

## Communication Strategy Of Saung Alam Buruan Ajar Indonesia As A Medium For Sundanese Cultural Learning Among Children

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### ABSTRACT

*Saung Alam BAI not only aims to provide access to education but also plays a role in preserving local culture, particularly Sundanese culture. This effort is crucial to ensure that children not only receive basic education but also understand and appreciate their local heritage. This research aims to analyze the communication strategy applied by Saung Alam Buruan Ajar Indonesia in learning Sundanese culture among children. Using a qualitative approach, this study collected data through interviews and on-site observations. The results show that effective communication strategies include the use of interactive media, experiential teaching, and community engagement. The research recommends further development of learning methods that integrate technology and local culture to enhance children's understanding of Sundanese cultural heritage.*

*Keywords: Saung Alam Buruan Ajar, Local Culture, Sundanese, Communication, Strategy*

### INTRODUCTION

Education is a key factor in creating a quality generation. As stated by Pristiwanti et al. (2022), education is a conscious and structured effort to create a learning environment and learning process that encourages students to actively develop their potential. The goals of education include the development of spiritual values, self-control, character building, enhancement of intelligence, cultivation of noble morals, and the acquisition of skills that are beneficial to individuals, society, the nation, and the state.

Education can be classified into three types: formal, non-formal, and informal education. Formal education is conducted in specific locations using structured and systematic methods, with continuous levels over a certain period of time. This process includes education from the elementary level to higher education and is carried out in accordance with official regulations (Siregar et al., 2023).

Non-formal education is a type of education that takes place outside the formal education system, yet is still conducted in an organized and structured manner. This type of education includes various planned activities outside of formal schools, such as training programs, courses, study groups, and community learning centers (Syaadah et al., 2022).

Informal education is defined as an educational process that occurs naturally within the family and community environment. This form of education is not bound by specific structures or levels, yet it plays a crucial role in shaping individual behavior, character, and values, including fostering environmental awareness in children. Informal education typically takes place through daily interactions, habituation, and the role modeling provided by people in the surrounding environment (Azizah & Khoirunisa, 2024).

Non-formal education plays a strategic role in complementing the formal education system, especially in the face of challenges such as the Covid-19 pandemic

that affected the world, including Indonesia. The impact of the pandemic extended beyond the formal education system and also influenced public trust in educational institutions. This is reflected in the large number of children in various regions who were forced to drop out of school due to economic and social constraints.

In response to this situation, a group of youths from Ciracap Subdistrict established *Saung Alam Buruan Ajar Indonesia* (BAI) in early 2021. As a form of non-formal education, Saung Alam BAI was created to provide an alternative learning opportunity for children, particularly for 95 orphans and underprivileged children in Purwasedar Village. Operating under the auspices of the Generasi Lestari Negeri Foundation, this nature-based school conducts activities every Sunday, attended by approximately 30 children.

Saung Alam BAI not only aims to provide access to education but also plays a role in preserving local culture, particularly Sundanese culture. Children are taught Sundanese cultural values through various creative methods, such as traditional games, arts, and folklore. This effort is essential to ensure that children not only receive basic education but also understand and appreciate their local cultural heritage.

Sundanese culture holds a wealth of traditions and values that must be preserved, particularly among the younger generation. In this context, *Saung Alam Buruan Ajar Indonesia* plays a significant role in introducing and teaching Sundanese culture to children through interactive and engaging learning methods. In an era of rapid globalization, where foreign cultural influences are becoming increasingly dominant, it is crucial to understand how communication strategies can be employed to instill a sense of love for local culture among children. Through the introduction of arts and culture, children not only learn about beauty but also internalize and recognize the meanings and messages embedded within these cultural expressions.

The challenges of preserving Sundanese culture amid the currents of globalization are highly complex. The growing dominance of foreign cultural influences particularly through social media and information technology can blur the lines of local cultural identity. Many children are more familiar with international pop culture than with their own regional heritage. Therefore, it is essential to design effective communication strategies to address this issue. For example, utilizing digital platforms to promote Sundanese cultural values can be a smart solution. By leveraging social media, *Saung Alam Buruan Ajar Indonesia* is able to reach a wider audience and capture children's interest in learning about their culture through a more modern and contemporary approach.

