

Get to Know East Borneo: An Activity to Enhance Cross-Cultural Understanding for the Filipino Host Community

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Abstract: The Get to Know East Borneo program aims to introduce the culture and natural resources of East Kalimantan to the host community at Mariano Marcos State University (MMSU) in the Philippines, as well as to foster cross-cultural understanding. This activity involved 15 student volunteers from various academic levels. The activity was conducted using a participatory learning approach through five stages: filling out the Know and Want to Know sections of the KWL worksheet; a cultural presentation; group activities involving coloring and sharing information about endemic flora and fauna and batik motifs; and filling out the Learned section. Participants' responses were analyzed descriptively by grouping them into nine thematic categories and comparing responses in the Know and Learned sections using the Normalized Gain (N-Gain) indicator. The average N-Gain of 0.36 fell into the moderate category, with 60% of participants in the moderate category, 33.3% in the low category, and one participant showing a negative value. The results showed reported learning gains in seven of the nine thematic categories. Additionally, one participant spontaneously linked the "Lompat Tongkat" game from East Kalimantan with the "Tinikling" dance from the Philippines. These findings indicate that the activity provided participants with opportunities to gain knowledge and build cross-cultural connections through presentations, interactive activities, and reflection.

Keywords: Cross-cultural Understanding; KWL Framework; Cultural Exchange; Community Service; East Kalimantan.

Abstrak: Kegiatan *Get to Know East Borneo* bertujuan untuk memperkenalkan budaya dan kekayaan alam Kalimantan Timur kepada komunitas tuan rumah di Mariano Marcos State University (MMSU), Filipina, serta mendukung pemahaman lintas budaya. Kegiatan ini melibatkan 15 mahasiswa sukarelawan dari berbagai tingkat studi. Pelaksanaan kegiatan menggunakan pendekatan pembelajaran partisipatif melalui lima tahapan, yaitu pengisian bagian *Know* dan *Want to Know* pada lembar kerja KWL, presentasi budaya, kegiatan mewarnai dan berbagi secara berkelompok mengenai flora, fauna endemik, dan motif batik, serta pengisian bagian *Learned*. Respons peserta dianalisis secara deskriptif dengan

mengelompokkannya ke dalam sembilan kategori tema dan membandingkan respons pada bagian *Know* dan *Learned* menggunakan indikator *Normalized Gain* (N-Gain). Rata-rata N-Gain sebesar 0,36 berada dalam kategori sedang, dengan 60% peserta berada pada kategori sedang, 33,3% pada kategori rendah, dan satu peserta menunjukkan nilai negatif. Hasil menunjukkan adanya peningkatan pembelajaran yang dilaporkan pada tujuh dari sembilan kategori tema. Selain itu, seorang peserta secara spontan menghubungkan permainan Lompat Tongkat dari Kalimantan Timur dengan tarian Tinikling dari Filipina. Temuan ini menunjukkan bahwa kegiatan memberikan kesempatan bagi peserta untuk memperoleh pengetahuan dan membangun keterhubungan lintas budaya melalui presentasi, aktivitas interaktif, dan refleksi.

Kata Kunci: Pemahaman Lintas Budaya; Kerangka KWL; Pertukaran Budaya; Pengabdian Masyarakat; Kalimantan Timur.

INTRODUCTION

East Kalimantan is a province in Indonesia located in the eastern part of the island of Kalimantan. The province is rich in natural resources and cultural heritage, making it an important region in Indonesia (Musyrifah et al., 2024). East Kalimantan also has a diverse cultural heritage. The province is home to various ethnic groups, including the Kutai, Banjar, and Dayak peoples, along with their various sub-ethnic groups. Each group has its own unique traditions, languages, dance forms, and traditional ceremonies, such as the Gong and Hudoq dances of the Dayak people, as well as the Erau Festival, which is one of the largest traditional ceremonies inherited from the Kutai Sultanate. Participatory cultural activities can provide an accessible way to introduce local cultural heritage while strengthening participants' awareness of cultural identity (Damanik et al., 2025). In addition to its cultural diversity, East Kalimantan also boasts natural riches, including the Derawan Islands with their world-renowned underwater beauty, the Mahakam River, a vital part of local transportation and community life, and tropical forest areas that serve as habitats for various endemic flora and fauna (Alfaqi et al., 2023). These resources are further complemented by various cultural tourism assets, one of which is the Pampang Cultrural Tourism Village. The main attractions featured in this village are the traditional arts and culture of the Dayal Kenyah tribe, and notably, every year they hold a traditional ritual ceremony known as Pelas Tahun (Chahyani, 2022). To extend this preservation beyond national borders, soft power initiatives and cultural diplomacy serve as crucial mechanisms.

