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Introducing Indonesia's Traditional Pecah Piring Sport to Nanyang Technological University Students in Singapore: A Community Engagement for Cultural Diplomacy

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ABSTRACT

Objective: This community service program aimed to increase the knowledge, understanding, and appreciation of students at Nanyang Technological University (NTU), Singapore, toward the Indonesian traditional sport Pecah Piring (Broken Plate) as a medium for character education, cultural preservation, and cultural diplomacy.

Methodology: A participatory approach was employed through three stages: preparation, implementation, and evaluation. The implementation included presentations on the history, philosophy, cultural values, and rules of the Pecah Piring game, followed by demonstrations and group-based hands-on practice. Program effectiveness was evaluated using observations, discussions, and participant response questionnaires, while the collected data were analyzed descriptively.

Results: The program successfully enhanced participants' understanding and appreciation of Indonesian traditional sports. Evaluation results indicated excellent outcomes, with material understanding reaching 92%, participant engagement 95%, teamwork 94%, appreciation of Indonesian culture 96%, and overall satisfaction 97%. The experiential learning approach effectively promoted active participation while strengthening values of sportsmanship, cooperation, communication, leadership, and cross-cultural understanding.

Conclusions: The socialization of the traditional sport Pecah Piring proved to be an effective strategy for promoting Indonesian cultural heritage in an international academic environment. The participatory and experiential learning model not only increased participants' knowledge and cultural appreciation but also demonstrated the potential of traditional sports as a medium for character education, cultural diplomacy, and the internationalization of higher education. Similar programs should be expanded through sustainable international collaborations to strengthen global recognition of Indonesia's cultural heritage.

Keywords

traditional sports; pecah piring; cultural diplomacy; internationalization; community service.

INTRODUCTION

The rapid expansion of globalization has facilitated unprecedented cross-cultural exchange while concurrently threatening the viability of indigenous cultural traditions (Rofiah et al., 2026; Wheatley, 2024). The widespread availability of information, coupled with the pervasive influence of globalized popular culture, has increasingly distanced younger populations from the local customs that form the bedrock of national identity (Suharyanto & Wifiliani, 2024, p. 5003). In response, cultural preservation necessitates strategies beyond traditional archival efforts or artistic dissemination; it requires pedagogical initiatives that actively impart cultural values to diverse, including international, audiences. Within this framework, higher education institutions occupy a pivotal position, leveraging their commitment to community service to design initiatives that synthesize educational outreach, cultural stewardship, and international diplomacy (Muzaki et al., 2025).

One cultural heritage with great potential to be introduced in international forums is traditional sports (Nofrizal et al., 2025; Saura & Zimmermann, 2021, p. 590308). Besides serving as recreational and educational activities, traditional sports embody the values of togetherness, sportsmanship, cooperation, discipline, and respect for local wisdom. Therefore, introducing traditional sports to communities across countries is one way to implement cultural preservation while strengthening national identity in the global community. This activity also aligns with efforts to internationalize higher education through strengthening academic collaboration and cultural exchange (Destiana et al., 2025; Shao, 2011).

One of sport interesting traditional For introduced is Pecah Piring. Game This is game traditional that developed in various regions in Indonesia with characteristics game a combined team element dexterity, strategy, speed, communication, and work. The same team. Game done with compile pieces or pile as the target then dropped using the ball, while team against make an effort hinder the restructuring process (Herlandy et al., 2024, p. 193; Royana et al., 2024, p. 1351). Simplicity tools, flexibility implementation, as well as height interaction between players make Pecah Piring easy practiced in various environment without need facility special. In addition give benefit for fitness physical, games This is also a learning medium character through experience direct (Bangun et al., 2023).

Although own mark high educational and cultural, sports traditional Indonesian still relatively not enough known by the

public international. Students foreign generally more know Indonesian culture through culinary, dance, or music, while games and sports traditional Not yet Lots introduced in a way systematic in activity academic and devotion to society (Andriyanto et al., 2024; Fitri et al., 2020, p. 587198). Conditions This show the need for a socialization program that is capable of give understanding about philosophy, rules games, benefits, and mark the culture contained in sport traditional Indonesian through interactive and participatory approach.

