



## Introducing Dayak Culture for Elementary School Students through Huma Betang Philosophical Poems

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**Abstract.** Dayak culture offers a wealth of noble values that can positively shape the character of elementary school students. This paper aims to: (1) identify the values of Dayak culture contained in the poem "Philosophy of Huma Betang". (2) Explain the method of introducing these cultural values to elementary school students. (3) Describe the effectiveness of using poetry as a medium of cultural introduction. One of the effective methods to introduce Dayak culture to students is through poetry. This article discusses the poem "Philosophy of Huma Betang" by Misnawati as a medium that conveys cultural values in an interesting and easy-to-understand manner for elementary school students. The importance of this research is based on the need to understand and preserve Dayak cultural values. This research uses a descriptive qualitative approach, by identifying the cultural values contained in the poem. The method of introducing cultural values to elementary school students involves reading with expression, discussion, creative activities, and educational visits. The results of the study show that the use of the poem "Philosophy of Huma Betang" is successful in increasing students' understanding and appreciation of Dayak culture. Students show high interest, they can remember well the values learned, and show improvement in language skills and creativity. Educators also give positive feedback on the effectiveness of this method in learning in elementary school classrooms.

**Keywords:** Cultural Values, Dayak Culture, Elementary Schools, Poetry, Students.

## 1. INTRODUCTION

### Background

Dayak culture is one of the cultural heritages that is rich in noble values, which can be taught to elementary school students to shape their character. One way to introduce Dayak culture is through poetry. The poem "Philosophy of Huma Betang" by Misnawati is an effective medium because it contains various cultural values that can be conveyed in an interesting and easy-to-understand manner by students.

This research is based on several reasons that underlie the need to introduce Dayak cultural values to elementary school students. *First*, Dayak culture is rich in noble values that can shape the character of students. According to research by Santrock (2011), cultural values taught from an early age can form a strong character and moral foundation for students. Values

such as mutual cooperation, togetherness, and equality contained in Dayak culture can be an important foundation for the development of students' character in the future. *Second*, using poetry as a learning medium offers an interesting and effective way to introduce culture to students. The poem "Philosophy of Huma Betang" by Misnawati, for example, has a structure and language that can stimulate the imagination and attention of students. Heath (1983) proposed that poetry can improve language skills and cultural appreciation in students, because the rhythm and rhyme in poetry make it easier for students to remember and understand. *Third*, this research is also important because cultural education can help preserve cultural heritage that may be threatened by the current of modernization. Cultural education in elementary school students can help maintain the sustainability of local traditions and cultural values. By introducing the poem "Philosophy of Huma Betang" to students, we not only teach cultural values but also contribute to efforts to preserve Dayak culture. *Fourth*, cultural introduction through poetry can enrich students' learning experience and make learning more holistic. According to Gardner (1983), learning that involves various forms of intelligence, including linguistics and aesthetics, can provide a more thorough and satisfying learning experience. Poetry as a form of language art helps students develop their linguistic skills while fostering an appreciation for art and culture.

This research can provide practical guidance for elementary school educators in integrating cultural values into the curriculum. An interdisciplinary approach that combines cultural education with language and art teaching, as recommended by Nieto (2009), can provide a richer and more meaningful learning experience for learners. With the right methods, such as the use of poetry, teachers can help students develop an understanding and appreciation of Dayak culture effectively.

### **Problem Formulation**

The formulation of this research problem is as follows.

- a. What are the Dayak cultural values contained in the poem "Philosophy of Huma Betang"?
- b. What is the method of introducing these cultural values to elementary school students?
- c. What is the effectiveness of using poetry as a medium for introducing Dayak culture for elementary school students?

## **Objectives**

This article aims for the following.

- a. Identify the values of Dayak culture contained in the poem "Philosophy of Huma Betang".
- b. Explain the method of introducing these cultural values to elementary school students.
- c. Describe the effectiveness of using poetry as a medium of cultural introduction.

