphasized that, UMN Al Washliyah will provide information and seriousness in participating in achieving SDGs point 4, especially the quality of education, with a focus on explaining project based learning combined with culture, culture in this case is linked to the shared culture of Indonesia, especially North Sumatra. which is one of the areas that has Malay culture and Unisza in Malaysia also has Malay culture. This will emphasize that the Indonesian side will strengthen information to partners that their culture can be linked in every lesson so that they can achieve a strong and civilized generation through Malay culture.

The solution offered in this community service is based on the research results of the Indonesian service team, this is a contribution to educational development partners without forgetting their origins and as a cultural country, namely Malay. The existence of Malay culture is one of the keys to implementing this activity, active, fun, innovative and creative learning activities will arouse students' curiosity in carrying out learning, learning that is linked to everyday life or known as contextual learning and is linked to innovative learning syntax. implemented, namely project based learning, activities that provide opportunities for students to be able to construct knowledge and achieve learning goals, this success will provide long-term memory for students, thus making it easier to produce material into learning outcomes (Lubis, et.al, 2017; Lubis, et.al, 2019). The research results also illustrate that digital social media is also a means of implementing learning which is used as learning multimedia, students not only learn using text books but can integrate social media as a learning medium and these results have also been applied to teachers in Indonesia who are changing the media paradigm. social media becomes more positive (5,6)

## 2. METHOD OF IMPLEMENTATION

This activity program uses culture-based project-based learning. The inquiry activity that will be carried out is guided inquiry, meaning that this activity is carried out with a mentoring process by providing several explanations on how to do and position students and lecturers as partners in this activity. This activity is also combined with collaborative activities with discussion and question-and-answer forums that emphasize learning activities. focus on achieving the SDGs, so that this activity is not just about listening but can produce creative and fun activities.

Based on the problems and solutions to achieve teacher professionalism in making graduation assessment standards, the steps will be carried out as follows:

**a. Activity orientation**

In this phase, the service team prepares permits for partners, and administrative requirements and prepares TOR for mentoring activities and other supporting activity needs this activity is carried out based on the MoU that has been carried out by both parties.

**b. Focus Group Discussion (FGD)**

Before this activity took place, activities were carried out using Webex media to determine the flow of implementation of community service activities. FGD activities were carried out for 2 months before carrying out the activities:



*Cooperative Group (Tutor Collective Group)*

At this stage, the service team always holds discussions with partners after carrying out activities. This activity is assisted by students with a focus on discussing the challenges and obstacles faced by tutors after receiving training and discussing developing materials as well as providing online learning that is capable of being used as a means and infrastructure for learning activities in partners

**Evaluation of Mentoring and Services**

At this stage, the service team carries out an assessment of the tutors as measured by increasing understanding of the meaning of culture in innovative and creative learning in project based learning programs, and using a variety of culture sharing activities to produce interesting and innovative learning media whether prepared in print or online.

**3. RESULTS AND DISCUSSION**

This process was carried out by two universities in Terangganu, namely Zainal Abidin University (Unisza), the material presented was in accordance with the results of research carried out by the Indonesian team:





Through the website of the Inspector General of the Ministry of Education and Culture, Higher Education, Indonesia emphasized that

Indonesia - Malaysia - Singapore have undeniable similarities in culture, uniqueness is the strength of Southeast ASIA countries compared to other countries. This history emerged from the interaction of three countries, even from the time of the Hindu-Buddhist kingdoms, starting from the vast territory of the Malay Kingdom and the Sriwijaya Kingdom which covered northern Malaysia and the island of Sumatra in Indonesia, when Sang Nila Utama, Prince of Palembang and the Kingdom Srivijaya discovered Singapore, when Parameswara, another Prince from Palembang, became the last king of Singapore before being displaced by the Majapahit attack and founded the state of Melaka which is part of the State of Malaysia today, accomplished traders and sailors from Makassar who traded all the way to Singapore and became the origin of Bugis Street, and Many people of Javanese and Minang descent have migrated and become permanent residents in both Malaysia and Singapore (Itjen, 2017).

Learning that is linked to students' closest culture not only makes it easier for students to explain the material, but will store it in long-term memory, so that learning is no longer just about remembering but can be stored in memory, so that students are able to review it again if they have not studied, students will activate memory, Generation Z, Generation Alpha and Generation Beta will not forget the culture that is experiencing the current surge of technology. Too much use of technology will result in the forgetting of one's culture, culture becomes the wealth of a country. Gagne emphasized in cognitive theory, that every student's learning will go through short-term memory and then two paths will be chosen, it will be discarded from memory or stored in long-term memory, if it is stored in long-term memory then that is where cognitive theory will occur, so that learning is not just about remembering what is conveyed but also understood and produced so that it can be recalled for a long time.