Based on condition said, the team devotion carry out activity Socialization Sport Traditional Pecah Piring to Nanyang University Singapore students as a medium of introduction Indonesian culture through activity sport traditional activities. This designed in form delivery material about history, philosophy, and rules game, continued with demonstration as well as practice direct so that participant No only get knowledge conceptual, but also experiential play in a way collaborative approach participatory chosen (Landøy et al., 2019, p. 71; Sannicandro, 2024, p. 33). For increase involvement participant at a time strengthen understanding to values togetherness, communication and sportsmanship contained in games.

Implementation activity devotion This expected give benefit in the form of increasing knowledge and appreciation Nanyang University Singapore students against sport traditional Indonesian as part from riches culture nation. In addition, activities this is also expected become means strengthening diplomacy cultural *diplomacy*, strengthening connection academic inter-university high, and open opportunity development of collaborative programs oriented towards conservation culture, education, and exchange culture at the level international. With Thus, socialization sport traditional Pecah Piring No only contribute to effort preservation inheritance Indonesian culture, but also supports internationalization college tall through activity devotion to impacted communities real.

METHODOLOGY

This community service activity was carried out through the socialization and practice of the traditional sport of Pecah Piring for students at Nanyang University, Singapore, using a participatory approach. This approach was chosen to encourage active participant involvement so that the learning process takes place through the provision of materials, demonstrations, and direct practical experience.

The activity implementation consisted of three stages. The preparation stage included coordination with partners, preparation of outreach materials, and preparation of game facilities and infrastructure. The implementation stage began with the presentation of material on the traditional sport of Pecah Piring, covering its history, game rules, and cultural values. Next, participants participated in demonstrations and practice games in groups with guidance from the community service team. The evaluation stage was conducted through observation, discussion, and participant response questionnaires to determine the level of participant understanding, participation, and response to the activity implementation.

The data obtained were analyzed descriptively qualitatively based on the results of observations, participant responses, and activity documentation to describe the achievement of the community service objectives, namely increasing the knowledge and appreciation of Nanyang University students towards the traditional sport of Pecah Piring as part of Indonesia's cultural heritage.

RESULTS

The community service activity, which involved socializing the traditional sport of Pecah Piring (Plate Breaking) for students at Nanyang Technological University (NTU) Singapore, was carried out according to a predetermined plan, consisting of four main stages: material delivery, game demonstrations, hands-on practice, and evaluation. The entire series of activities took place interactively with a high level of participant participation, marked by active involvement in discussion sessions, demonstrations, and game practice.

Chronological Implementation of Activities

The first phase began with an opening session followed by an educational presentation on the traditional Indonesian sport Pecah Piring. The presentation introduced participants to the history, philosophy, rules, and character-building values of the game, while also highlighting the role of traditional sports as an important component of Indonesia's cultural heritage. Participants were encouraged to engage in discussions about Indonesia's cultural diversity, creating an interactive learning environment through active two-way communication. The second phase consisted of a demonstration conducted by the community engagement team. During this session, facilitators demonstrated the fundamental playing techniques, target arrangement, ball-throwing procedures, scoring system, and basic game strategies. The demonstration was designed to provide participants with a practical understanding of the game's mechanics and procedures before they proceeded to independent practice and simulation.



Gambar 1. Traditional Sports Socialization Session of sport Pecah Piring

The third stage is direct practice carried out in groups. All participant participate play sport traditional Pecah Piring with accompanied by a team devotion. During practice ongoing seen existence intensive interaction between participants in strategize, divide roles, communicating, and finish challenge game in a way collaborative.



Gambar 2. Traditional Sports Practice Sessions of sport Pecah Piring

The final stage consisted of program evaluation through direct observation of participant engagement during the practical activities, facilitated reflective discussions, and the completion of an evaluation questionnaire. These evaluation methods were used to assess participants' understanding of the traditional sport, their level of participation, teamwork, appreciation of Indonesian culture, and overall satisfaction with the implementation of the program.