An effective communication strategy also involves collaboration with various stakeholders, such as schools, parents, and the community. By involving parents in the learning process, children become more motivated to get to know and appreciate Sundanese culture. For instance, activities that engage both parents and children—such as cultural festivals or art competitions can strengthen family bonds while simultaneously increasing awareness of the importance of preserving local culture. Through such collaboration, it is hoped that children will understand that the love for culture is not merely a personal responsibility, but also a shared obligation within the community.

The preservation of Sundanese culture among the younger generation is an important and urgent responsibility. *Saung Alam Buruan Ajar Indonesia* plays a vital role in this effort by teaching culture through engaging and interactive methods. In facing the challenges of globalization, effective communication strategies and collaboration with various stakeholders are key to instilling a love for local culture. By involving children in a learning process that is both enjoyable and relevant, it not only preserves Sundanese culture but also fosters a generation that is conscious of their cultural identity. Thus, *Saung Alam BAI* can serve as a model of non-formal education that not only provides academic learning but also cultivates cultural awareness among the youth.

Based on the explanations above, this study aims to analyze the communication strategy of *Saung Alam Buruan Ajar Indonesia* as a medium for teaching Sundanese culture among children. A deep understanding of this strategy is expected to provide a positive contribution to the efforts of preserving traditional culture amid the dominance of modern culture. This research is important for understanding how communication strategies can serve as a reference in conducting regional cultural education, particularly Sundanese culture, which in turn will support the development and achievements of students in the fields of arts and culture.

## LITERATURE REVIEW

Communication is a process of transmitting information, ideas, emotions, or messages from one individual to another with the aim of achieving mutual understanding. Rogers and Kincaid (1981), as cited in Vardhani & Tyas (2018), state that communication is a process in which two or more people share information, resulting in a deep mutual understanding. Therefore, communication involves the exchange of information between individuals or groups to reach a shared agreement (Vardhani & Tyas, 2018).

Communication can be defined as a process of delivering messages, both verbal and nonverbal, from the sender to the receiver, with one of its purposes being to influence or change behavior. The sender and receiver can be individuals, groups, or organizations (Hutapea, 2024). According to Sudarmanti et al. (2024), communication is a message delivery process aimed at changing thoughts, attitudes, or behaviors.

In the context of education, communication plays an important role in the interaction process between educators and learners. Maghfirah et al. (2021) state that communication in education during the digital era and the COVID-19 pandemic has become a crucial aspect of teaching and learning activities, emphasizing effective interaction between the communicator and the communicant. Therefore, for communication to be effective and understood by the communicant, a communication strategy is necessary.

Strategy can be defined as a general guideline for taking actions to achieve predetermined goals (Ahmad, 2020). Communication strategy is the effort to plan and manage communication efficiently to achieve specific objectives. According to Middleton, communication strategy involves optimizing various elements of

communication, such as the sender, message content, channels (media), and receivers, which are designed to obtain optimal communication outcomes (Rahmah et al., 2021).

Communication strategy is very important, especially in teaching or education, whether formal, non-formal, or informal. Research on communication strategies within communities, cultural preservation, or education is still ongoing. The first study was conducted by Tia Adita Tubaka and Lailin from Universitas Islam Majapahit, entitled *Communication Strategy of the Sundanese Indigenous Community in Preserving Customs Amid Modern Society Culture*. This study focuses on the communication strategies implemented by the Sundanese indigenous community in Kampung Naga to preserve their customs amidst the influences of modernization. The research adopts a qualitative methodology, collecting data through observation, interviews, and documentation. The results show that the community prefers to communicate through water channels and direct interaction, and continues to carry out traditional rituals, such as *Hajat Sasi*, using the Sundanese language.

