

The Relationship of Asean Country Identity Recognition to Students' Curiosity in Pandan Malaysia Learning Studio

 <https://doi.org/10.31004/jele.v1i1.1877>

*Intan Sahpitri Br Sembiring, Chairunnisa Amelia^{ab}

¹²Universitas Muhammadiyah Sumatera Utara, Indonesia

Corresponding Author: intansahpitri204@gmail.com

A B S T R A C T

Education plays an important role in preserving cultural values and customs passed down from generation to generation while continuously adapting to societal changes. In the context of regional development, mastering ASEAN identity is essential for students to understand ASEAN member countries, their characteristics, and shared values. Low levels of curiosity among students can be addressed through the use of interactive and engaging learning media. This study aimed to determine the relationship between recognition of ASEAN identity and students' curiosity at the Pandan Learning Centre in Malaysia. The study employed a quantitative correlational research design involving students as research participants. Data were collected using questionnaires and analyzed using a correlation test. The results showed a significance value of Sig. (2-tailed) of 0.000, which is less than 0.05, indicating a statistically significant relationship between ASEAN identity recognition and students' curiosity. Therefore, it can be concluded that a higher level of ASEAN identity recognition is associated with increased curiosity among students.

Keywords: Curiosity, ASEAN, Identity

Article History:

Received 19th December 2025

Accepted 22nd January 2026

Published 10th February 2026



INTRODUCTION

Education serves not only as a foundation for individuals' holistic development but also plays a crucial role in shaping strong moral character and a balanced personality. In this context, education goes beyond the mere transmission of knowledge and functions as a cultural process that instills noble values, influencing students' attitudes, behaviors, and character. The true measure of educational success is reflected in the development of individuals who are intellectually competent, possess moral integrity, and are capable of fulfilling their responsibilities within society. (Gunawan & Said, 2025)

Education is the process by which students acquire knowledge to gain deeper understanding, develop critical thinking skills, and achieve greater personal growth. The purpose of education is generally very abstract, as it includes vague beliefs. These goals are general and idealistic, and their content is so broad that implementing them in real life can prove difficult (Syafitri, Pratiwi, & Amelia, 2025).

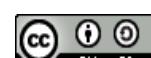
Education is the most important element in developing superior human resources and educated individuals should be able to revive the nation's culture and pursue their own development. (Aspiandi, Buwono, Aminuyati, & Barella, 2025)

The role of teachers as facilitators is to use creative learning tools to ensure that the learning process runs smoothly. Teachers must be able to facilitate learning, understand the usefulness and application of teaching materials and applications, and facilitate the process of preparing and delivering subject matter. (Ainnurrahmi, Nurhairunnisah, Musahrain, Nurjumiati, & Ningsyih, 2025)

According to the learning process, students must be prepared to master 21st century skills. This means that educators must be ready in the process of planning, implementing, and evaluating learning. (Khatimah, et al., 2025)

© 2021 The Author. This article is licensed CC BY SA 4.0.

visit [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



One of the factors that significantly affects the effectiveness of the learning process is the use of learning media. Educational media is an important part of the learning process, providing a means to assist teachers in delivering educational materials to students in a more understandable way. This medium can be used to convey the teacher's message or to stimulate students' interest and engagement, increase their mental energy and enthusiasm, it can be considered a learning medium (Hardiansyah, Aryani, & Widodo, 2025).

Textbooks in ASEAN Member States (ASEAN) face particular challenges in conveying an understanding of the social and cultural context in each member state. The irrelevance between the learning material and the real experience of the student makes the learning process abstract and boring. (Jannah & Gunansyah, 2025)

Curiosity is an important element in the learning process. Curious students actively seek information, ask questions, and are enthusiastic about learning. According to Pratiwi & Sari in , curiosity is the foundation of scientific thinking and motivation for learning. Learning that fosters curiosity transforms students from mere information gatherers to proactive individuals who are responsible for new discoveries. (Husmar, 2025)

According to students' curiosity, it can be influenced by the teacher's motivation, the teacher's prejudice, the depth of the question, the student's own motivation, the student's interest in learning, and the student's gender. Meanwhile, factors that affect problem-solving skills include the use of strategies, the core of the learning material, the level of complexity of the learning material, the teacher's motivation, the student's initial ability, the environment, home, learning media, and network instability during online learning. (Yulianti, Wati, Rahmawati, Sari, & Ulandari, 2024)

According to questions and situations that trigger in-depth inquiry serve as triggers, spark curiosity, and emerge as personal desires or needs that require fulfillment. In education, students should act as a bridge to access new information and knowledge, as well as as a means to remember what they have learned before. (Shoriah & Efendi, 2024)

Many students have difficulty learning due to a lack of interest. Based on the results of observations at the Pandan Learning Center in Malaysia, it was found that students do not fully understand the identity of ASEAN (member countries, capitals, currencies and flags.). Due to the lack of media during the lessons, students show little interest in the Association of Southeast Asian Nations (ASEAN). Therefore, the media used to meet these requirements must be more contextually relevant, interactive, and engaging.