## **Benefits**

The benefit of this article is to provide guidance to elementary school educators in teaching cultural values through poetry, as well as increasing students' awareness and appreciation of Dayak culture.

## **2. METHODOLOGISTS**

This research is based on poetry to introduce Dayak cultural values to elementary school students.

### **Research Approaches and Methods**

This study uses a qualitative approach with a descriptive method. Data was collected through the analysis of the content of the poem "Philosophy of Huma Betang" and observation of teaching activities in elementary school classes.

### **Research Subject**

The subjects of this study are elementary school students in one of the elementary schools in Central Kalimantan, as well as teachers who teach at the school.

### **Research Instruments**

The instruments used in this study include observation sheets, interview guides, and questionnaires for teachers.

### **Research Procedures**

This research was carried out in three stages as follows.

- a. The preparation stage is carried out by compiling research instruments and identifying cultural values in poetry.
- b. The implementation stage is carried out by conducting observations and interviews with teachers and teaching poetry to students.
- c. The analysis stage is carried out by analyzing the data obtained to see the effectiveness of the methods used.

### **3. RESULTS AND DISCUSSION**

#### **Dayak cultural values contained in the poem "Philosophy of Huma Betang"**

The poem "Philosophy of Huma Betang" by Misnawati contains various Dayak cultural values, the following is presented in full poetry.

#### **Huma Betang Philosophy**

By: Misnawati

In the middle of the jungle of Kalimantan  
There the forest dances  
Standing tall Huma Betang  
A home full of meaning  
More than just a place to live  
But the eternal Dayak soul  
Teaching noble values  
Inherited from an early age

Huma Betang Philosophy  
Emitting the seven rays of culture  
Sacred religious system  
Uniting hearts in one view  
With values, ceremonies  
And religious communication  
Binding the soul in harmony  
Without any difference

Strong social organization  
Like a rope that is intertwined  
Kinship and association  
Building unity  
Knowledge system from nature, time  
And the space that is understood  
Enriching insights  
Strengthening human bonds

Beautiful language  
A true communication tool  
Sculpture, painting and music  
Beautify the heart  
Livelihood system  
Living every day,  
By hunting, farming  
And trade for sure

Technology and living equipment  
From creative hands are born  
Production, distribution, transportation  
All for a prosperous life  
A great traditional house  
Symbolizes art and protection  
Shelter from the storm  
And the threatening enemy attack

Huma Betang, a symbol of unity  
The unshakable  
Under the shade of bakas lewu  
Respected chieftains  
With mutual cooperation  
Building together in harmony  
Facing all challenges  
Without hesitation or envy

Huma Betang Values  
Embedded in every soul  
Religion, unity, togetherness  
and honesty is paramount  
Equality and kinship  
Guiding every person's steps  
Uniting in unity

Never forget

Huma Betang, a tall house  
Reach for the blue sky  
Avoiding flooding  
And the threat from the gray enemy  
Under it, animals are kept  
With love  
Be a part of life  
In harmony with nature

In education  
This philosophy is also applied  
Introducing students to culture  
Indescribable values  
With stories, activities  
And an alluring visit  
Cultivating love for ancestral heritage  
What must be closely guarded

Huma Betang  
More than just a physical building  
Is a symbol of life  
The one full of magical meaning  
Teaches us about harmony  
And wisdom  
In every step  
Every breath, every action

Huma Betang Kalimantan  
House of Dayak wisdom  
The length of the story  
It is full of peace and prosperity  
The height touches the sky

In it, noble values are imprinted

Become a life guide

Until the end

Palangka Raya, June 8, 2024

Sumber:

<https://www.facebook.com/photo/?fbid=7909037732468028&set=a.338474016191142>

The poem "Philosophy of Huma Betang" by Misnawati contains various rich and diverse Dayak cultural values. This analysis will discuss the key values contained in the poem, which reflect the wisdom and life of the Dayak people.