Next, a study conducted by River Rais Ali Fathonah from Universitas Komputer Indonesia (UNIKOM) is entitled *Communication Strategy of Saung Budaya (SADAYA) UNIKOM in Maintaining Its Existence in the Sundanese Student Arts Communication Forum (FOKALIOSMAS)*. This research analyzes the communication strategies applied by Saung Budaya (SADAYA) UNIKOM in its efforts to sustain its existence within the Sundanese Student Arts Communication Forum (FOKALIOSMAS). Using a qualitative approach, data were collected through interviews and observations. The findings include various communication strategies, such as collaboration, social media utilization, and cultural events. SADAYA's success depends on effective communication strategies and community support. Recommendations are provided to strengthen communication networks and increase participation in art activities.

Lastly, a study by Nuria Astagini and Nathaniel Antonio Parulian from Universitas Multimedia Nusantara is entitled *Communication Strategy of Pusdiklat Seni Ayodya Pala in Preserving Indonesian Traditional Dance through Social Media*. In the modern era, traditional dance in Indonesia is becoming less popular, while contemporary arts are increasingly accepted. The government and art organizations are concerned and strive to preserve traditional dance. The Ayodya Pala Arts Education and Training Center seeks to promote traditional dance through social media. This study examines how the institution implements communication strategies to preserve traditional dance via social media, using Roland Smith's Strategic Public Relations Planning Framework. The methodology includes interviews with the founders and administrators. The center utilizes YouTube, Facebook, TikTok, and Instagram to deliver their messages.

Based on the description above, this study aims to analyze the communication strategy applied by *Saung Alam Buruan Ajar Indonesia* in teaching Sundanese culture to children. This research refers to the communication strategy theory proposed by Cangara. According to Cangara (2014:76), as cited in Martin & Maulida (2022), there are five stages in the communication strategy model, namely:

1. Research, which aims to identify the problems faced by the organization.

2. Planning, which is the stage conducted after research to formulate the subsequent steps, including selecting or determining the sources (communicators), messages, media, targets, and desired outcomes in the communication strategy.
3. Execution, which is the concrete action taken to implement the communication plan that has been developed.
4. Measurement, to evaluate the results of the communication activities, whether the messages conveyed have been well understood by the audience and what actions are taken after receiving the information.
5. Reporting, the final stage involving the preparation of a written report to be submitted to relevant parties as a basis for further consideration.

## RESEARCH METHODOLOGY

This study employs a qualitative approach with descriptive data presentation. This approach is chosen to analyze and describe the research object through narratives or words. Qualitative research aims to gain an in-depth understanding of phenomena experienced by research subjects, such as behaviors, perceptions, motivations, actions, and others, in a comprehensive manner. The study is presented descriptively using natural language and words within context, while applying various scientific methods (Moleong, 2018).

This study focuses on communication strategy, particularly the communication planning implemented by the managers of Saung Alam Buruan Ajar Indonesia as a means of teaching Sundanese culture among children. The research subjects consist of teachers, students, and community members of Saung Alam Buruan Ajar Indonesia.

The researcher obtained data for analysis through interviews, observations, and literature review. Informants were selected by identifying individuals who play a role in implementing the communication strategy of Saung Alam Buruan Ajar Indonesia as a means of teaching Sundanese culture to children. This study uses the data analysis model introduced by Miles & Huberman, which includes three main stages: data reduction, data display, and conclusion drawing (Fadli, 2021).

## RESULT AND DISCUSSION

Saung Alam Buruan Ajar Indonesia (BAI) is a non-formal educational institution established in early 2021 by a group of youths in Ciracap Subdistrict. Born out of concern over the state of education in Indonesia due to the COVID-19 pandemic, this school was created as a response to the need for inclusive education for the community, particularly in Purwasedar Village. Many children were forced to drop out of school due to economic and social reasons. Therefore, BAI focuses its activities on educating 95 orphaned children in the area.