To overcome this problem, the researcher used *PowerPoint* media to deliver learning materials about ASEAN in relation to the recognition of ASEAN identity to students' curiosity

Today, there are various software platforms and tools available as a means to harness science and technology. For example, platforms and software to develop engaging learning materials can be utilized, one of which is *PowerPoint*. By taking advantage of the various features integrated in *PowerPoint*, creating interactive learning materials is easier. The installation of hypertext links in slides allows for the creation of interactive presentations that give students the opportunity to practice more advanced cognitive strategies. In the digital era, technology can be leveraged through *PowerPoint*. Experts use interactive media and animations, along with tools like Microsoft *PowerPoint*, to make learning activities in schools more dynamic and engaging. (Ainnurrahmi, Nurhairunnisah, Musahrain, Nurjumiati, & Ningsyih, 2025)

Learning materials are available in a variety of digital formats, such as print materials and *PowerPoint*. This digital version is increasingly used along with the advancement of information technology. The use of diverse learning materials can increase students' creativity, activity levels, and analytical thinking skills. *PowerPoint* presentations offer several advantages over traditional media. *PowerPoint* enables visually and auditory presentations of visually and auditory learning materials, interactive, and flexible. Features such as animations, images, videos, and attractive layouts can stimulate students' curiosity and motivation to learn, making the learning process more efficient and fun. Teachers can use this tool to convey and present information in a systematic manner. This makes it easier for students to

The Relationship of Asean Country Identity Recognition to Students' Curiosity in Pandan Malaysia Learning Studio understand, thus increasing their curiosity and motivation to learn. (Hardiansyah, Aryani, & Widodo, 2025)

The use of powerpoint can improve shiva's learning ability. Therefore, teachers must maximize the educational potential to optimize the learning process for students voluntarily. (Saefuddin, 2024)

Learning is an important element in the dynamic development of human art and culture. Therefore, the field of education must develop in line with the progress of the times. Human resource development in Indonesia plays a significant role, especially in strengthening reliable skills as well as mental and intellectual abilities through learning, in accordance with national development needs. Technology is increasingly developing and expanding in modern educational institutions. This is because schools must utilize technology to overcome various problems and obstacles, as well as complete their tasks efficiently.

Based on the background of the above problem, the purpose of the study is to determine the relationship between the recognition of ASEAN identity and the curiosity of students in the pandan learning studio of Malaysia.

METHOD

This study uses a quantitative approach with a correlation research design. The purpose of using the correlation analysis technique was to find out the relationship between the recognition of ASEAN country identity and the curiosity of students at the Pandan Learning Center, Malaysia. The subjects of this study are 8 students of grades V and VI at the Pandan Learning Center, Malaysia.

The research instrument used was an observation sheet. The observation sheet was prepared to observe two research variables, namely the recognition of ASEAN country identity and students' curiosity. The observation sheet consists of two parts. Part A contains indicators of ASEAN identity recognition, covering students' knowledge of ASEAN member countries, capitals, currencies and flags of each country. Part B contains indicators of students' curiosity, such as activeness of questioning, attention to the material, enthusiasm, and participation during learning. The observation instruments are prepared based on relevant theoretical studies and consulted with the supervisor.

The research is carried out through several stages. First, the researcher prepared learning materials on ASEAN identity using power point media. Second, the researcher carries out learning by delivering material interactively and actively involving students. During the learning process, the researcher observed student activities using observation sheets. The observation data was then collected for analysis.

The data obtained from the observation sheet was analyzed using quantitative analysis techniques. Descriptive analysis was used to describe the recognition of ASEAN country identity and students' curiosity. Furthermore, an inferential analysis using the Pearson correlation test was carried out to determine the relationship between the two variables.

Before the correlation test is carried out, a prerequisite test is first carried out in the form of a normality test and a linearity test. Hypothesis testing was carried out at a significance level of 0.05.

FINDINGS AND DISCUSSION

Summary of the research subject, verification of prerequisites, and testing of research hypotheses are the three main points of the conclusion of this study. The subjects of this study were eight students in grades 5 and 6 of elementary school.

Normality Test and Linearity Test

In parametric statistics, normality and linearity tests are essential for bivariate correlation tests. If these assumptions are met, a bivariate correlation test can be used for hypothesis testing.

