

Introduction and Preservation of Cultural Heritage Along the Kapuas River in Pontianak for History Teachers and Students

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Abstract: History learning requires teachers to contextualize the material by utilizing the environment where students live as interrelated learning material. For example, with its historical journey, integrating the potential of natural wealth in Pontianak, such as the Kapuas River, can be used for educational purposes. Community service activities aim to introduce past cultural heritage, most of which is located around the banks of the Kapuas River. There were 32 participants in this activity, consisting of teachers and students. Through this activity, it is hoped that teachers will have an overview of cultural heritage, which can be used as a historical learning resource to contextualize or link to learning material. The method used is Participatory Action Research (PAR), which involves providing materials and visits to cultural heritage sites to provide participants with an overview of the history of Pontianak and its cultural heritage. Among others are the Pontianak Sultanate area, namely the Kadriyah Palace and the Jami Mosque. Visitors can build communication and get material directly from resource persons on duty at the location. The activity results showed that after visiting one of the locations, participants felt emotional closeness and actively explored independently, building discussions with resource persons to enrich their knowledge. Participants also felt satisfied with the information provided by the resource person, thereby increasing their knowledge and insight about the cultural heritage on the banks of the Kapuas River, Pontianak. As evaluation material, this activity can be held again with a different theme and include more literature related to the sites visited.

Keywords: cultural heritage; kadriyah palace; kapuas

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INTRODUCTION

The study of history is synonymous with exploring the past, which is rich in meaning. The paradigm shift in historical studies in this era has brought a new perspective that learning history

can be done in various enjoyable ways. As Hasan (2019) noted, utilizing local events and history in history education can help address the shortcomings of textbook material. It transcends the formal boundaries of the classroom by

utilizing the surrounding environment as a field laboratory for studying history.

Like other cities in Indonesia, Pontianak has many historical sites, including buildings and areas designated as cultural heritage objects by the central and local governments. This designation follows the Cultural Heritage Law, indicating that these objects are over 50 years old, represent the style of their era, and have historical, scientific, and cultural value. Generally, according to periodization, historical relics in Pontianak are divided into three periods: traditional (the sultanate era), colonial, and independence. The cultural heritage from the colonial period is particularly interesting because it is located in an area once known as Tanah Seribu (Duizen Vierkanten Paal), which served as the administrative and government centre during the Dutch East Indies era (Firmansyah, 2021).

Pontianak, as a centre of civilization located in the western part of Kalimantan, cannot be separated from the presence of rivers that support the lives of its people. Since ancient times, development patterns have tended to follow the flow of the Kapuas River. Therefore, most of the cultural heritage buildings that still survive are also concentrated along the banks of the Kapuas River, on both its southern and northern sides.

The cultural heritage sites along the Kapuas River can be categorized into several types of buildings based on their use. For example, places of worship include the Jami' Mosque of the Pontianak Sultanate, the Good Shepherd Catholic Church, and the Tridarma Vihara. Transportation, telephone, and postal infrastructure include the Old Post Office, the Telephone Office, and the Seng Hie Port. Economic centres in the Pasar Tengah area, government facilities like the residency office complex, city hall, and the Pontianak Sultanate palace complex, and the city's landmark, the

Equator Monument, are also located along the riverbanks, not far from the royal cemetery in Batu Layang.

These cultural heritage objects are markers of their time and, from a broader educational perspective, can also be utilized as learning resources. They serve as learning resources not only for students but also for the general public interested in history. On the other hand, this utilization aligns with the spirit of cultural heritage preservation, which holds significant value for history, education, science, and culture (Prabowo & Supardi, 2022).

Cultural heritage preservation is of great importance, one purpose of which is to strengthen national identity (Pusdiklat Kemdikbud RI, 2023: 8). This is highly relevant to history education, which also idealizes developing Indonesian individuals with strong character and a foundation in nationalism (Petun, 2023).

Regarding cultural heritage as an alternative learning source in formal education, it is necessary to consider the opinions of history teachers as educators. Mr. Lukman, a history teacher at Madrasah Aliyah Negeri (MAN) 1 Pontianak, mentioned difficulties contextualizing the material in students' textbooks. History teachers are required to relate historical events in the textbooks to the environment or events in the students' surroundings, in this case, around the city of Pontianak (Interview with Mr. Lukmanul Hakim, July 1, Firmansyah, 2023). Therefore, a solution is needed for teachers to have the ability to extract information about historic areas that are part of heritage sites or zones.

