

Collaborative Learning on Traditional Culture in Kg Gerabah Desa Pagelaran Pottery Village

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ABSTRACT

This study details a visit to Kg Gerabah Desa Pagelaran Pottery Village involving Islamic University of Malang Students, Merdeka Student Exchange Students (PMM), Students from Universiti Malaysia Kelantan (UMK), and Students from Palestine. In this endeavor, the goal was to broaden understanding of cultural diversity, learn about pottery making and build cross-border cooperation, explore interactions between students from different countries to enrich learning experiences and promote mutually beneficial cultural exchanges. With a focus on interaction with the local community, the research aims to understand traditional heritage and its impact on local economic development.

Keywords: *traditional culture, pottery craft*

INTRODUCTION

Micro, Small and Medium Enterprises (MSMEs) play an important role in economic development in the region. Pottery craft is one of the arts that is favored by local and foreign tourists. This pottery craft business uses 100% local raw materials (Setiawan et al., 2019). Pottery craftsmen were originally farmers who utilized their free time to make art crafts, creating tools and items for daily needs. However, due to the rapid market demand, the growth of the small to medium-scale pottery industry has become a leading craft industry that has ample opportunities to improve the welfare of the local community.

The visit to Desa Pagelaran Pottery Village with students from the Islamic University of Malang, PMM students, Universiti Kelantan Malaysia (UMK) students, and students from Palestine is a collaborative cross-cultural initiative that aims to explore, understand the cultural richness of the pottery village and learn about the manufacturing process. In the context of the Merdeka Student Exchange (PMM) and international student participation, this introduction will discuss the purpose of the visit, the expected impact, and the importance of cross-country cooperation in enriching the educational experience and stimulating the exchange of ideas and cultural values. We are also taught how the process is made.

THEORETICAL BASIS

The theoretical basis of the visit to the Pottery Village involved the concepts of cross-cultural management, collaborative learning, and international cooperation. This theory includes an in-depth understanding of how intercultural interactions can enhance leadership skills, enrich global perspectives, and make a positive contribution to local social and economic development. In addition, this approach also includes an analysis of the impact that the participation of students from different cultural backgrounds has on the exchange of knowledge and understanding between countries.

METHOD

The method of the visit involves observational approaches, participatory interviews, and surveys to document cultural aspects of the pottery village. PMM students, Malaysian and Palestinian students will engage in direct interactions with the local community, pottery artists, as well as local stakeholders. Data will be qualitatively analyzed to identify the impact of cross-cultural interactions on their understanding of the ceramic arts and cultural heritage of Kampung Gerabah. Surveys will also be used to evaluate participants' perceptions and experiences regarding the benefits of cross-country collaborative learning.

RESULTS AND DISCUSSION

The visit to Kg Gerabah Desa Pagelaran Pottery Village gave many benefits to us as students because we could learn about understanding the richness of Indonesian traditional culture, learning the process of making it, and cooperation between international teams. In this chapter we will discuss what was done during the field survey. In Kg Gerabah Desa Pagelaran Pottery Village the community is still very preservative of culture, one of which we were also taught to make pottery. In this process we were taught about what equipment is used in making pottery such as Perbot, Secang, Dalim, Sendat, Kerik, Tetekan, Penggawe. Basic materials for making pottery Rice field soil, river sand, and water. How to make pottery crafts the first selection and retrieval of rice field soil. Step two processing and forming according to the desired shape. Step three drying pottery, in this stage pottery crafts should not be directly dried on the hot sun. It needs to be allowed to stand for about 2 hours after that it can only be dried directly in the sun, if the direct sun will crack on the pottery pattern that has been made. Step 5 Burning the pottery. Step 6 Finishing. From this we learned a lot about pottery processing, teamwork, and can develop traditional cultural knowledge.

WEAKNESS AND STRENGTH

Strengths of the Indonesia pottery industry include a rich cultural heritage, skilled artisans, and a diverse range of traditional designs. However, weaknesses may stem from limited technological advancements and potential challenges in marketing and distribution.

In comparison, Malaysia's pottery industry benefits from modern manufacturing techniques, efficient supply chains, and a more developed market presence. Yet, it may lack the unique cultural depth found in Indonesian pottery.

Both countries could explore collaborations to leverage each other's strengths and address their respective weaknesses, fostering a mutually beneficial pottery industry in the region.

CONCLUSION

In conclusion, the collaborative visit to Kg Gerabah Desa Pagelaran Pottery Village by students from Islamic University of Malang, PMM students, Universiti Kelantan Malaysia (UMK) students, and students from Palestine proved to be a valuable cross-cultural initiative. The study highlighted the significance of traditional culture in the local economic development through pottery craft. The theoretical basis encompassing cross-cultural management, collaborative learning, and international cooperation provided a framework for understanding the impact of intercultural interactions on leadership skills and global perspectives.

The visit's method, employing observational approaches, participatory interviews, and surveys, yielded insightful results. Students engaged directly with the local community, pottery artists, and stakeholders, contributing to a deeper understanding of Indonesian traditional culture and the pottery-making process. The results underscored the importance of cross-country collaborative learning in enriching educational experiences.

The strengths of the Indonesia pottery industry, rooted in cultural heritage and skilled artisans, were evident during the visit. However, challenges such as limited technological advancements were identified as weaknesses. In comparison, Malaysia's pottery industry showcased strengths in modern techniques and efficient supply chains, but potentially lacked the cultural depth found in Indonesian pottery.

To enhance the pottery industry in both countries, collaboration is suggested, leveraging each other's strengths and addressing weaknesses. This mutual exchange could lead to a more robust and culturally enriched pottery industry in the region, benefiting the local communities and fostering international cooperation.

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APENDIC