Real Results Achieved

Evaluation results show that activity succeed reach goals that have been determined. Based on results observation and questionnaire evaluation, part big participant state new first time meeting sport traditional Pecah Pirings, however after follow activity they capable understand rule games, philosophy culture, as well as values the characters contained therein. In a way quantitative, results evaluation show that:

Table 1. results observation and questionnaire evaluation, part big participant state new first time meeting sport traditional Pecah Pirings

Aspect Evaluation	Results	Category
Understanding material	92%	Very good
Participation participant	95%	Very good
Work The same team	94%	Very good
Appreciation to Indonesian culture	96%	Very good
Satisfaction to activity	97%	Very good

The results demonstrate that integrating theoretical instruction with experiential learning significantly enhanced participant engagement and strengthened their understanding of Indonesian traditional sports. Qualitative feedback further revealed that participants regarded the experience-based learning approach as more interactive, enjoyable, and effective than conventional lecture-oriented methods. Participants emphasized that the Pecah Piring game served not only as a recreational activity but also as an effective medium for fostering essential social and character values, including teamwork, communication, sportsmanship, leadership, and strategic decision-making through collaborative participation.

Impact of the Program on Participants

The community engagement program generated significant positive outcomes for students at Nanyang Technological University (NTU), Singapore. The impact extended beyond increasing participants' knowledge of Indonesian traditional sports to fostering a deeper appreciation of Indonesia's cultural heritage as an important component of national identity.

Throughout the practical sessions, participants demonstrated noticeable behavioral improvements, including greater confidence in interacting with group members, enhanced teamwork in developing game strategies, more effective communication, and stronger mutual respect during the activities. These findings suggest that traditional sports can serve as an effective medium for character education while simultaneously facilitating intercultural interaction and collaboration.

Beyond its educational benefits, the program reinforced the role of traditional sports as an instrument of cultural diplomacy. By engaging directly with the Pecah Piring game, participants gained authentic cultural experiences that created positive perceptions of Indonesian culture and stimulated their interest in learning more about Indonesia's traditional games and cultural heritage. Consequently, the program contributed to the internationalization of higher education by promoting meaningful people-to-people engagement and strengthening cross-cultural understanding.

Program Successes, Challenges, and Solutions

Overall, the community engagement program was implemented successfully and achieved all of its intended objectives. The evaluation results demonstrated high levels of material comprehension (92%), participant engagement (95%), cultural appreciation (96%), and overall satisfaction (97%), indicating that the participatory approach—integrating theoretical instruction, demonstrations, and experiential practice—effectively enhanced learning outcomes related to Indonesian traditional sports and cultural values.

Despite these positive outcomes, several challenges emerged during program implementation. First, most participants had no prior exposure to the traditional Pecah Piring sport, requiring additional time to explain the game rules and underlying cultural philosophy. Second, differences in linguistic and cultural backgrounds made certain concepts and traditional terminology more

difficult to understand, necessitating simplified explanations and contextual examples. Third, limited program duration restricted participants' opportunities to explore more advanced gameplay strategies and engage in extended practical sessions.

To address these challenges, the facilitators incorporated additional demonstrations before the practical sessions, adopted simplified bilingual communication throughout the activities, provided visual learning materials to illustrate each stage of the game, and delivered intensive guidance to individual groups during practice. These strategies effectively enhanced participant comprehension and ensured that the entire program was completed successfully in accordance with its predetermined objectives.

DISCUSSION

The present findings indicate that integrating theoretical instruction with demonstrations, experiential activities, and collaborative reflection effectively enhanced participants' understanding and appreciation of *Pecah Piring* as part of Indonesia's cultural heritage. The consistently high performance across all evaluation dimensions—including knowledge acquisition (92%), active participation (95%), teamwork (94%), cultural appreciation (96%), and participant satisfaction (97%)—highlights the effectiveness of experiential learning in fostering meaningful cross-cultural engagement. These findings further suggest that participatory learning approaches can serve as a valuable framework for promoting cultural literacy and strengthening intercultural understanding through international community engagement activities.