In the era of globalization, cultural diplomacy is one of the key instruments for strengthening relations between nations, particularly through a soft power approach that involves the exchange of ideas, art, and cultural values among societies (Bernadette et al., 2022). The interplay between globalization, cultural heritage, and tourism also opens up new opportunities to strengthen international relations. Through cultural exchange facilitated by global tourism, a deeper cross-cultural understanding can be forested, which can serve as the foundation for stronger international cooperation (Kusuma et al., 2024). The SEA Teacher program, a form of cultural exchange that brings together student teachers from various ASEAN countries to conduct teaching demonstrations while introducing the cultures of their respective countries, provided an opportunity at Mariano Marcos State University (MMSU) in Laoag, Philippines, for student teachers from Mulawarman University to



introduce the culture and natural heritage of East Kalimantan to MMSU students as the Filipino host community (Hasbi et al., 2025).

International exchange programs not only provide opportunities to develop academic and professional skills but also to foster cultural exchange and global understanding through exposure to different academic and cultural environments (Afra, 2023). This program also open up opportunities for broader intellectual, commercial, and social relationships, thereby strengthening a country's reputation and role in both regional and global arenas (Kristiana & Benito, 2023). Short-term international mobility programs can provide active intercultural learning opportunities that lead to measurable improvements in students' cultural knowledge and cross-cultural communication skills (Sylwia et al., 2024). Through direct interaction and cultural exchange, participants can develop greater awareness of cultural similarities and differences and gain perspectives that may contribute to more meaningful interactions across cultures (Anfas et al., 2023). Based on the results of initial observations, it was found that students' knowledge of East Kalimantan remained very limited. Most students were familiar with Indonesia only in general terms and were unaware of the region's cultural diversity, tourist destinations, traditional games, dances, music, food, and other distinctive cultural practices. This situation highlights the need for accessible and interactive cultural learning activities that can introduce regional cultures to members of the host community. Cross cultural understanding can help individuals comprehend new cultures and facilitate communication with people from different cultural backgrounds (Besliana et al., 2023). Culturally grounded educational activities can make learning more contextual and meaningful while supporting the introduction and recognition of local cultural values (Nadilla et al., 2026). If individuals receive opportunities to develop intercultural perspectives through campus-based programs, such as cultural orientation or courses on multiculturalism, they may be better prepared to interact with people from different cultural backgrounds (Rudy, 2022).

To address this issue, a community service activity titled *Get to Know East Borneo* was conducted for the Filipino host community at Mariano Marcos State University. The activity introduced various aspects of East Kalimantan's culture and natural heritage through a presentation and interactive coloring activities featuring endemic animals, endemic plants, and batik patterns. Integrating hands-on visual art and cultural media can lower cultural distance and enhance intercultural competence, as artistic activities provide a multimodal platform that fosters cognitive and emotional engagement among learners from diverse backgrounds (Myrtawati et al., 2026). To support and document participants' learning, the Know–Want to Know–Learned (KWL) framework was incorporated through a structured worksheet, allowing participants to express their prior knowledge, learning interests, and newly acquired knowledge (Kaeowiset, 2023). By combining cultural presentation, interactive activities, and participant reflection, the activity was designed to create an accessible cross-cultural learning experience. Therefore, this activity aimed to introduce East Kalimantan's culture and natural heritage to the Filipino host community and contribute to cross-cultural understanding through interactive learning activities, while documenting participants' reported learning using the KWL Worksheet.