This issue should receive attention from fellow teachers and higher education institutions, which are teacher-training institutions and are expected to contribute concretely to solving this problem. One way to do this is through the Community Service Program, part of

the three pillars of higher education that every lecturer must implement.

The collective memory of Pontianak's history must be continuously passed down to the younger generation, especially high school/MA students. Thus, this activity aims to observe the participants' enthusiasm or response regarding using river tours to enhance historical understanding and thinking. The community service activity through river tours is also aimed at helping teachers identify cultural heritage objects that can be contextualized in the classroom through various means.

This activity is expected to stimulate participants in building and developing a sense of historical or cultural heritage preservation among their students. The packaging of the material is also expected to evoke students' curiosity. It aims to develop historical thinking skills by fostering awareness of time, events, critical and analytical thinking, and other contextual aspects (Hudaibah, 2014).

Introducing cultural heritage along the Kapuas River in Pontianak is also expected to foster a maritime spirit among the participants. By exploring the river using water transportation (boats), participants will understand the vital role of the Kapuas River as the economic lifeline of West Kalimantan. Additionally, this activity will raise awareness of the importance of protecting the environment, particularly the river ecosystem. Matnuh suggests that the community service model, such as river tours, can strengthen community knowledge about participating in managing river areas. This will create a movement for environmental management awareness, leading to a healthy and productive environment (Matnuh et al., 2022).

This community service activity is designed like a field trip, as some of the places explored are tourist attractions, and the transportation used is a type of tourist boat. It can also inspire business

opportunities for the participants by organizing historical tour services. The community service team chose this approach because history studies have a function often forgotten: the recreational function. Historical tourism offers a new experience rich in meaning and value as if it can transport the participant back in time to experience the atmosphere of the past. Historical tourism also helps fulfil a person's physical and spiritual needs, as in the function of tourism stated in Law No. 10 of 2009 concerning Tourism. Additionally, it has an intellectual function because cultural heritage objects or buildings can serve as learning resources (Prabowo, 2021).

METHOD

This Community Service Program utilizes the Participatory Action Research (PAR) method. Denzin and Lincoln (2009) in Afandi et al., (2022), describe the PAR approach as aiming to study and address practical needs within the community, generate knowledge, and facilitate changes in social and religious aspects. The community is viewed as the primary agent of change in social aspects, with the lecturers and students conducting the community service serving as facilitators in this process of change.

This community service activity was organized by a team of lecturers from the History Education study program at Tanjungpura University, assisted by several students. The partner for this activity was the Madrasah Aliyah (MA) History Teachers' Working Group (MGMP) in Pontianak City.

The activity was carried out in several stages, with the main activity introducing cultural heritage along the banks of the Kapuas River in Pontianak, taking place on September 3, 2023. The participants included 16 history teachers who are MGMP History MA Pontianak City members and 16 students with a strong interest in history. The

participating students were selected by their teachers and had to be, be, and be in the 11th grade.

The activities were conducted using a discussion method to identify the challenges faced by history teachers who are members of the MGMP History MA Pontianak City. Several stages of activities followed this: socialization from August 14-24, 2023, the main material briefing on September 1, 2023, the main introduction to cultural heritage on September 2, 2023, and an evaluation on September 3, 2023. The authors served as the organizing committee, including chairman (Andang Firmansyah), secretary (Haris Firmansyah), treasurer (Astrini Eka Putri), event coordinator (Ika Rahmatika Chalimi), public relations and publications (M. Rikaz Prabowo), and documentation (Edwin Mirza). In addition to the authors who acted as the organizing committee, several students from the History Education Student Association (HIMSERA) were also involved to assist with technical and field tasks to ensure this success.

Several instruments were used in the community service activities to support smooth implementation. An online form via Google Forms was used to distribute questionnaires to participants to gather initial responses and evaluate the activity. A projector and sound system were also used to present material related to cultural heritage in Pontianak. The steps for introducing and preserving cultural heritage consisted of preparation, implementation, and evaluation.

Preparation

The preparation stage began with a site survey of cultural heritage buildings along the Kapuas River in Pontianak around July 2023, involving the committee and technical team from the students. The survey was important as an initial step to understand the field's real

conditions and gain a clearer perspective on the environment surrounding the cultural heritage buildings. The community service team surveyed to determine the exact locations of the sites to be visited. Documentation in the form of photos, videos, and interviews with the managers of the cultural heritage sites was also conducted as part of the survey portfolio.

Conducting interviews is important when introducing historical or cultural heritage sites to ensure that the information presented later is valid and credible (Rochgiyanti et al., 2022).