Learning activities are conducted every Sunday and involve approximately 30 children. The school is established on land owned by the supervisor with a usage right status and was founded through the support of donors as well as community mutual cooperation. The main building, completed in November 2021, measures 8 by 4

meters. BAI offers a nature-based learning experience through various activities, such as:

1. Introducing Traditional Games: Children are invited to play while simultaneously learning teamwork and cooperation skills.
2. Reading Folktales and Indonesian History: They read and retell traditional stories, instilling pride in the nation's culture.
3. Learning Social Skills and Empathy: These activities are designed to foster children's care and concern for others.
4. Learning Farming and Fish Farming: In addition to gardening, they independently manage fish ponds.
5. Exploring Traditional Arts and Culture: Children learn traditional musical arts, particularly from Sundanese culture.
6. Learning Practical Skills: This includes cooking, handicrafts, and planting.
7. Environmental Care: Through activities like cleaning the environment, children are encouraged to love and care for nature.

This study aims to examine the communication strategy of Saung Alam Buruan Ajar Indonesia as a means of teaching Sundanese culture to children. Based on the results of interviews and observations, the following findings were obtained.

#### **Interactive and Participatory Approach**

Saung Alam BAI implements an experiential learning method that not only educates but also actively involves children in various activities. This approach is especially important in the educational context, particularly for children who are in a critical phase of cognitive and social development. By engaging them in an active learning process, Saung Alam BAI creates a dynamic and enjoyable environment where children can learn through play. This process not only strengthens their understanding of the material taught but also fosters essential social and emotional skills.

One concrete example of this method is the activity of making traditional toys. In this session, children are taught how to create toys from natural materials easily found around them, such as bamboo, leaves, and clay. The crafting process not only teaches fine motor skills but also imparts knowledge about local values and sustainability. For instance, when children learn to make kites from bamboo, they not only acquire the crafting techniques but also understand the importance of bamboo as an environmentally friendly natural resource. This activity can serve as a gateway for further discussions on environmental and cultural preservation, as well as the impact of resource exploitation on the environment.

Additionally, Saung Alam BAI introduces traditional Sundanese musical instruments to the children. Through these sessions, they not only learn to play instruments such as the angklung and kecapi but also gain knowledge about the history and cultural significance behind the music. For example, when children learn to play the angklung, they are taught how this instrument is used in various traditional ceremonies and how music can serve as a means to unite the community. This experience provides them with a deeper understanding of their cultural identity and the importance of preserving local musical traditions. The activity also fosters a collaborative atmosphere, where children learn to work together in groups to produce

musical performances, which in turn strengthens their communication and teamwork skills.

Learning the local language and customs is also an integral part of this approach. In these sessions, children are introduced to basic vocabulary in the Sundanese language, as well as common expressions used in daily life. This learning is conducted in a fun way, such as through games and songs, so that the children do not feel pressured and can absorb the information more easily. For example, they may learn to greet each other in Sundanese, which not only improves their language skills but also strengthens their sense of togetherness and cultural identity. Additionally, they are taught about various traditions and rituals in Sundanese society, such as wedding ceremonies or rice harvest festivals, which provide them with insights into the values upheld by their community.

Through this interactive and participatory approach, Saung Alam BAI not only provides a learning space but also creates a meaningful experience for the children. They are encouraged to actively engage in the learning process, which allows them to explore their interests and talents. Direct involvement in various activities also helps them develop self-confidence and independence, which are crucial in their growth and development. Moreover, by learning in an enjoyable and relevant context, children are more likely to retain and apply the knowledge they acquire in their daily lives.

The interactive and participatory approach implemented by Saung Alam BAI in experiential learning has a significant impact on the development of children. Through activities involving the creation of traditional toys, playing Sundanese musical instruments, and learning the local language and customs, children not only gain knowledge but also valuable experiences that shape their character and identity. This approach demonstrates that effective education does not solely focus on knowledge transfer but also on the development of social, emotional, and cultural skills that equip children to face future challenges. Thus, Saung Alam BAI has successfully created a holistic learning environment where children can grow and develop optimally.

The results of the interactive and participatory approach implemented by Saung Alam BAI show that the children are willing to learn and actively participate in the activities organized by Saung Alam BAI. On several occasions, the children also performed in art exhibitions. This is illustrated in Figure 1. as follows.