### **Religious and Spiritual Values**

This poem emphasizes the importance of a sacred religious system in Dayak culture. The phrase "Sacred religious system, Uniting hearts in one view" shows how religion and religious ceremonies are the basis for unity and harmonization in the Dayak community. Religion is not only a spiritual practice but also as a social glue that binds society in a unified outlook on life.

### **Values of Togetherness and Unity**

The poem also underlines the value of togetherness and unity, as seen in the verse "Strong social organization, Like a woven rope". Huma Betang is described as a symbol of solid unity, a place where mutual cooperation and kinship are the main foundation. This value is very important in building solidarity and social cohesion in Dayak society, where each individual has a role and responsibility in maintaining community harmony.

### **The Value of Local Knowledge and Wisdom**

The value of local knowledge and wisdom is also an important element in this poem. The verse "Knowledge systems of nature, time, and space understood" describes how the Dayak people integrate natural knowledge into their daily lives. A deep understanding of nature, time, and space helps to enrich insights and strengthen human bonds within their communities. This reflects local wisdom that has been passed down from generation to generation.

### **Value of Art and Language**

The value of art and language is also highly valued in Dayak culture, as mentioned in the verse "Beautiful language, True means of communication, Sculpture, painting, and music, Beautifying the heart". Language is not only a means of communication but also a beautiful cultural identity. In addition, sculpture, painting, and music enrich the life of Dayak culture, adding beauty and meaning to their daily lives.

### **Traditional Economic and Technological Values**

Traditional economic and technological values are also displayed in this poem. The verse "Livelihood system, Living every day, By hunting, farming, and definite trade" illustrates how the Dayak people meet their living needs through traditional economic activities. In addition, the stanzas "Technology and living equipment, From creative hands are born" show innovations in technology and equipment created to support a prosperous and prosperous life.

The poem "Philosophy of Huma Betang" by Misnawati contains various Dayak cultural values that reflect the richness and wisdom of the Dayak people. Religious and spiritual values, togetherness and unity, local knowledge and wisdom, arts and languages, and traditional economics and technology, are all integrated into daily life and passed down from generation to generation. By introducing these values through poetry, elementary school students can learn to appreciate and safeguard this valuable cultural heritage, as well as develop strong and noble characters.

### **Application of the Method of Introducing Cultural Values to School Students Basis**

Methods used in teaching poetry to students include:

- a. Reading and Listening In a way that students are invited to listen to poems that are read with the right expressions and intonation.
- b. Discussion and Question and Answer, at this stage, the teacher/educator invites students to discuss the meaning of the poem and the values contained in it.
- c. Creative Activities, carried out by inviting students to draw or make crafts related to the theme of poetry.
- d. Educational Visit, students are invited to visit traditional houses or museums related to Dayak culture.

The introduction of cultural values to elementary school students through the poem "Philosophy of Huma Betang" can be done with various interactive and interesting methods. This method is designed to make cultural learning a fun and immersive experience for students.



The designed method implements steps that include the following.

### 1. Reading and Listening

One of the most basic and effective methods is to read poetry aloud to students. In this method, the teacher reads the poem using the right facial expressions and voice intonation. This is important to grab the attention of the learners and help them understand the emotions and messages contained in the poem. Reading with lively expressions makes poetry more interesting and helps students to remember and appreciate each line.

### 2. Discussion and Q&A

After listening to the poem, the teacher invites students to discuss the meaning and values contained in the poem. Teachers can ask simple questions that provoke students' curiosity and critical thinking. For example, the teacher could ask, "What do you think about Huma Betang's house?" or "What value do you learn from the story in this poem?" These discussions and questions and answers help students to think deeper and understand the cultural concepts presented.

### 3. Creative Activities

To deepen understanding and make learning more fun, teachers can invite students to do creative activities related to the theme of poetry. For example, students can be invited to draw Huma Betang's house, make handicrafts inspired by Dayak culture, or make collages depicting life in Kalimantan. These creative activities not only strengthen the students' memory of the material being taught, but also develop their fine motor skills and creativity.