The learning process is one of the concepts that must be applied in learning so as to activate student activity, the ability to manage learning will be proof of success in achieving learning outcomes, both hard skills and soft skills. Vygotsky explains that helping students learn from others is based on social constructivism, Johnson & Johnson cooperative learning and Brown & Campione emphasize communities of learners and include four dimensions of pragmatic pedagogy: encouraging listening to others, design discussions, highlighting cultural norms, and Linn also explains that learning uses a variety of social structures, students must be trained to listen to others and Palinscar & Brown emphasize that think before responding or acting Reciprocal teaching emphasizes a community of learners observing and learning from examples, in design discussions, students must have time to "reflect, incorporating other people's ideas, and crafting their contributions carefully rather than formulating imperfect arguments (Capraro, 2013).

Thus, it can be confirmed that good learning has the strengths of thinking, socializing and responding well in learning, so that there is strengthening in every aspect of assessment, both cognitive, affective and psychomotor. The question that arises now is how to develop a learning process that is integrated with the shared culture of Indonesia - Malaysia?

The project assignments given to students provide students with the opportunity to be able to explore each problem to solve the problem, in accordance with the surrounding environment and this will make it easier to determine the project theme in the field. However, students experience many difficulties in discussing the project theme that must be completed, even though the theme is one of the benchmarks for the success of project assignments that must be completed by the end of the semester, based on field observations of 5 project groups in Semester II of the Mathematics Education Study Program at Al Washliyah Muslim Nusantara University. who take the General Chemistry course, the assessment is carried out according to the observation indicators in table 1 below:

**Table 1. Observation Results for Determining Project Themes**

| No | Indicator | Percentage Yield |
|----|-----------|------------------|
| 1 | Duration Deciding on Project Theme by team | |
| | Less than 10 Minutes | 40% |
| | More than 10 Minutes | 60% |
| 2 | Accuracy in Determining Themes in accordance with Chemistry Laboratory procedures/Mathematics material concepts | 40% |
| 3 | Team agreement in determining the project | 40% |
| 4 | Present the project theme in front of the class | 40% |
| 5 | Theme Revision | 60% |

The results in table 1 clearly explain that students still experience problems in determining the theme that must be used to complete project assignments, the thing that is most hampered is:

a) determining the theme takes more than 10 minutes. This was confirmed by interviews with the team, the team stated that they had difficulty finding things that could be used as project tasks, the team first searched and watched YouTube first, then held discussions so that the search time for the project theme took a long time.

b) Accuracy in determining themes in accordance with chemistry laboratory procedures. This is also confirmed by the results of interviews, this is very closely related to the condition of students who do not understand 100% what they have to do, confusion in making decisions is the most basic reason for difficulties in determining a theme.

c) Team agreement in determining the project. The results of the interviews still show the same thing, students again do not understand the concept of matter in everyday life, one of which is that students' views still state that their view of chemistry is only about chemical dangers such as making bombs, the use of formaldehyde or mercury in cosmetics.

d) Present the project theme in front of the class. The new learning atmosphere with new conditions of face-to-face interaction results in anxiety during presentations, which becomes anxiety because students are not ready to explain why the chosen theme is important and must be implemented, so that when the lecturer asks questions about the reasons for choosing the theme, the students do not master the chosen theme.

Project learning is very important to implement at this time, one of the results of research conducted states that PBL in the form of interdisciplinary based

projects is implemented in English for Information Science courses to encourage students to connect language skills with content knowledge and the most interesting thing about implementing project-based activities is that students find balanced use of language skills, knowledge of Information Science, and information technology skills in projects (Shaban Aldabbus. 2018), Furthermore, it is also clear that project based learning can also be collaborated with YouTube media which provides opportunities for students to develop creativity and motivation to solve problems (Rozal, et.al; 2021), Projects will provide opportunities to encourage students to engage in inquiry, explore real-world contexts, and share their learning with others (Poonpon K, 2017)

## 4. CONCLUSION

The development of Indonesian education through the Indonesian Ministry of Education and Culture has formulated the existence of Key Performance Indicators and this is also integrated with the National Research Master Plan with a focus on preserving culture as a national treasure, the same as Malaysia with the vision and mission of the Ministry of Education, with the vision of Quality Education, People Educated, Prosperous Country and mission to Preserve a Quality Education System to Develop Individual Potential to Meet the Nation's Aspirations. The two countries that have the same culture, known as sharing culture, namely Malay, can be used as a learning tool that can  be outlined in learning steps, teaching materials, media, and learning assessments, this is one solution that can be used for direct participation and involvement. achieve Sustainable Development Goals (SDGs) in point 4 (Quality Education).

## GRATITUDE EXPRESSION

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