**Figure 1.** Children under the guidance of Saung Alam BAI performing at the West Java Cultural Inspection event (Riksa Budaya Jawa Barat).

### Social Media as an Effective Promotional Communication Tool

Social media has become an essential tool for promoting culture, including Sundanese culture. Platforms such as Instagram, Facebook, and TikTok enable individuals and communities to share information, document cultural activities, and raise public awareness about the importance of cultural preservation. The advantages of social media lie in its wide reach, relatively low cost, and the capability for two-way interaction, which facilitates organizers in obtaining direct feedback from the audience.

In practice, social media facilitates promotion through visual content, collaboration with influencers, and the use of interactive features such as Stories. For example, art communities can share videos of wayang golek performances or hold live question and answer sessions to introduce Sundanese traditions. Education through social media can also be conducted by organizing online workshops or classes about Sundanese arts and traditions, thereby reaching a broader audience.

The main challenge in social media promotion is creating engaging and relevant content to avoid being lost among other information. The use of high-quality visual content, such as photos or videos showcasing the uniqueness of Sundanese culture, is crucial to attract the audience's attention. Despite these challenges, social media still offers significant opportunities to expand reach and raise awareness of local culture.

Saung Alam Buruan Ajar Indonesia (BAI) currently maintains a social media presence on the Instagram platform. Their account is named @saungalam.ciracap. The content uploaded on this account features various activities involving the children at Saung Alam BAI. The @saungalam.ciracap account is shown in Figure 2. They use this social media platform as a means to share information about the activities conducted at the Saung.



**Figure 2.** Instagram account of Saung Alam BAI (@saungalam.ciracap)



### **Collaboration with Communities and Schools**

Saung Alam BAI, as an institution committed to education and cultural preservation, has established close partnerships with local schools and cultural communities. This collaboration aims not only to expand audience reach but also to provide students with a more comprehensive and immersive learning experience. In this context, activities such as children's cultural festivals and educational visits have become integral parts of the educational agenda in these schools.

The children's cultural festival organized by Saung Alam BAI is an event designed to introduce and celebrate the cultural diversity of Indonesia. In this festival, children are not merely spectators but actively participate as performers and contributors. They engage in various activities such as art performances, handicraft exhibitions, and traditional games. For example, children can learn regional dances, create crafts from natural materials, or even take part in folklore storytelling competitions. These activities not only foster their creativity but also instill a deep love and appreciation for local culture.

In addition to the cultural festival, study visits are also an effective method to bring students closer to their cultural environment. Through these visits, students can directly interact with artists, craftsmen, and community leaders who possess deep knowledge about local traditions and wisdom. For example, a visit to a village renowned for its bamboo weaving crafts can provide firsthand insight into the production process and the meaning behind each creation. Students not only learn the theory but also gain practical experience that enriches their overall learning journey.

The transition from classroom activities to community-involved outdoor activities also has a positive impact on students' social and emotional development. Collaborative activities like these encourage students to work together, respect one another, and communicate effectively. In the context of cultural festivals, students from diverse backgrounds can collaborate on a single project, learning to appreciate differences and find common ground among themselves. These are essential skills needed in an increasingly diverse society.

Challenges also arise in these collaborations. One major challenge is ensuring that all parties are actively and equally involved. Sometimes, there is a gap between expectations and reality, where some communities may feel underrepresented or overlooked during the collaboration process. Therefore, it is important to establish open and transparent communication among all involved parties. This way, every voice can be heard and valued, creating an inclusive and empowering environment.

The collaboration between Saung Alam BAI, schools, and cultural communities is not merely an effort to expand audience reach but also a strategic step to enrich students' learning experiences. Through cultural festivals and educational visits, students gain not only new knowledge but also essential social and emotional skills. By involving the community in education, it is possible to create a more relevant curriculum that fosters a sense of identity and pride in local culture. Although challenges remain, with effective communication and shared commitment, this collaboration can have a sustainable positive impact on future generations.