After obtaining the survey data or information, the team continued with analysis to determine the potential cultural heritage objects to be visited. This consideration was made by taking into account factors such as time, distance, facilities, accommodation (accessible via the riverbank), transportation, and the significance of the objects to the history lessons for the students.

This preparation stage was carried out to maintain the scientific element of historical studies. History as a science has a method that is used when writing history and serves as a guide in historical activities. Practically, the historical method guides systematic procedures and techniques (stages) according to the principles of historical discipline (Abbas, 2014).

Based on the analysis and considerations of the team, the selected cultural heritage objects included:

- 1) Larive Park, a city park now known as Kapuas Square, was initiated around the 1830s and was located directly in front of the Resident's Office (now the Mayor's Office) (Listiana, 2009).
- 2) The Government Center Area, consisting of former Resident Office buildings (now the Mayor's Office), the Post and Telegraph Office (now Indonesia Post), De Javasche Bank

- (now Bank Indonesia), the Landscape Telephone Office (formerly the Kwarda Scout Office), the City Hall (now the Bappeda Office), and the Forestry Office (now the Satpol PP Office) (B.O.W en Landschap Opname Dienst, 1934)
- 3) The Pontianak Sultanate Area includes the Jami' Sultan Syarif Abdurrahman Mosque, the palace complex gate, and the main building of Kadriyah Palace. This area was Pontianak's first point of development as a city, beginning around 1771 AD (Prabowo & Supardi, 2022).
 - 4) The Seng Hie Port Area, which includes Seng Hie Port, the Good Shepherd Church (formerly the Roman Catholic Church), and the Chinese-style house of the Kuning Agung Foundation (Huang Family).
 - 5) Batulayang Cemetery, the official cemetery complex of the Pontianak Sultanate, was established in the 18th century and is located in Batulayang, North Pontianak. The oldest tombstone dates back to 1808 AD, belonging to the first Sultan of Pontianak, Syarif Abdurrahman Alkadri (Syaifulloh & Wibowo, 2020)
 - 6) The Equator Monument is an iconic structure that marks the city's location on the equatorial line, which divides the Earth into the northern and southern hemispheres. A topographical expedition of the Dutch East Indies government began construction in 1914 and was completed in 1928 (Affandi, 2013).

Implementation

The activities were conducted over two days, September 1-2, 2023. The first day included an introductory session covering the brief history of Pontianak's development and its historical sites. This session was conducted in a classroom

using PowerPoint and video presentations, followed by discussions and technical explanations on the second day.

On the second day, the activities involved a river cruise using a tourist boat while listening to an educator or speaker's presentations about the historical and cultural heritage sites. The presentation style was designed to mimic a historical tour, with the material delivered in a storytelling format to enhance understanding and promote tourism (Setyastuti et al., 2023). After touring the colonial government centre, participants boarded the boat at the dock in Kapuas Square. The river route included Batulayang Cemetery, the Equator Monument, the Pontianak Sultanate Area, and Seng Hie Port. The boat then returned to the dock at Kapuas Square.

Evaluation

The evaluation stage was conducted to evaluate the overall implementation of the activities from start to finish. It was held on September 3, 2023, and participants filled out a questionnaire. Additionally, the committee evaluated the materials, methods, and speakers involved in introducing the cultural heritage sites along the Kapuas River. The results of this evaluation will determine whether the activity will continue in the following year or be replaced with a different theme.

RESULTS AND DISCUSSION

Analysis of Results

The results of the questionnaires filled out by the community service activity participants show that 22 of them (73.3%) had previously visited one of the cultural heritage buildings located along the banks of the Kapuas River.

The results of the questionnaire at the Kadriyah Palace Complex, Pontianak are shown in Figure 1.

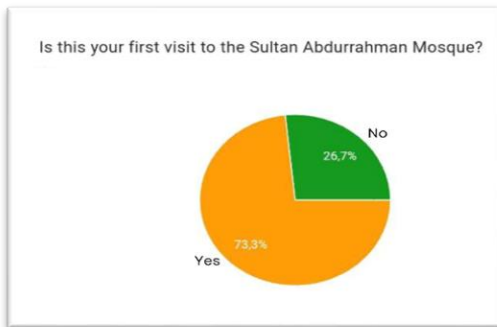


Figure 1 Results of the questionnaire at the Kadriyah Palace Complex in Pontianak

Meanwhile, the remaining 8 participants stated that it was their first time visiting the cultural heritage site selected by the community service team, namely the Pontianak Sultanate area, which includes the Jami' Sultan Syarif Abdurrahman Mosque and Kadriyah Palace. Thus, for most participants, this visit was not their first to this area during the community service. Two other participants chose not to answer.