Tests of Normality

	Curiosity	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Asean Identity	9	.277	6	.168	.773	6	.053

Based on the results of the normality test in Table 1, the significance level for $\text{Asi} \text{ymp.sig}$ is 0.053, which is greater than 0.05. Therefore, it is concluded that the data follows a normal distribution, and the normality requirements are declared met. Next is the linearity test shown in Table 2.

ANOVA Table

Rasa Ingin tahu * Identitas Asean	Between Groups	Sum of Squares	Df	Mean Square	F	Sig.
		(Combined)	2	1.063	1.932	.239
	Linearity	2.083	1	2.083	3.788	.109
	Deviation from Linearity	.042	1	.042	.076	.794
	Within Groups	2.750	5	.550		
	Total	4.875	7			

Based on Table 2, it is known that the value of deviation from linearity sig. It can be concluded that there is a significant linear relationship between the ASEAN identity variable and curiosity. This is because the value of 0.794 is greater than 0.05.

Research Hypothesis Test**Correlations**

		Asean Identity	Curiosity
Asean Identity	Pearson Correlation	1	.654
	Sig. (2-tailed)		.000
	N	8	8
Curiosity	Pearson Correlation	.654	1
	Sig. (2-tailed)	.034	
	N	8	8

Based on Table 3, the significance value of Sig. (2-tailed) between ASEAN Identity and curiosity is $0.000 < 0.05$ which means H_0 is rejected and H_1 is accepted, so that there is a significant relationship/correlation between the ASEAN Identity variable and curiosity

In the context of education, the development of students' character becomes the main goal, which allows them to face life's challenges with wisdom. Character education is a value system related to God, oneself, others, the environment, and the state. These values are reflected in knowledge, awareness, and behavior. (Yulianti, Wati, Rahmawati, Sari, & Ulandari, 2024)

The same expert states that curiosity is an essential quality for students to solve real-world problems and succeed in their learning process. Therefore, teachers' creativity is very important in designing learning methods that foster curiosity.

According to Piaget in Curiosity has been shown to play an important role in children's cognitive development. By answering questions that encourage critical thinking, students can gather more information and gain a deeper understanding. When using engaging photographs, students actively participate in the learning process. (Khatimah, et al., 2025)

Children's curiosity arises naturally, but it can be developed more effectively in a supportive and interactive learning environment, which does not instill fear. When teachers provide learning experiences that stimulate curiosity, students become more proactive in asking questions, making observations, and seeking answers to phenomena they encounter. (Ramadhani, 2025)

First, the researcher created learning materials in PowerPoint format that included flags, names, capitals, currencies, symbols, and other aspects of identity from ASEAN member countries. After explaining the material using PowerPoint, the researcher then encouraged students to actively participate by mentioning the names of countries and displaying their flags.

Next, the researcher made observations while filling out the observation sheet. This observation sheet is divided into two parts. Part A shows the level of knowledge of students about ASEAN, while Part B aims to increase students' curiosity. Next, the data was processed using correlation analysis. The results of the correlation analysis show a significant relationship between ASEAN identity and curiosity. The sigma (2-tailed) value is $0.000 < 0.05$.

Cultural studies in the ASEAN region are essential for students to be proud of their own culture and understand the cultures of other countries. Students can learn about the different cultures that exist in ASEAN member countries. This is in line with the characteristics of Pancasila education known as 'global diversity'. (Dewantara & Irma, 2025)

This research is supported by using learning media by utilizing current technology, namely powerpoint. Powerpoint is a type of computer-based learning media, helping in making an effective and professional percentage. (Nurwahidin, Izzatika, Perdana, Haya, & Meilandari, 2024)

According to power point, powerpoint has the advantage that powerpoint provides various tools or features and options to make presentation slides more interesting by utilizing various features such as photos, videos, and audio. (Stavinibelia, et al., 2024)

Engaging and interactive educational media is essential in the learning process. This is because these materials support teachers in their teaching process, increase students' motivation to learn, and encourage more interactive and active learning. This provides feedback that is beneficial for both teachers and students. (Maharani, Nasuha, & Maulida, 2024)

CONCLUSIONS

The purpose of this study is to clarify the correlation or relationship between students' curiosity and ASEAN identity at the Pandan Learning Center in Malaysia. The results showed a positive correlation between students' curiosity and ASEAN identity. The results showed that the significance value of Sig. (2-tailed) between ASEAN Identity and curiosity was $0.000 < 0.05$ which means that H_0 was rejected and H_1 was accepted, so that there was a significant relationship/correlation between the ASEAN Identity variable and curiosity. Research on curiosity about ASEAN identity is still limited; Therefore, the findings of this study are expected to contribute to formulating strategies to increase the curiosity of primary school children, overcome challenges in the learning process, and improve learning outcomes.

