

CHAPTER 2: BANJARESE CULTURAL CONTENT FOR ENGLISH COLLABORATIVE LEARNING ACTIVITIES

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A. Introduction

South Kalimantan's Banjar people have a rich cultural heritage that includes songs, stories, customs, and knowledge that has been passed down through the ages. Banjar people of South Kalimantan have a close relationship with the river, as evidenced by their use of ships for river transportation (Abdurrahman & Abduh, 2019). In an age where globalized resources are frequently used extensively in education especially for Gen Z students (Hasbi, et al., 2024), including regional cultural treasures in collaborative learning activities is a potent method to help students rediscover their heritage while improving their language proficiency (Triwibowo, 2023).

Banjarese is one of the languages with 1,000 speakers that are primarily used in 13 regions of south Kalimantan, including Balangan, Banjar, Barito Kuala, Hulu Sungai

Selatan, Hulu Sungai Tengah, Hulu Sungai Utara, Kotabaru, Tabalong, Tanah Bumbu, Tanah Laut, Tapin, Banjarbaru, and Banjarmasin. (Yamin et al., 2020). Authentic language use is promoted by the introduction of cultural content. Students interact with real-life circumstances from their local communities instead of depending on made-up conversations or general subjects (Jain, 2024). For example Rafiek and Nisa (2023) transformed the story into a narrative and procedural text as instructional materials for Banjarese and Indonesian for foreign speakers. Thus, the purpose of education is to let students express themselves meaningfully and authentically, not only to educate them to speak a language. This is supported by incorporating Banjarese cultural riches into collaborative learning activities. One example of Banjarese cultural content that could be implemented in ELT context is through the story of Pangeran Antasari; the short version of the story in Banjarese Language can be watched at this Kesultanan Nusantara link https://www.youtube.com/watch?v=57_HbQrX76U.

B. Teaching Design

English Collaborative Learning Activities

The collaborative learning activities below are based on Pangeran Antasari's story and can be implemented in a language learning environment. In addition to improving students' speaking, listening, reading, and writing skills, these exercises aim to help them get a deeper comprehension of the historical background. Learning vocabulary and

idioms, storytelling and retelling, cultural exploration, and writing are among the activities.

The Story of Pangeran Antasari

Pangeran Antasari was a legendary leader and hero from South Kalimantan, known for his bravery, wisdom, and dedication to his people. Born in the 19th century, he was a prince of the Banjar Sultanate, and his story has become a symbol of resistance and leadership for the people of South Kalimantan.



PANGERAN ANTASARI
Lahir : Banjarmasin, 1809
Wafat : Bayan Baga (Kalimantan-
Selatan) 11 – 10 – 1862

At a young age, Antasari was already recognized for his intelligence and strong leadership qualities. He was educated in the ways of the royal court, learning diplomacy, military strategy, and the importance of serving his people. Despite his noble birth, Antasari was deeply concerned with the welfare of the common people and sought to bring prosperity and justice to the region.

In the early 1850s, Dutch colonial powers began to exert more control over the Banjar Sultanate, aiming to annex the region and exploit its resources. The Dutch attempted to impose taxes, take over land, and interfere with local customs and laws. This led to widespread resentment among the people of Banjar, who saw their independence being threatened.

Pangeran Antasari, having a strong sense of justice and loyalty to his people, rose up against the Dutch invaders.

He gathered a loyal following, including warriors, scholars, and local leaders, and together they formed a resistance movement. Antasari was not only a skilled military leader but also a wise strategist, using guerrilla warfare tactics to challenge the Dutch forces.

He led several battles against the Dutch, famously defending his land and people from foreign domination. One of his most notable efforts was the **Perang Banjar** (Banjar War), which lasted from 1859 to 1905. Pangeran Antasari's resistance became legendary as he and his followers fought bravely, even though the odds were against them. His leadership inspired many, and he was revered as a hero, both during his life and after his death.



Although the Dutch eventually succeeded in suppressing the rebellion, Pangeran Antasari's spirit of resistance lived on. His legacy continues to inspire the people of South Kalimantan, reminding them of the importance of fighting for their freedom, culture, and justice.

Pangeran Antasari died in 1862, but he is remembered as a martyr and a symbol of the struggle against colonial oppression. Today, his name is honored throughout South

Kalimantan, where statues and monuments stand in his memory. Pangeran Antasari's story is not just a tale of war; it is a story of courage, resilience, and an unwavering commitment to protecting one's homeland and people.

(This Story is adapted from Nurhalisa (2022). Sejarah Pangeran Antasari Dalam Perang Banjar (1859-1862). <https://doi.org/10.31219/osf.io/ydg2j>)

Vocabulary and Idioms: Learning from Pangeran

Antasari

Activity:

1. Create a vocabulary list based on the story of Pangeran Antasari (e.g., resistance, freedom, war, justice, leadership, etc.).
2. Students will work in pairs (collaborative learning) to create sentences or short dialogues using the new words, incorporating the historical context of the story.
3. Teachers can also introduce idioms related to leadership and overcoming adversity, such as “fight for what’s right” or “stand firm in the face of adversity,” and ask students to use them in context.