After the visit, most participants showed an emotional connection with the cultural heritage site they visited. Their enthusiasm was evident during the activity. Participants explored independently and then asked in-depth questions about the development of the Pontianak Sultanate area or its cultural heritage buildings and artifacts. This provided a new experience, allowing them to see historical objects or buildings directly, which they had previously only seen in books, making the experience more meaningful and enjoyable (Sutrisno & Mokodompit, 2019).

This is supported by the questionnaire results, which showed that out of 31 participants, 29 (96.5%) found the collection of artifacts and cultural heritage objects in Kadriyah Palace, Pontianak, to be interesting. The items in the palace have historical value as previous sultans used them. For instance,

outside the palace, cannons of various sizes are in the courtyard. Inside are various objects such as the 'thousand mirrors,' paintings, old photographs, documents, a throne, clothing, and vases (Wibowo et al., 2014).

Results of the questionnaire on the layout of the collections in Kadriyah Palace, Pontianak are shown in Figure 2.

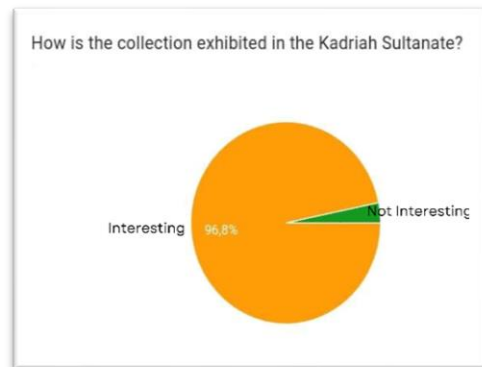


Figure 2 Results of the questionnaire on the layout of the collections in Kadriyah Palace, Pontianak

Additionally, the well-organized layout of the historical objects in Kadriyah Palace supports the interest. The types and placements of objects like the thousand mirrors, the sultan's throne, ancient bowls, cannons, family photographs, gamelan instruments, and vases have been properly defined.

The community service participants were satisfied with the information provided by the speakers or resource persons about the early history of the Pontianak Sultanate. Controversial questions arose when participants inquired about the initial location of the building's establishment, asking whether the mosque or the palace was built first. Participants also gained new information regarding the toponymy of Pontianak, which has many versions in society, such as being derived from the word 'kuntlanak,' 'pohon punti,' or even from the Mandarin language, namely 'pontian' and 'kuntian,' meaning stopover or resting place (Darmadi, 2022).

Khamsyahurrahman, an educator at Kadriyah Palace, mentioned that the name Pontianak originated from an island separated from the main landmass of the area, called Pontianak Island. This island refers to the one near Kadriyah Palace, where the Jami Sultan Syarif Abdurrahman Mosque is also located.

Activity Evaluation

The questionnaire results were used to evaluate the community service activity, and all 32 participants expressed satisfaction with the event. Participants felt that their knowledge and understanding of cultural heritage in Pontianak, located along the banks of the Kapuas River, had increased. They also suggested that this activity should continue with the next phase or a new theme. Additionally, as part of the evaluation, the community service team observed the seriousness of the participants.

This seriousness was evident from the enthusiasm shown by participants in listening to all the material presented. Their curiosity was highly commendable, as evidenced by the numerous questions they asked. These critical questions provide valuable insights for the team to improve the information and enrich the historical literature related to the cultural heritage sites along the Kapuas River. According to Suprpta (2020), compiling historical literature related to cultural heritage buildings to support their use as learning resources can be a concrete step in this activity. This approach can help foster community participation in preserving cultural heritage buildings.

CONCLUSIONS

This activity concludes that the banks of the Kapuas River hold various potentials, including historical potential. During this community service activity, with the theme "Introduction and Preservation of Cultural Heritage Around the Banks of the Kapuas River

for History Teachers and Students of Madrasah Aliyah in Pontianak City," teachers and students of the madrasah were able to closely explore information from various sources, such as the speakers, informants in the field, and the remaining artifacts.

Participants gained substantial knowledge and experience about the history and events related to the cultural heritage they visited, which can benefit students as an alternative learning resource. However, some areas of concern include the current condition of the cultural heritage buildings along the Kapuas, such as maintenance and the less attractive and tidy environment. Despite these issues, participants remained enthusiastic throughout the event and fully supported the continuation of this activity with different themes in the future.

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