REFERENCES

Ainnurrahmi, Nurhairunnisah, Musahrain, Nurjumiati, & Ningsyih, S. (2025). Pelatihan Media Pembelajaran Interaktif Dengan Powerpoint. *Karya Jurnal Pengabdian Kepada Masyarakat*, 5(2), 90-97.

Aspiandi, Buwono, S., Aminuyati, & Barella, Y. (2025). Penggunaan Media Powerpoint Pada Pembelajaran IPS (Studi Kasus Di MTs Yasti Sekuduk Kabupaten Sambas). *Jurnal Ilmiah Wahana Pendidikan*, 11, 9-19.

Dewantara, S., & Irma, Y. (2025). Pengembangan Media Pembelajaran Karakter Melalui Pengenalan Budaya Dilingkup Asean Untuk Siswa Kelas 5 Sd. *Institutional Repository*.

Gunawan, L., & Said, A. (2025). Konsep Pendidikan Karakter Dalam Al-Qur'an Surat Yusuf Ayat 36-42. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 3(3), 2010-2017.

Hardiansyah , F., Aryani , R., & Widodo, A. (2025). Hubungan Penggunaan Media Pembelajaran Powerpoint dengan Motivasi Belajar Siswa Kelas XI IPS di SMA PGRI 1 Bekasi. *Arus Jurnal Pendidikan (AJUP)*, 5(2).

Husmar, N. (2025). Menumbuhkan Rasa Ingin Tahu Siswa Melalui Pembelajaran Ipa Berbasis Eksperimen Di Sekolah Dasar. *Mahasiswa Dan Akademisi*, 1(3), 12-21.

Jannah, F., & Gunansyah, G. (2025). Multimedia Augmented Reality Kelana Untuk Meningkatkan Pemahaman Konsep Asean Di Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar (JPPGSD)*, 13(4), 902-916.

Khatimah, H., Saputri, D., Natasya, L., Ananda, N., Ilaina, S., Khoirunnisa, & Budiono, H. (2025). Mengembangkan Rasa Ingin Tahu Siswa Melalui Pertanyaan Provokatif Dan Gambar Menarik Pada Siswa Kelas 5 Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10(1), 321-333.

Maharani, A., Nasuha, S., & Maulida, S. (2024). Media Pembelajaran Sebagai Alternatif Meningkatkan Gairah Belajar. *Journal BIONatural*, 11(1), 76-83.

Nurwahidin, M., Izzatika, A., Perdana, D., Haya, A., & Meilandari, A. (2024). Pengaruh Media Powerpoint Terhadap Hasil Belajar Peserta Didik Pada Pembelajaran Tematik Kelas Iv Sekolah Dasar. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 5(1), 17-23.

Ramadhani, S. (2025). Menumbuhkan Rasa Ingin Tahu Siswa Melalui Pendekatan Steam Dalam Pembelajaran IPA Di Sekolah Dasar. *Intelektual: Jurnal Ilmiah Multidisiplin Mahasiswa Dan Akademisi*, 1(1), 71 - 82.

Saefuddin, A. M. (2024). Efektivitas Media Pembelajaran Power Point Terhadap Hasil Belajar Siswa. *IHSANIKA : Jurnal Pendidikan Agama Islam*, 2(1), 307-315.

Shoriah, K., & Efendi, N. (2024). Faktor Pembentukan Karakter Rasa Ingin Tahu Siswa dalam Masa Pra Pubertas Di Kelas V SDN 06 Kampung Lapai. *INNOVATIVE: Journal Of Social Science Research*, 4(2), 905-917.

Stavinibelia, Panggabean, T., Saepuloh, A., Fitriani, S., Kadiyo, & Ahyani, E. (2024). Pelatihan Bagi Guru Sekolah Dasar Dalam Penggunaan Aplikasi Microsoft Power Point Sebagai Media Pembelajaran. *Journal of Human And Education*, 4(3), 84-88 .

Syafitri, A., Pratiwi, I., & Amelia, C. (2025). Pengaruh Penggunaan Media Komedi Putar Bangun Ruang Terhadap Kemampuan Pemahaman Siswa Pada Kelas 2 Di Sanggar Bimbingan Kepong Malaysia. *Modeling: Jurnal Program Studi PGMI*, 12(1), 352-358.

Yulianti, Y., Wati, S., Rahmawati, D., Sari, N., & Ulandari, S. (2024). Kreativitas Guru Dalam Membentuk Karakter Rasa Ingin Tahu Melalui Metode Gamifikasi. *JICN: Jurnal Intelek dan Cendikiawan Nusantara*, 1(2), 3338-3342.