Pamzan, et al., (2023) agreed that students' vocabulary and idiomatic expression can be improved in a dynamic and captivating way through collaborative learning. Working together, students develop their language proficiency while also gaining contextual and cultural knowledge, which eventually results in a deeper and more enduring grasp of language. When it comes to acquiring idioms and

vocabulary, collaborative learning can significantly improve students' comprehension and application of new terms. In addition, students' engagement can be greatly increased by incorporating pop culture into vocabulary lessons through well-known games like Squid Game (Hasbi, et., al 2025).

Storytelling and Retelling: Pangeran Antasari's Heroic Journey

Activity:

1. Start by reading or telling the story of Pangeran Antasari to the class.
2. Afterward, ask students to retell the story in their own words, either in pairs or small groups (collaborative learning activities)
3. For additional challenge, students can be asked to retell the story from different perspectives, such as from the viewpoint of a common villager or one of Pangeran Antasari's followers.
4. Students can also add their own creative twists to the retelling, imagining what might have happened if the Dutch forces had been defeated earlier or if Antasari had used a different strategy.

A perfect fit for collaborative learning, storytelling, and retelling are effective language acquisition strategies (Rifiyanti & Hidayat, 2024). Collaboratively sharing, reconstructing, and creatively expressing stories together fosters the development of critical thinking, vocabulary,

speaking, listening, and comprehension abilities. In short, storytelling and retelling through collaborative learning make language learning active, social, and meaningful. Students are not only learning words and structures; they are building communication, memory, creativity, and understanding – all essential skills for real-world language use.

Cultural Exploration: Comparing Resistance Leaders Activity:

1. Have students compare Pangeran Antasari with another historical figure who led a resistance movement against colonialism (e.g., Nelson Mandela, Ho Chi Minh, or José Martí).
2. Students can research the figure assigned to them in group and create a comparison chart that highlights key similarities and differences in their leadership styles, strategies, and the outcomes of their movements.
3. Each student will present their comparison to the class and explain what they learned about leadership in the face of colonialism.

Irlina's (2025) comparative analysis of Buginese and Banjarese folklore demonstrates the abundance of instructional opportunities for enhancing students' language use, cultural awareness, and moral education. By integrating these cultural narratives into the lessons,

educators may create more engaging, culturally relevant, and significant learning experiences.

Writing Activity: Letters from the Frontlines

Activity:

1. Ask students to write a letter from the perspective of Pangeran Antasari, a soldier in his army, or a civilian living during the Banjar War.
2. The letter should describe the emotions, challenges, and hopes of the writer, based on their role in the story.
3. For example, a soldier might describe a battle, the fear of defeat, and the pride of fighting for freedom. A civilian might express hope for peace and the impact of the war on their daily life.
4. Afterward, students can share their letters in groups or with the class, and discuss how the war affected different members of society (collaborative learning activities).

Writing exercises are substantially improved by the dynamic and engaging atmosphere that collaborative learning offers. Students collaborate in groups or couples to plan, draft, revise, and polish their writing rather than writing alone. The problem of writing has been greatly aided by the development and improvement of educational technology, including the most recent creation of artificial intelligence (AI) applications (Hasbi, 2024). Zulkifli (2017) also investigated the literature and linguistic structure of

the Banjarese culture. These languages and literature's expression of cultural values can also be applied broadly. It is predicated on the fact that every society has customs, languages, and literature that are rich in cultural values.

C. Further Discussion

Based on Arini's (2016) research, it was determined that integrating Banjarese cultures into English instruction and learning in Banjarmasin schools is crucial to developing students' positive character traits, creating a love for local knowledge, and modernizing them in this age of globalization. To reinforce this approach, teachers use Banjarese traditions as themes and materials to help pupils improve their English. By incorporating Banjarese cultures into the teaching and learning process, such as in the English subject, it is thought that the teacher's and student's perspectives are one place to start when trying to maintain them. It is therefore encouraged that the culture be included in their English instruction to benefit both the students and preserve the culture as a whole.

South Kalimantan is home to numerous local wisdoms that are still practiced today, including the traditions of justice and deliberation, cooperation, freedom, and criticism, as well as knowledge of the physical environment, plant types, their cultivation, and their advantages, and traditional Banjar homes (Wahyu, 2022). Teachers, curriculum developers, and community leaders should now embrace the diversity of Banjarese culture in

the classroom, allowing local knowledge, language, and customs to become effective means of developing the next generation of communicators who are proud, talented, and deeply anchored in their culture.

Author

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