COMMUNITY SERVICE METHOD

This community service activity was conducted with 15 volunteer participants at Mariano Marcos State University, Philippines, on August 10, 2026. The participants were 15 students from the first to fourth year of study who voluntarily participated in the activity. The activity, titled Get to Know East Borneo, focused on introducing the culture and natural heritage of East Kalimantan to the Filipino host community through a brief presentation and a coloring activity. The activity employed a Know–Want to Know–Learned (KWL) framework through a structured worksheet to support participants' learning and document their prior knowledge, learning interests, and reported learning outcomes (Bailey, 2017). To provide a clear account of how this process unfolded, the following sections describe the activity in three stages including preparation, implementation, and evaluation.

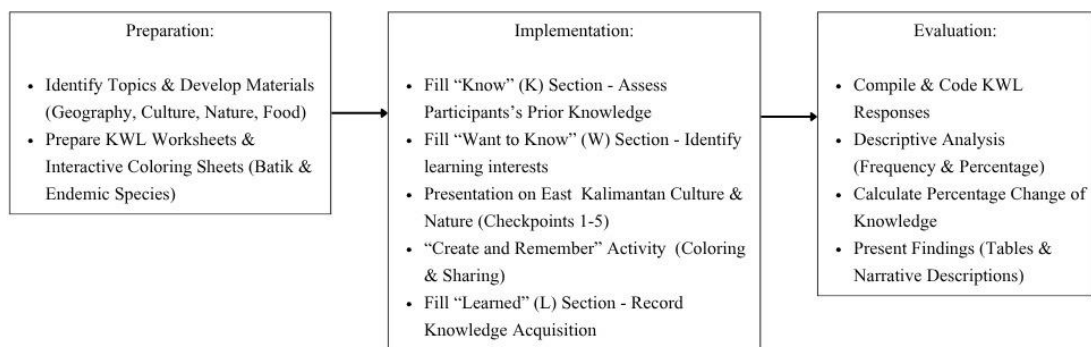


Figure 1. Flowchart of the Community Service Activity

Preparation

The preparation stage was conducted prior to the implementation of the Get to Know East Borneo activity at Mariano Marcos State University (MMSU), Philippines. The team identified the main cultural and natural aspects of East Kalimantan to be introduced to the Filipino host community and developed learning materials based on these topics. The materials covered the geographical location of East Kalimantan, natural resources including endemic animals and plants, people and daily life, cultural expressions, and traditional foods.

The team also prepared a structured Know-Want to Know-Learned (KWL) Worksheet to document participants' prior knowledge, learning interests, and reported learning outcomes. In addition, visual materials and coloring sheets featuring endemic animals, endemic plants, and traditional batik motifs were prepared as interactive learning materials (Pryszmont et al., 2022). The activity was designed around six learning checkpoints, with the Create and Remember checkpoint incorporating the coloring and sharing activity.

Implementation

At the beginning of the activity, participants completed the Know (K) section. In this section, they wrote down basic facts and ideas they already knew about East Borneo. Intercultural learning is strengthened when international programs are intentionally structured around inquiry, dialogue, reflection, and action, because these elements help participants interpret their experiences and internalize intercultural learning gains (Jaiswal et al., 2024). This step helped them recall their background knowledge and prepare their minds for the new topic. Next, participants

completed the Want to Know (W) section. Here, participants identified information they wanted to learn about the topic during the activity. Listing this information helped to build curiosity and gave them clear goals to focus on during the lessons. After the learning sessions were over, participants completed the Learned (L) section. They recorded the new information they had acquired during the session.

The activity was conducted in five main stages: (1) completion of the K section, (2) completion of the W section, (3) presentation on the culture and natural heritage of East Kalimantan, (4) participation in the coloring activity, and (5) completion of the L section. The presentation and coloring activity were organized around six checkpoints such as the geographic location of East Kalimantan, natural resources (places, endemic animals, and endemic plants), people and daily life, cultural expressions, foods, also Create and Remember, an interactive coloring and sharing activity corresponding to stage four. Rather than introducing new content, the Create and Remember checkpoint reinforced themes raised earlier in the session. The coloring activity featuring endemic animals and plants revisited the natural resource theme, while the batik motifs reinforced the culture theme.

