

The role of interpersonal communication of Mulok teachers in instilling Malay cultural values

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Abstrak

PERAN KOMUNIKASI INTERPERSONAL GURU BUDAYA MELAYU DALAM MEMASUKKAN NILAI-NILAI BUDAYA MELAYU, Muatan Lokal Melayu merupakan mata pelajaran atau bahan ajar yang berisi konten dan proses pembelajaran tentang potensi dan keunikan orang Melayu. Muatan Lokal Melayu bertujuan agar peserta didik memahami keunggulan dan kearifan orang Melayu. Budaya Melayu Riau merupakan muatan lokal wajib bagi peserta didik mulai dari PAUD sampai dengan SMP/MTs di Provinsi Riau. penelitian ini bermaksud untuk mengetahui bagaimana komunikasi interpersonal guru dalam menanamkan nilai-nilai budaya Melayu kepada peserta didik. Dengan melibatkan 3 orang narasumber dan informan yaitu guru, penelitian ini menggunakan metode penelitian kualitatif dengan teknik pengumpulan data menggunakan observasi, wawancara mendalam, dan studi dokumen serta teknik analisis data deskriptif. maka yang dapat disimpulkan dalam penelitian ini adalah sebagai berikut: (1). Secara keseluruhan peran komunikasi interpersonal guru dalam meningkatkan pengetahuan anak disimpulkan cukup baik. (2). Bahasa yang digunakan guru sangat tepat dalam berkomunikasi dengan peserta didiknya. (3). Komunikasi non verbal yang dilakukan guru dalam berinteraksi dengan siswanya adalah dengan menggunakan gerakan, objek tambahan, gestur, ekspresi wajah, simbol dan intonasi suara yang bervariasi. Hasil penelitian ini menyoroti pentingnya komunikasi interpersonal guru dalam pengembangan identitas budaya siswa.

Kata Kunci: Komunikasi Antarpribadi, Guru, Budaya Melayu, Nilai Budaya

Abstract

THE ROLE OF INTERPERSONAL COMMUNICATION OF TEACHERS OF MALANG CULTURE IN INCORPORATING MALAY CULTURE VALUES, Malay Local Content is a subject or study material that contains content and learning processes about the potential and uniqueness of the Malays. Malay Local Content aims for students to understand the superiority and wisdom of the Malays. Riau Malay Culture is a mandatory local content for students from PAUD to SMP/MTs in Riau Province. this study intends to find out how interpersonal communication of teachers is when instilling Malay cultural values to students. By involving 3 informants and informants, namely teachers,

this study uses a qualitative research method with data collection techniques using observation, in-depth interviews, and document studies as well as descriptive data analysis techniques. then what can be concluded in this study is as follows: (1). Overall, the role of interpersonal communication of teachers in improving children's knowledge is concluded to be quite good. (2). The language used by teachers is very appropriate in communicating with their students. (3). Non-verbal communication carried out by teachers in interacting with their students is by using movements, additional objects, gestures, facial expressions, symbols and varying voice intonations. The findings of this research paper highlight the importance of teacher interpersonal communication in students' cultural identity development

Keywords: Interpersonal Communication, Teacher, Malay Cultural, Cultural Value

INTRODUCTION

In the era of globalization, the preservation of cultural values has become a pressing concern, particularly within the context of education. Teachers play a crucial role in this endeavour, as they serve as the primary conduit for the transmission of cultural values to students. The present research paper examines the significance of teacher interpersonal communication in instilling Malay cultural values, a topic that holds important implications for educational practices and the preservation of cultural heritage.