This positive outcome can be attributed to the characteristics of the participatory learning approach employed throughout the program. The introductory session established a solid conceptual foundation by familiarizing participants with the history, philosophy, game rules, and cultural values embedded in the traditional Indonesian sport of *Pecah Piring* (Nazirun & Sari, (2025); Rachman et al., 2025). Subsequently, demonstrations and hands-on practice enabled participants to translate conceptual knowledge into meaningful real-world experiences. By integrating cognitive understanding with experiential learning, participants not only developed a clear understanding of the game's rules but also internalized the cultural values and meanings embedded in *Pecah Piring*. This instructional approach likely contributed to the high level of participant comprehension observed following the completion of the program (Hariyono et al., 2023, p. 643; Shadiev et al., 2015, p. 9).

The substantial level of participant involvement throughout the activity suggests that participatory learning is more effective than conventional teacher-centered instruction in promoting active engagement. During the experiential sessions, participants collaboratively formulated game strategies, distributed tasks, communicated effectively within their groups, and reached decisions through consensus. Such learning experiences encouraged active participation while simultaneously fostering interpersonal competencies, including teamwork, communication, and collaborative decision-making (Endreß et al., 2022). These activities made participants not merely recipients of information, but also key actors in the learning process. This active involvement is a characteristic of adult learning, where understanding is formed through experience, social interaction, and reflection on the activities undertaken (Setiawati & Shofwan, 2023, p. 9423).

The evaluation also shows that the traditional sport of *Pecah Piring* has great potential as a medium for character education (Efendi et al., 2023). During the game, participants are required to work together, develop strategies, maintain communication, respect group decisions, and accept the outcome of the game in a sporting manner. These activities indirectly instill various character values, which are the primary goal of education through sport. Therefore, traditional games not only provide benefits in terms of physical activity but also serve as a vehicle for developing social character relevant to the needs of an increasingly multicultural global society (Mashuri, 2022; Siskariyanti & Aris, 2025).

The high level of cultural appreciation achieved by participants (96%) demonstrates the potential of traditional sports as an effective instrument for promoting Indonesian cultural identity in international contexts. Prior to the activity, the majority of participants were unfamiliar with *Pecah Piring*; however, the experiential learning process enabled them to develop a meaningful understanding of both the game and the cultural heritage embedded within it. These findings highlight the capacity of traditional sports to facilitate intercultural learning through authentic cultural experiences (Andriyanto et al., 2024; Miri et al., 2023, p. 81). After receiving both theoretical instruction and practical experience, participants demonstrated a broader understanding of *Pecah Piring* beyond its recreational function. They recognized that the traditional sport reflects fundamental cultural values such as togetherness, cooperation, communication, sportsmanship, and respect for local cultural traditions. These findings suggest that experiential learning enables participants to internalize cultural meanings that may not be effectively conveyed through theoretical instruction alone (Alinda et al., 2025; Herlandy et al., 2024, p. 193). This hands-on learning experience leaves a stronger impression than delivering information through presentations or lectures alone because participants experience the game process and its values firsthand.

From a cultural diplomacy perspective, the findings highlight the strategic potential of traditional sports as a form of Indonesia's soft power. Rather than passively observing cultural performances or exhibitions, participants actively interacted with Indonesian cultural practices through collaborative gameplay. This experiential engagement generated authentic cultural experiences that enhanced cross-cultural understanding and encouraged more positive perceptions of Indonesia as a country with a rich and diverse cultural heritage (Arrazy et al., 2025; Tiawati et al., 2024, p. 24). With thus, devotion to public No only give benefit educative for participants, but also contribute to strengthening Indonesia's image in the environment academic international.

The implementation of this program also contributes to the university's internationalization agenda by demonstrating how community engagement initiatives can strengthen global partnerships. The collaboration between the Indonesian higher education institution and Nanyang Technological University (NTU), Singapore, illustrates that community service can extend beyond its traditional local focus to become a platform for international cooperation. Such partnerships are not limited to research collaboration and student mobility but also promote meaningful cultural exchange and intercultural learning among participating communities (Fuadi et al., 2021, p. 103; Jamil & Jaffar, 2023, p. 4). Through initiatives of this nature, universities can expand their international academic networks while systematically promoting Indonesia's rich cultural heritage to global audiences. By integrating cultural exchange into community engagement activities, higher education institutions can strengthen their international presence and enhance intercultural collaboration. Consequently, culture-based community service programs have the potential to become an

integral component of a sustainable university internationalization strategy, generating long-term benefits for both institutional development and cross-cultural engagement.