Once all three sections of the worksheet had been completed, participants' responses were compiled for further analysis. The following section describes how these K, W, and L responses were processed and analyzed to assess participants' knowledge acquisition and learning interests.

Evaluation

The KWL responses were analyzed descriptively. Similar responses were grouped into categories, and the frequency of responses in each category was calculated. The nine thematic categories used in the KWL analysis (Culture, Food, Geography, Language, Natural Resources, Religion, Community, History, and Tourist Spot) were derived inductively by coding participants' open-ended KWL responses, rather than adopted directly from the presentation checkpoints, since a single checkpoint could generate responses spanning multiple thematic categories. The Know and Learned responses were then compared to identify changes in participants' reported knowledge, while the Want to Know responses were analyzed to identify participants' learning interests and needs. The evaluation stage used the KWL framework to document participants' prior knowledge, learning interests, and reported learning outcomes.

Table 1. KWL Instrument Specification

KWL Component	Aspect	Guiding Question
<i>Know</i>	Prior knowledge about East Kalimantan	What do you already know about East Borneo?
<i>Want to Know</i>	Learning interests and information needs	What would you like to know about East Borneo?
<i>Learned</i>	Reported knowledge acquired after the activity	What have you learned about East Borneo today?

The KWL approach provides a structured way for learners to identify what they already know, what they want to learn, and what they have learned through a learning activity (Adys et al., 2024). The responses were then analyzed descriptively using thematic coding and frequency counts.



To further quantify the extent of knowledge gained through the program, each participant's Know (K) and Learned (L) responses were scored based on the number of thematic categories reported, out of a maximum of nine. The normalized gain (N-Gain) for each participant was then calculated using a formula adapted from Hake (1998). This formula was originally developed to measure learning gain from percentage-based pre-test and post-test scores. Since the KWL data in this study consisted of raw thematic scores, the formula was adapted by replacing the maximum possible score of 100 with the maximum possible thematic score of 9, and applied at the individual participant level:

$$N\text{-Gain} = (Learned - Know) / (9 - Know) \quad (1)$$

where N-Gain represents the normalized gain, L represents the participant's Learned score, K represents the participant's Know score, and 9 represents the maximum possible number of thematic categories. The resulting N-Gain scores were categorized into three levels based on the classification proposed by Hake (1998), as presented in Table 2.

Table 2. N-Gain Classification

N-Gain Score	Category
$0 \leq \text{N-Gain} < 0.3$	Low
$0.3 \leq \text{N-Gain} < 0.7$	Medium
$\text{N-Gain} \geq 0.7$	High

IMPLEMENTATION AND DISCUSSION

The results and discussion are organized according to the three stages of the activity namely preparation, implementation, and evaluation. The preparation stage presents the learning materials and activities developed for the *Get to Know East Borneo* activity. The implementation stage describes how the activity was conducted, including the KWL process, presentation, and interactive coloring and sharing activity. The evaluation stage presents the analysis of participants' KWL responses to identify their reported prior knowledge, learning interests, and newly acquired knowledge.

Preparation

The preparation stage resulted in a set of learning materials designed to introduce the participants to key aspects of East Kalimantan's cultural and natural heritage. The materials covered geographical location, natural resources, people and daily life, cultural expressions, and traditional foods. These topics were organized into six learning checkpoints and supported by a structured KWL worksheet to document participants' prior knowledge, learning interests, and reported learning. This design followed the KWL (Know–Want to Know–Learned) strategy introduced by Ogle (1986), which structures learning by activating prior knowledge, guiding learners' interest, and documenting the new understanding they gain through the activity (Sayar & Anilan, 2021).

In addition to the presentation materials, interactive coloring sheets were prepared featuring endemic animals, endemic plants, and traditional batik motifs. Coloring activities have been recognized as an effective educational resource that



reinforces conceptual understanding while supporting participants' creativity, fine-motor engagement, and emotional connection to the material being introduced (Giménez-Calvo et al., 2023). The Create and Remember checkpoint was designed to reinforce the themes introduced during the presentation through collaborative coloring and sharing. This collaborative format was intended to strengthen social interaction among participants, as group-based coloring and sharing activities have been shown to support dialogic engagement and reflective communication in art-based learning settings (Nisa & Purnomo, 2026). Thus, the preparation stage provided both informational and interactive materials to support the implementation of the cross-cultural learning activity.