### **Age-Appropriate Message Delivery**

In the realm of communication, especially when engaging with children, it is crucial to understand that the way messages are delivered must be adapted to their characteristics and developmental stages. Children think and comprehend differently compared to adults. Therefore, using simple language and engaging delivery methods such as games and folk stories is essential to enhance their understanding and interest in the messages being conveyed.

Simple language is the key in communicating with children. Using easy-to-understand vocabulary and short sentences helps children grasp information more quickly. For example, when explaining the concept of cleanliness, instead of using complicated terms like "sanitation," we can use more familiar words such as "clean" and "dirty." This way, children can better understand the importance of maintaining personal and environmental hygiene. Additionally, using expressions commonly heard in their daily lives makes the message more relevant and easier to remember.

Games are another highly effective method for delivering messages to children. Through play, children not only learn but also enjoy themselves and become actively engaged. For example, when teaching the importance of sharing, a simple game like the "ball-sharing game" can be used. In this game, children throw a ball to each other, and each time they catch or throw the ball, they have to say one thing they like about the friend they are playing with. This way, children not only learn about sharing but also build positive social relationships with their peers.

Folk tales are also a very powerful tool for conveying messages to children. These stories typically contain moral values and life lessons that children can learn from. For example, in the story of "Kancil and the Crocodiles," children can be taught about cleverness and the importance of thinking before acting. Through characters they like and relate to, children can more easily absorb the intended messages. Additionally, folk tales often include elements of fantasy that capture children's interest and make them more engaged in the learning process.

One important aspect of delivering messages to children is creating a supportive environment. A positive and friendly setting makes children feel safe to ask questions and interact. For example, during a learning session, it is important to create a fun atmosphere, such as by using cheerful music or colorful decorations. When children feel comfortable, they are more open to receiving information and participating in discussions.

In addition, it is also important to involve parents in the communication process. Parents play a crucial role in their children's development. By involving parents, we can create synergy between the messages conveyed at school and those at home. For example, after teaching children about the importance of the environment, we can encourage parents to participate in community clean-up activities together with their children. In this way, the values taught will be more easily understood and applied in daily life.

Thus, delivering messages that are appropriate for children's developmental stages is not merely about choosing the right words, but also about employing various methods that enhance their understanding and engagement. Through the use of simple language, games, folktales, and the creation of a supportive environment, we

can help children not only receive information but also comprehend and apply it in their daily lives.

Effective communication with children is a complex yet essential process. By understanding their characteristics and adjusting the methods of message delivery accordingly, we can ensure that the messages conveyed are well received and have a positive impact. Through the right approach, we not only help children learn but also build a strong foundation for their future development. Therefore, delivering age-appropriate messages becomes one of the key strategies in shaping a generation that is intelligent, creative, and caring toward their surrounding environment.

### **Discussion on the Communication Strategy Analysis of Saung Alam Buruan Ajar Indonesia (BAI) in Teaching Sundanese Culture Based on Cangara's Communication Strategy Theory**

This study analyzes the communication strategies employed by Saung Alam Buruan Ajar Indonesia (BAI) in teaching Sundanese culture to children in Purwasedar Village. Based on the communication strategy theory proposed by Cangara (2014), five key steps serve as the analytical framework: research, planning, implementation, evaluation, and reporting.

#### **1. Research**

The first step in a communication strategy is conducting research to identify the problems faced by the organization. Saung Alam BAI begins its strategy with a series of research activities as follows:

1. The increasing reach of modernization into various aspects of life has led the younger generation to gradually forget local culture, including Sundanese culture. This is particularly evident in the declining use of the Sundanese language and the waning interest in traditional arts among children.
2. Research Method: The educational team of Saung Alam BAI conducted direct observations in Purwasedar Village, engaged in dialogues with local community leaders, and analyzed the habits and interests of children. This research also included identifying key obstacles, such as limited educational facilities and the dominance of modern technology, which tends to capture children's attention more effectively.
3. Research Findings: The research revealed that the main challenges include a lack of parental support, limited educational facilities, and low awareness among the younger generation regarding the importance of preserving local culture.