Malay culture is a rich and diverse tapestry of traditions, beliefs, and practices that have been passed down through generations. Recognizing the importance of preserving these cultural values, educators must ensure that they are effectively integrated into the educational curriculum and classroom interactions. The role of teacher interpersonal communication in this process is paramount, as it shapes the learning environment and facilitates the internalization of cultural values by students

Effective communication between teachers and students is crucial in facilitating the transmission of cultural values within the classroom setting. Teachers' interpersonal communication strategies play a vital role in cultivating students' intercultural competence and fostering a welcoming environment that celebrates diversity. ([Bećirović & Bešlija, 2018](#))

One key aspect of teachers' interpersonal communication strategy is their ability to create culturally relevant curricula that recognize, incorporate, and reflect students' diverse backgrounds. Teachers who demonstrate care and appreciation for students' heritage and contributions help students feel encouraged and motivated to engage with the material. ([Bećirović & Bešlija, 2018](#)) Furthermore, teachers who are skilled in managing intercultural nonverbal communication, such as body language and sensitivity to cultural

norms, are better equipped to navigate the complexities of a diverse classroom. [\(Ping, 2017\)](#)

In addition to leveraging cultural relevance, teachers can also employ assertiveness and authority in their communication to establish a productive learning environment. This approach, when combined with congruent communication patterns and a focus on addressing students' social, emotional, and cognitive needs, can lead to greater student cooperation and the successful instillation of cultural values. [\(Brown, 2003\)](#)

Moreover, teachers should strive to facilitate students' independence in communicating their own values and perspectives. This can be achieved through well-designed instructional activities that empower students to use the target language and actively participate in intercultural exchange. [\(Sabilah, 2019\)](#) By adopting a multifaceted approach that encompasses cultural responsiveness, assertive communication, and the promotion of student agency, teachers can effectively harness the power of interpersonal communication to instill cultural values and cultivate intercultural competence among their students. [\(Brown, 2003\)](#) [\(Bećirović & Bešlija, 2018\)](#) [\(Ping, 2017\)](#) [\(Sabilah, 2019\)](#)

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). Malay culture is a rich and diverse tapestry of traditions, beliefs, and practices that have been passed down through generations. Recognizing the importance of preserving these cultural values, educators must ensure that they are effectively integrated into the educational curriculum and classroom interactions. The role of teacher interpersonal communication in this process is paramount, as it shapes the learning environment and facilitates the internalization of cultural values by students.

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

Agustrianto, 2014). Local content in Riau province is contained in the Riau Malay Culture (BMR) subject.

Theoretical framework

Teachers' interpersonal communication plays a crucial role in the transmission of cultural identity values. Effective communication allows teachers to create a supportive and inclusive learning environment, where students feel empowered to express their cultural backgrounds and identities. ([Issa et al., 2015](#)) ([Smolcic & Katunich, 2016](#)) ([Freed et al., 2019](#)) Research has shown that teachers who possess strong interpersonal communication skills are better equipped to foster positive relationships with their students, which can lead to increased student engagement, academic achievement, and a stronger sense of cultural belonging. ([Melati et al., 2021](#)) ([Abouzeid, 2012](#)) ([Smolcic & Katunich, 2016](#)) ([Freed et al., 2019](#))

Teachers can utilize various communicative strategies to instill cultural identity values, such as actively listening to students, using culturally-responsive language, and encouraging open dialogues about cultural differences. By demonstrating a genuine interest in and respect for students' cultural backgrounds, teachers can help students develop a stronger sense of self and a deeper appreciation for their cultural heritage. The cultivation of cultural identity values is a complex and multifaceted process that requires a deep understanding of the relationship between communication, culture, and identity. Effective interpersonal communication is the cornerstone of this process, as it enables teachers to create a welcoming and inclusive learning environment that acknowledges and celebrates cultural diversity.

Through the integration of culturally relevant curricula, the use of effective communicative strategies, and the cultivation of intercultural competence among teachers, students can develop a strong sense of cultural identity and a deeper appreciation for the diverse cultural backgrounds within their communities. ([Issa et al., 2015](#)) ([Smolcic & Katunich, 2016](#)) ([Abouzeid, 2012](#)) ([Bećirović & Bešlija, 2018](#)).

Malay cultural values are deeply rooted in the traditions and beliefs of the Malay people, and they encompass a wide range of principles and norms that guide individual and societal behavior. These values are essential in shaping the character and worldview of Malay individuals, and they play a crucial role in maintaining the cohesion and identity of the Malay community.