Implementation

The activity was implemented with 15 Filipino student volunteers at Mariano Marcos State University. This activity was carried out as part of the SEA-Teacher Project. This SEAMEO regional program provides pre-service teachers across Southeast Asia with practicum and cross-cultural teaching experiences in partner countries (Inaldo & Reyes, 2026). The activity followed the KWL sequence, beginning with the completion of the Know (K) and Want to Know (W) sections, followed by the presentation on East Kalimantan's cultural and natural heritage. After the presentation, participants took part in the Create and Remember activity through collaborative coloring and group sharing, before completing the Learned (L) section.

The presentation introduced participants to different aspects of East Kalimantan, including its geographical location, natural resources, community life, cultural expressions, traditional foods, and other relevant cultural elements. Figure 2 shows the presentation session in which information about the people and culture of East Kalimantan was introduced to the participants. This approach aligns with recent community service practices showing that presenting regional culture through structured educational media to an international audience can foster positive engagement and strengthen cross-cultural understanding between the presenters and participants (Hidayati et al., 2026).



Figure 2. Presentation Session on the People and Culture of East Kalimantan

The interactive component was conducted in four small groups. Each group was assigned one batik motif, one endemic animal, and one endemic plant to color collaboratively and subsequently present to the other participants. This activity

encouraged participants to discuss the assigned cultural and natural elements while working together and to share the information they had learned with the group. Figure 3 presents the participants during the collaborative coloring activity.



Figure 3. Participants Coloring Collaboratively in Small Groups

The implementation therefore combined information delivery with active participation. Rather than functioning only as a supplementary art activity, the coloring and sharing session provided an opportunity for participants to revisit cultural and natural elements introduced during the presentation. This was particularly relevant to the Culture and Natural Resources themes, which were represented directly through the batik motifs, endemic animals, and endemic plants used in the activity.

Evaluation

The evaluation stage focused on participants' responses in the KWL worksheet. The responses were analyzed descriptively by grouping similar open-ended responses into nine thematic categories: Culture, Food, Geography, Language, Natural Resources, Religion, Community, History, and Tourist Spot. The Know and Learned responses were compared to identify differences in participants' reported knowledge, while the Want to Know responses were examined to identify their learning interests.

Table 3. Frequency of Participants' Responses

Theme	<i>Know</i>	<i>Want</i>	<i>Learned</i>
Culture	5	15	15
Food	1	10	8
Geography	13	2	6
Language	1	3	2
Natural Resources	5	3	15
Religion	1	1	2
Community	0	4	12
History	0	5	0
Tourist Spot	0	3	8

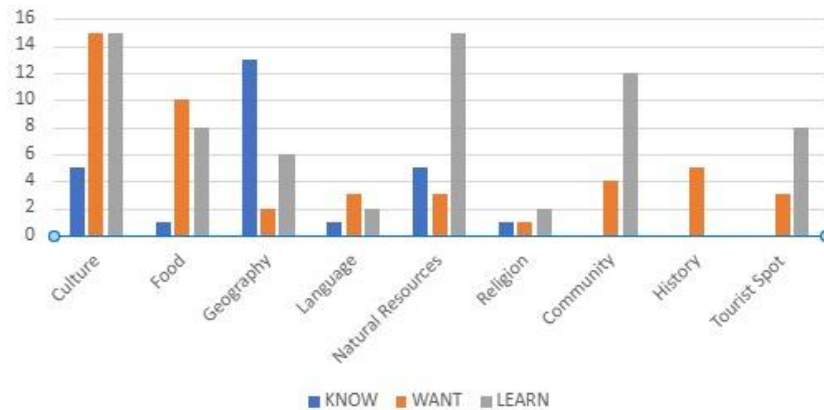


Figure 4. Frequency Chart of Participants' Responses

Prior to the activity, participants showed varying levels of familiarity with East Kalimantan. As presented in Table 3, Culture had five participants reporting prior knowledge, while Food, Geography, Language, Natural Resources, and Religion had one, thirteen, one, five, and one participant, respectively. In contrast, Community, History, and Tourist Spot recorded no participants reporting prior knowledge. These results indicate that participants generally had limited familiarity with specific aspects of East Kalimantan, although Geography was already relatively familiar to most participants.

