

DIFFERENT POND, DIFFERENT FISH: A COMMUNITY SERVICE ON SOUTH KOREA CULTURE INTRODUCTION TO FIVE MUHAMMADIYAH SCHOOLS IN WONOGIRI

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Abstract

The community service was aimed to (a) expose the teachers, students and local resident, a direct experience and learning of South Korean culture through home-staying, classroom presentation and Question and Answer session. (b) promote the tolerance among different cultures :Indonesia and South Korea. The participants were teachers and students of five Muhammadiyah school in Wonogiri, Central Java : (1).SD Muhammadiyah Program Khusus Pracimantoro (2)SMP Muhammadiyah Program Khusus Pracimantoro(3)MIM Pelem (4)MIM Sedayu and (5) MIM Kranding and a south Korean Darmasiswa student.

Keywords: *Community Service, South Korean Culture, Home-staying*

1. INTRODUCTION

During the last five years, Indonesian government has been implenting promotion program of culture and language through scholarship named *Darmasiswa dan Kemitraan Negara Berkembang (KNB)*. *Darmasiswa* is a scholarship fully founded by the Indonesian government for applicants who come from a country which has diplomatic relationship with Indonesia. While *Darmasiswa* scholarship is non degree program and aims at study Indonesia culture and language, KNB scholarship is a postgraduate scholarship given to foreign students in which Bahasa Indonesia is the language used in the program. Both scholarship programs are supported by Indonesian ministry of culture and education in cooperation with Indonesian foreign affair .Fifty three (53) Indonesian universities participate as host university in *Darmasiswa* program and there are therteen (13) universities host the KNB scholarship program.

Darmasiswa and *KNB* scholarship program is initiated by the will of the government to promote Indonesian culture and language abroad. It is a soft diplomacy of Indonesian government to nurture the

relationship among countries. Introducing culture and language to other countries is a peaceful way to share the authenticity and diversity of Indonesian culture and language . There are 8 *KNB* students in Universitas Muhammadiyah (UMS). They are from five different nationalities :Uganda, Sudan, Laos, Thailand, Uzbekistan, dan Mesir. *Darmasiswa* students are 8 nationalities: South Korea, Thailand, Uzbekistan, Japan, Vietnam, Marocco dan Colombia. Their participations in this community service program is expected to create a tolerance among different cultures and nationalities.

2. LITERATURE REVIEW

Koentjaraningrat (1985) define culture as an integrated systematic idea, attitude and human artwork for the sake of life betterment. Similiarly, Liliweri (2002) argues that culture is a unit of interpretation, memory, and meaning given by a human group including value, , and norm that influence the attitude and behaviour of the group.

The characteristic of culture according to Hebding dan Glick is transferrable and changing and growing can be learnt at the same time.

Liliweri (2002) define two elements of culture: material and non-material. Material culture is material object created and used by human for instance clothes, house design, food menu, and kitchenware. Non-material culture is a set of idea followed faithfully : values, norm, belief and language.

Liliweri (2002) argues there are eight reasons why we study culture: open minded and mingle with others; self wareness; ethics; making peace and resolve conflict; demography; economy; technology and communication; and be prepared toward globalization era. For this reason, introducing culture can bring many advantages. It may promote peace and tolerance among different nationalities, and be prepared toward the globalization era.

Culture is human non-material and material idea and realm obtained through learning process, dynamic, being passed from one generation to another generation.

One of the issue in globalization era is the importance of understanding the diversities among nationalities (King, 1991). Education is one of the mechanism to grow the understanding and tolerance as “agent of change” for people in society (Marlina, 2014, p.76). The culture introduction has its peak done at the elementary level of child growth. (Belva, dkk., 2015).

Consequently, the effort of promoting tolerance and knowing other culture through community service is worth doing.

This project is solely a community service in which was done as a continuation of Darmasiswa and KNB scholarship program in terms of on the field experience. The project was scientific in purpose yet it was not subscribing to any particular research approach. However, the data documented throughout the project was partially adopted from a descriptive qualitative tools : notes taking, observation and interview were done in the data collection.

3. FINDING AND DISCUSSION

The project finding suggest three issues emerge. (a) South Korean and Indonesian not only share differences in culture but also

commonalities in term of food and beverage.(b) The Indonesian students and teachers in five Muhammadiyah school in Wonogiri was very enthusiastic about South Korean culture.

4. CONCLUSION

The introduction of South Korean culture and language has been successfully conducted. The respond from the school teachers , students and local resident was good. There was a mutual interaction during the program. Hence, the similiar community service is needed to be repeated in the future but with different nationality that more aspect of different nationality and culture can be learnt.

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