Within the educational context, Malay cultural values serve as a foundation for character education, instilling in students the virtues and ethical principles that are highly valued by the Malay community. As Geertz emphasized, culture is a pattern of meanings that are transmitted historically through symbolic forms, which enable individuals to communicate, preserve, and develop their knowledge and attitudes towards life. ([Alhadika et al., 2021](#)) Therefore, the

integration of Malay cultural values into the educational system is crucial for the preservation and transmission of this rich cultural heritage.

In the Malay cultural context, teachers are often seen as respected figures who serve as role models and mentors. Through their interpersonal communication, teachers can effectively convey the importance of Malay cultural values, such as respect for elders, deference to authority, and the importance of community. Furthermore, as Alexander's study in five countries has shown, the values of a society have a significant influence on the behavior of teachers and students in the classroom. ([Jukes et al., 2021](#)) By incorporating Malay cultural values into their interpersonal communication, teachers can create a learning environment that is conducive to the internalization of these values by students.

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, 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.

RESULT AND DISCUSSION

The review of the literature suggests that teacher interpersonal communication plays a crucial role in instilling Malay cultural values in educational settings. Malay cultural values, such as respect, humility, and collectivism, are deeply embedded in the social fabric of Malay communities and have a significant influence on the dynamics between teachers and students in the classroom. Effective teacher interpersonal communication that aligns with Malay cultural values can foster a learning environment that is conducive to the transmission and preservation of these values. For instance, teachers who demonstrate respect for their students, exhibit humility in their interactions, and emphasize the importance of collective well-being can serve as positive role models and help students internalize these cultural values.

However, the literature also suggests that there can be challenges and barriers to integrating Malay cultural values into pedagogical practices. One such challenge is the potential conflict between traditional Malay cultural values and the increasingly globalized and diverse nature of education, which may require teachers to adapt their communication styles and strategies to cater to the needs of students from various cultural backgrounds. (Dalib et al., 2016) To address these challenges, the literature highlights the importance of teacher training and professional development programs that equip educators with the necessary knowledge, skills, and strategies to effectively incorporate Malay cultural values into their interpersonal communication and classroom practices.

Malay culture lessons

include lessons on Malay cultural customs, Malay cultural history, regional boundaries, Malay arts and cuisine. Each grade level has different lessons, both in theory and practice, such as grade X which learns more theory about Malay culture, such as its history and regional boundaries, grade XI on customs and arts, grade XII on Malay cuisine and customs such as Malay wedding customs. In this instructional communication process, the teacher also uses Malay in the teaching and learning process of Malay culture in class, the teacher accustoms students to interact using Malay, and to interact outside the classroom, there are some other teachers who also use Malay. Based on the interview results, it can be seen that every teacher, especially Malay culture teachers, plays a very important role in instilling Malay cultural values in every student at school. The learning process is the main means for teachers to communicate instructionally with students in instilling and maintaining Malay culture. In the teaching process at this school, it also has uniqueness compared to other

schools in teaching Malay culture so that Malay culture continues to exist for students, especially in the Malay land, such as using Malay language.

Verbal Communication conducted by Teachers in teaching their students.

Verbal communication is one form of communication that is commonly used to convey business messages to other parties through writing or orally. Verbal communication is often conducted by teachers in their communication process with students at school. Verbal communication is considered very effective and appropriate because it is conducted directly face to face with students.

From several research results through direct interviews with informants, this study is about verbal communication conducted by teachers in teaching their students, it can be concluded that all teachers who use verbal communication in communicating and interacting with their students. Verbal communication is considered the most appropriate in interacting

Non-Verbal Communication of Teachers to Students

The second form of communication carried out by teachers in interacting with their students is non-verbal communication. Non-verbal communication is communication that is mixed with speech, for example, gestures, facial expressions, eye movements, voice characteristics and personal appearance are forms of non-verbal communication. This form of non-verbal communication is also used by teachers in the process of interacting and communicating with their students in the classroom. Non-verbal communication is carried out with the aim that students can understand the meaning of what is conveyed by the teacher in relation to increasing the student's knowledge.