Table 3 shows participants' learning interests through the Want to Know responses. Culture recorded the highest level of interest, with all 15 participants indicating that they wanted to learn more about the theme. Food followed with 10 participants, while History received five responses. Community, Language, Natural Resources, Tourist Spot, Geography, and Religion received four, three, three, two, and one responses, respectively. These findings indicate that participants' curiosity was not evenly distributed across the nine themes, with cultural and food-related topics attracting greater initial interest.

The pattern of gains suggests that the activity was particularly successful in introducing themes that could be presented through concrete examples and direct interaction. Community and Culture showed the largest or among the largest gains, which may be related to their presentation through examples of people, daily life, cultural expressions, and traditional practices. Natural Resources also showed a substantial increase, from five participants reporting prior knowledge to all 15 participants reporting learning in the Learned section. Notably, the Learned count for Geography (6) was lower than its Know count (13). This does not indicate a loss of knowledge, but rather reflects that participants who already reported geography-related facts at baseline had less need to repeat this information in the Learned section, having shifted their attention toward newly introduced themes such as Community and Natural Resources.

An interesting contrast was observed between participants' initial curiosity and their reported learning. Culture received the highest level of initial interest ($W = 15$) and also reached the highest possible number of reported learning responses ($L = 15$). Natural Resources, however, received relatively low initial interest ($W = 3$) but also reached $L = 15$. This suggests that participants' learning was not determined solely by what they initially wanted to know. The presentation and interactive coloring activity may have helped draw attention to natural resources even though

relatively few participants initially identified the theme as something they wanted to learn.

The comparison between Know and Learned responses further examined using the normalized gain (N-Gain) to measure the extent of knowledge improvement for each participant. Table 4 presents the Know score, Learned score, and N-Gain for all participants based on the number of thematic categories reported out of a maximum of nine.

Table 4. N-Gain Scores per Participant

Participant	Score K	Score L	N-Gain	Category
P1	3	5	0.33	Medium
P2	2	4	0.29	Low
P3	2	5	0.43	Medium
P4	0	3	0.33	Medium
P5	5	4	-0.25	Negative
P6	1	6	0.63	Medium
P7	1	4	0.38	Medium
P8	1	3	0.25	Low
P9	3	5	0.33	Medium
P10	1	6	0.63	Medium
P11	2	4	0.29	Low
P12	2	4	0.29	Low
P13	1	5	0.50	Medium
P14	2	4	0.29	Low
P15	0	6	0.67	Medium
Average	1.73	4.53	0.36	Medium

Table 5. Distribution of N-Gain Categories

Category	Criteria	Number of Participants	Percentage
High	$N\text{-Gain} \geq 0.7$	0	0%
Medium	$0.3 \leq N\text{-Gain} < 0.7$	9	60%
Low	$0 \leq N\text{-Gain} < 0.3$	5	33.3%
Decline	$N\text{-Gain} < 0$	1	6.7%

The normalized gain across all participants was 0.36, which falls within the medium category according to Hake (1998). The majority of participants (60%) recorded medium gains, five participants (33.3%) recorded low gains, and one participant (P5, 6.7%) recorded a negative gain with the Learned score decreasing from five to four thematic categories.

The overall pattern of N-Gain scores indicates that the activity was moderately effective in broadening participants' knowledge of East Kalimantan. An average normalized gain of 0.36 falls within medium category, suggesting that participants on average made meaningful progress toward the maximum possible improvement

given their individual starting points without reaching the ceiling associated with high-gain outcomes.