Despite the positive outcomes achieved, the implementation of this program encountered several challenges. Most participants had no prior familiarity with the traditional sport of Pecah Piring, requiring additional time to explain the game's rules, objectives, and the cultural philosophy underlying its practice. Furthermore, differences in cultural and linguistic backgrounds meant that several local concepts and terminologies had to be communicated using simpler and more accessible explanations to ensure participants' understanding. The relatively limited duration of the program also restricted opportunities for participants to explore alternative game strategies and engage in deeper reflection on their learning experiences. To address these challenges, the facilitators adopted several adaptive instructional strategies, including repeated demonstrations, continuous group mentoring, the use of more accessible and communicative language, and visual demonstrations throughout the practical sessions. These approaches effectively maintained participant engagement and facilitated active participation throughout the entire program. The findings suggest that culturally diverse community engagement initiatives require flexible instructional methods and culturally responsive communication to maximize learning outcomes and ensure meaningful intercultural experiences (Ho et al., 2024, p. 1238575; Hodge-Sallah et al., 2020, p. 10; Piamjariyakul et al., 2024, p. 7).

Based on the overall findings, the community engagement model integrating cultural education, demonstrations, participatory practice, and reflective learning can be regarded as a best practice for implementing culture-based international community service programs. This integrated approach not only enhanced participants' short-term knowledge and appreciation of Indonesian traditional sports but also created opportunities to strengthen international academic networks, promote cultural diplomacy, and increase global exposure to Indonesia's rich cultural heritage. The combination of experiential learning and intercultural interaction enabled participants to engage meaningfully with cultural values while fostering mutual understanding across diverse cultural backgrounds.

Future programs should expand this model by involving larger and more diverse participant groups, introducing a wider range of Indonesian traditional sports, and incorporating longitudinal evaluation to examine changes in participants' knowledge, attitudes, and behaviors over time. Such an approach would provide stronger empirical evidence regarding the long-term contribution of traditional sports to cultural preservation, intercultural competence, and the strengthening of international partnerships through community engagement. Furthermore, systematic evaluation of long-term outcomes would help establish culture-based community service as an evidence-informed strategy for advancing university internationalization and enhancing Indonesia's cultural presence in the global arena.

CONCLUSION

The community service program introducing the Indonesian traditional sport *Pecah Piring* to students at Nanyang Technological University (NTU), Singapore, successfully achieved its primary objective of enhancing participants' knowledge, understanding, and appreciation of Indonesian cultural heritage through an experiential and participatory learning approach. By integrating cultural education, demonstrations, hands-on practice, and reflective evaluation, the program created an engaging learning environment that enabled participants not only to understand the rules of the game but also to internalize its underlying cultural values, including cooperation, sportsmanship, communication, leadership, discipline, and responsibility.

The evaluation findings indicate that experiential learning is an effective approach for promoting active participation while strengthening cross-cultural understanding and appreciation of Indonesian traditional culture. Beyond its educational outcomes, the program demonstrates the potential of traditional sports to function as a medium of cultural diplomacy by fostering authentic intercultural interaction, promoting positive perceptions of Indonesia's cultural heritage, and strengthening academic and cultural collaboration between Indonesian and international higher education institutions. These findings suggest that culture-based community engagement can contribute meaningfully to university internationalization by integrating academic cooperation with intercultural learning and community outreach.

Future initiatives should broaden the scope of participation by involving a wider range of international universities and introducing additional Indonesian traditional sports to represent the country's cultural diversity more comprehensively. Longitudinal evaluation is also recommended to examine the sustained effects of the program on participants' knowledge, attitudes, intercultural competence, and behavioral intentions. Such evidence would provide a stronger empirical foundation for positioning traditional sports as an effective instrument for cultural preservation, cultural diplomacy, and sustainable international community engagement.

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