#### **2. Planning**

The planning stage is conducted after the research phase to determine the communication strategies to be used. Saung Alam BAI's planning includes the following elements:

1. Communicators: The teaching team consists of local culture enthusiasts and individuals with educational backgrounds, enabling them to effectively convey cultural messages and serve as role models for the children.

2. Message: The main message conveyed is the importance of preserving Sundanese culture as part of personal identity. This message is designed to be relevant to the children's daily lives, using a simple and enjoyable approach.
3. Media:
  - Direct media: The primary media used are traditional games, folk tales, art performances, and gardening activities. This approach is more effective in rural areas with limited access to technology.
  - Social media: Documentation of activities is published on social media to raise public awareness and attract the attention of other parties who share a similar vision.
4. Target Audience: Children are the primary target, with involvement from families and the surrounding community to create a supportive ecosystem.
5. Desired Outcome: Children are expected to understand, love, and take pride in Sundanese culture, as well as be able to apply its values in their daily lives.

3. Execution

The implementation of the communication strategy involves concrete steps to realize the planned activities. Saung Alam BAI carries out the following actions:

- Educational Activities:
  1. Engaging children in learning through traditional games rich with cultural values.
  2. Performing arts such as wayang (puppet shows), traditional dances, and music to introduce Sundanese art forms.
  3. Gardening activities that teach the Sundanese philosophy of respecting nature.
- Dialogic Approach: Communication is conducted in a dialogic and participatory manner. Children are encouraged to talk, share stories, and discuss, fostering greater involvement in the learning process.
- Family Involvement: Saung Alam BAI organizes family activities such as communal work (gotong-royong), cultural competitions, and special classes for parents to enhance their engagement in the educational process.
- Local Media: Documentation of activities is published on social media and through community networks to broaden the reach of messages and attract more support.

4. Measurement

Measurement is conducted to evaluate the extent to which the implemented communication strategy achieves its objectives. This evaluation includes:

- Success Indicators:
  - The level of participation of children and parents in activities.
  - Children's understanding of the Sundanese cultural values taught.
  - Changes in children's attitudes, such as increased confidence in using the Sundanese language and enthusiasm toward traditional arts.
- Evaluation Methods:
  - Joint Reflection: Discussion sessions with children to gather their impressions and understanding of the activities carried out.

- Feedback: Input from parents collected through regular meetings to assess the effectiveness of the activities and suggestions for improvement.

5. Reporting  
The final stage in the communication strategy is reporting. Saung Alam BAI prepares a written report that includes:

- Activity Evaluation: The report records the successes, challenges, and obstacles encountered during the implementation of the strategy.
- Recommendations:

Based on the evaluation, recommendations are made for the development of future communication strategies. The development plan includes:

- Creating simple digital teaching materials accessible to children.
- Enhancing collaboration with local media to broaden the message's reach.
- Developing engaging and culturally relevant interactive visual stories based on Sundanese culture.

## CONCLUSION

The conclusion of this study indicates that Saung Alam Buruan Ajar Indonesia has successfully implemented an effective communication strategy in teaching Sundanese culture to children. Through an interactive and participatory approach, the experiential learning methods used not only educate but also actively engage children in enjoyable activities. The research results suggest that active involvement in activities such as making traditional toys and introducing Sundanese musical instruments strengthens children's understanding of local cultural values as well as the importance of environmental preservation.

The communication strategy implemented includes the use of interactive media and collaboration with the community, which contributes to the success of this non-formal education program. Based on the analysis using Cangara's theory, Saung Alam Buruan Ajar Indonesia (BAI) has applied a structured communication strategy through five main steps: research, planning, execution, measurement, and reporting. Although significant results have been achieved, such as increased children's interest in Sundanese culture, further development is needed to address challenges, particularly in innovating learning methods and media.

The study recommends further development of learning methods that integrate technology and local culture to enhance children's understanding of Sundanese cultural heritage. This approach will help ensure the sustainability of local cultural preservation and enable the younger generation to grow with a strong awareness of their own cultural identity.

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The authors share the same academic background within one field of study, where both authors majored in Communication Science with a concentration in Corporate Communication.