The majority of participants (60%) fell within the medium category, suggesting that the combination of a brief presentation and an interactive coloring activity was broadly effective in supporting knowledge acquisition across the group. Notably, several participants who began with very limited prior knowledge achieved some of the highest gain. P15, who reported no themes at all in the Know section, achieved the highest gain in the group (0.67). P6 and P10, who each reported only one theme initially, both achieved a gain of 0.63. This pattern suggests that the activity was particularly effective in introducing new content to participants who initially had little familiarity with East Kalimantan, allowing them to make substantial use of the available room for improvement.

At the same time, five participants (33.3%) fell within the low category. Most of these participants had already reported two themes in the Know section and reported four themes in the Learned section, reflecting a real increase in absolute themes despite a comparatively modest normalized gain. This illustrates a general characteristic of the normalized gain. Participants with a moderate starting score have a narrower margin for achieving a high normalized value even when their absolute improvement is meaningful. The absence of any participant reaching the high category further suggests that within the constraints of a short community service activity, there remains room to deepen engagement further through more extended interaction time or more targeted follow-up discussion.

The single case of negative gain (P5) warrants particular attention. P5 had the highest Know score among all participants with five thematic categories, yet reported only four categories in the Learned section. This result illustrates a broader limitation of the normalized gain metric. Participants who begin with comparatively high prior knowledge have limited room to demonstrate further measurable gain. Any shift in the specific content they choose to report can register as a decline under this metric. When post-test performance does not exceed pre-test performance, the resulting negative value does not lend itself to straightforward interpretation as an actual loss of knowledge.

Beyond the N-Gain results, participants also demonstrated a spontaneous cross-cultural connection in their Learned responses. One participant recognized a similarity between East Kalimantan's *Lompat Tongkat* and the Filipino *Tinikling*, a traditional dance involving bamboo poles. This response is important because it shows participants connecting newly introduced cultural information with an element of their own cultural background. Rather than simply recalling information about East Kalimantan, the participant interpreted the new information through a familiar Filipino cultural reference. This qualitative response complements the quantitative N-Gain findings. While the N-Gain analysis documents the overall extent of change in participants' reported knowledge across thematic categories, the cross-cultural connection demonstrates how newly acquired cultural information could be related to participants' existing cultural experiences. Such a connection is relevant to the broader objective of the activity because cross-cultural learning involves not only acquiring information about another culture but also recognizing similarities, differences, and points of connection between cultural contexts.



Taken together, these findings indicate that the KWL structured activity supported measurable improvement in participants' reported knowledge of East Kalimantan for the majority of participants, particularly those with limited prior knowledge. It also reveals individual variation including a ceiling-related decline for the participant with the highest prior knowledge and fostering forms of engagement such as cross-cultural reflection that are not fully captured by the N-Gain metric alone. The combination of structured reflection through KWL, cultural presentation, and interactive activities provided multiple opportunities for participants to engage with and reflect on unfamiliar cultural or natural heritage

CONCLUSION

The community service titled Get to Know East Borneo program successfully introduced the culture and natural heritage of East Kalimantan to the Filipino host community at Mariano Marcos State University, contributing to enhanced cross-cultural understanding through a combination of interactive presentation, collaborative coloring activities, and structured KWL-based reflection. The N-Gain analysis demonstrated moderate, broad-based learning gains across the majority of participants with an average normalized gain of 0.36 as medium category. Participants who began with limited prior knowledge such as those who initially reported none or few themes in the Know section achieved some of the highest individual gains, suggesting that the activity was particularly effective in introducing new content to participants with little prior familiarity with East Kalimantan. The single case of negative gain was attributable to a ceiling-related pattern rather than an actual loss of knowledge. The participant involved had already reported the highest level of prior knowledge among the group, leaving limited room for further measurable improvement under the normalized gain metric. Beyond the quantitative gains, participants' spontaneous recognition of cultural parallels between East Kalimantan and the Philippines such as identifying similarities between Lompat Tongkat and Tinikling, indicated that the program succeeded not only in transferring information, but in fostering genuine cross-cultural connection. These findings suggest that combining structured reflective frameworks such as KWL with experiential, hands-on activities is an effective approach for community-based cross-cultural education programs. Future iterations of similar programs should consider strategies to extend engagement further, such as more extended interaction time or targeted follow-up discussion to help more participants move beyond medium level gains toward higher levels of reported learning.

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