Non-verbal communication is a communication process where messages are delivered without using words.

Experts in the field of non-verbal communication usually use the definition of "not using words" strictly, and do not equate non-verbal communication with non-verbal communication. For example, sign language and writing are not considered non-verbal communication because they use words, while intonation and speaking style are classified as non-verbal communication. Nonverbal communication is also different from subconscious communication, which can be either verbal or nonverbal.

The literature review shows that teachers' interpersonal communication plays a significant role in instilling Malay cultural values in the educational environment. Malay cultural values, such as respect, humility, and collectivism,

are deeply embedded in the social structure of Malay society and have a significant influence on the dynamics between teachers and students in the classroom.

Effective teacher interpersonal communication that is aligned with Malay cultural values can foster a learning environment that is conducive to the transmission and perpetuation of these values. For example, teachers who show respect to their students, demonstrate humility in their interactions, and emphasize the importance of collective well-being can serve as positive role models and help students internalize these cultural values.

However, the literature also suggests that there may be challenges and barriers to integrating Malay cultural values into pedagogical practice. One such challenge is the potential conflict between traditional Malay cultural values and the increasingly global and diverse nature of education, which may require teachers to adapt their communication styles and strategies to meet the needs of students from different cultural backgrounds. (Dalib et al., 2016) To address these challenges, the literature highlights the importance of teacher training and professional development programs that equip educators with the knowledge, skills, and strategies necessary to effectively incorporate Malay cultural values into their interpersonal communication and classroom practices.

Findings

The findings of this research paper highlight the importance of teacher interpersonal communication in students' cultural identity development.

Teachers who have strong intercultural communication competencies are better equipped to create learning environments that are inclusive, respectful, and supportive of students' diverse cultural backgrounds. (Wiseman & Fox, 2010) (Ping, 2017) These teachers are able to use culturally responsive language, actively listen to students, and engage in dialogue that encourages cultural exploration and identity formation.

Effective teachers understand that their own cultural identities and communication styles can have a significant impact on their students. By reflecting on their own biases, assumptions, and communication patterns, teachers can adjust their approaches to better meet the needs of their culturally diverse students (Gong et al., 2021). This research also shows that when teachers incorporate culturally relevant curriculum, promote

collaborative learning, and encourage students to share their cultural experiences, they can contribute to the development of strong cultural identities among their students (Smolcic & Katunich, 2016) (Ping, 2017) (Gong et al., 2021) (Kennedy, 2020). The findings of this research paper underscore the importance of ongoing professional development opportunities for teachers, which can enhance their intercultural communication skills and their ability to create learning environments that support the development of cultural identity values.

CONCLUSION

This study has highlighted the critical role of teacher interpersonal communication in instilling Malay cultural values in educational settings. The review of the literature suggests that effective teacher-student communication that aligns with Malay cultural values, such as respect, humility, and collectivism, can foster a learning environment that is conducive to the transmission and preservation of these values. ([Melati et al., 2021](#)) ([Afifah, 2019](#)) ([Bećirović & Bešlija, 2018](#))

However, the study also identified several challenges and barriers to integrating Malay cultural values into pedagogical practices. One key challenge is the potential conflict between traditional Malay cultural values and the increasingly globalized and diverse nature of education, which may require teachers to adapt their communication styles and strategies. ([Bernardo & Malakolunthu, 2012](#))

To address these challenges, the study emphasizes the importance of teacher training and professional development programs that equip educators with the necessary knowledge, skills, and strategies to effectively incorporate Malay cultural values into their interpersonal communication and classroom practices. Overall, the findings of this study suggest that educational institutions in Malay-majority societies should prioritize the integration of Malay cultural values into their curriculum, instructional materials, and teacher professional development programs. By doing so, they can ensure that the rich cultural heritage of the Malay people is preserved and passed down to future generations.

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