**Figure 1.** Creative Activities of SDN 2 Students in Tumbang Jutuh

#### **4. Educational Visits**

Visiting traditional houses or museums related to Dayak culture is a very effective method to provide direct experience to students. Seeing and experiencing firsthand the Dayak cultural environment helps students to connect lessons from poetry with real life. During the visit, the teacher can explain the various aspects of Dayak culture that have been mentioned in the poem, such as the traditional religious system, art, and technology. This hands-on experience is very important to enrich students' understanding and foster a sense of love and appreciation for cultural heritage.



**Figure 2.** After the Educational Visit of SDN 2 Students Tumbang Jutuh

These methods are designed to effectively teach Dayak cultural values to Elementary School Students. Through reading and listening, discussions and questions and answers, creative activities, and educational visits, students can understand and appreciate the noble values contained in the poem "Philosophy of Huma Betang." These methods not only make learning more enjoyable, but also help shape the character and cultural awareness of learners from an early age.

#### **The Effectiveness of the Use of Poetry as a Media for Cultural Introduction**

The observation results show that the use of poetry as a medium of cultural introduction is very effective. Students show high interest and are able to understand and remember the

values taught. Teachers also reported an increase in students' understanding and appreciation of Dayak culture.

Based on the results of observations, the use of poetry as a medium for introducing culture to elementary school students has proven to be very effective. The main findings supporting the statement are as follows.

### **1. Students' Interests and Engagement**

Students show high interest when poetry is used as a learning medium. Poetry, with its catchy rhyme and rhythm, is able to captivate the attention of learners for longer compared to conventional teaching methods. For example, when the poem "Philosophy of Huma Betang" is read with vivid expressions and intonation, students become more enthusiastic and actively involved in learning activities.

### **2. Comprehension and Memory**

Students are able to understand and remember the values taught through poetry. The repetitive structure of the poem and the use of beautiful language help the learners remember the information better. Observations show that students can remember and repeat the cultural values conveyed in the poem, such as togetherness, mutual cooperation, and appreciation for nature.

### **3. Increased Cultural Understanding**

Teachers reported an increase in students' understanding of Dayak culture. The discussion that takes place after the poetry reading allows students to express their understanding and ask questions about things they do not yet understand. This process deepens students' understanding of aspects of Dayak culture, such as social structures, religious ceremonies, and traditional arts.

### **4. Appreciation for Culture**

Students showed an increase in appreciation of Dayak culture. Creative activities such as drawing or making crafts related to poetry help students internalize these cultural values. These activities make learning a more enjoyable and meaningful experience, encouraging learners to appreciate and love their cultural heritage.

## **5. Positive Feedback from Teachers**

Teachers give positive feedback on the use of poetry as a learning medium. They noted that this method is not only effective in conveying cultural values, but also improves students' language skills and creativity. Teachers feel that poetry is a flexible tool and can be easily integrated into the daily learning curriculum.

The use of poetry as a medium of cultural introduction has proven to be very effective in increasing students' interest, understanding, and appreciation for Dayak culture. This method allows for interactive and fun learning, helping learners internalize noble values in a more profound and meaningful way. Positive feedback from teachers also shows that poetry can be a valuable learning tool, enriching students' learning experience and shaping their character from an early age.

## **4. CONCLUSION**

The poem "Philosophy of Huma Betang" is an effective medium to introduce Dayak cultural values to elementary school students. Through creative and interactive methods, students can understand and appreciate the noble values contained in Dayak culture. Through reading and listening methods, discussions, creative activities, and educational visits, students show high interest and are able to remember and understand Dayak cultural values such as mutual cooperation, togetherness, and equality. Teachers also reported an increase in understanding and appreciation of Dayak culture. Thus, poetry as a learning tool not only enriches the learning experience but also helps shape the character of students from an early age, as well as provides practical guidance for elementary school educators in teaching cultural values through an interactive and fun way.

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