



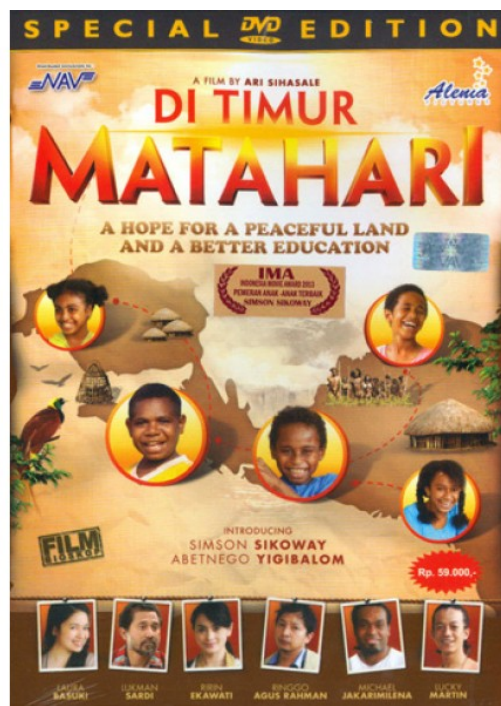
## DI TIMUR MATAHARI

*A production of Alenia Pictures and film by Ari Sihasale (2012)*

Di Timur Matahari (The Sun from the East) is another great film from the Alenia Pictures Production House, directed by Ari "Ale" Sihasale and starring Laura Basuki and Lukman Sardi. Shot in Tioh, Lanny Jaya, Papua, over a period of one month, this story follows young Papuan children as they struggle to get an education despite an ongoing tribal war in their midst.

This film study package for teachers is created by Balai Bahasa Indonesia Perth ([www.balaibahasaperth.org](http://www.balaibahasaperth.org)) as a learning resource to support students of *bahasa Indonesia* in Western Australia. It has been created for use in classrooms in conjunction with the 2013 Balai Bahasa Indonesia Perth Indonesia Film Festival. There will be a special school screening of "Di Timur Matahari" on Friday 16<sup>th</sup> August 2013 and schools that have registered for this event receive this resource package.

Learning activities have been broadly organized as occurring before or after watching the film. All the language skills (listening and responding and speaking; viewing, reading and responding; and writing) are represented in the activities; and cultural understandings are addressed where possible. The development of students' understanding of the system of the language and of the language learning strategies will depend largely on how these outcomes are highlighted as students engage with the activities.



<http://www.disctarra.com/movies/new-release/di-timur-matahari.html>

## SEBELUM MENONTON FILM

- Text 1 Synopsis of the film.  
Task
- identify specific detail in written text
- Text 2 Film trailer  
Tasks
- Melihat, mendengar dan membaca apa?
  - Kenalkan, ini keluarga Mazmur. Read descriptions of central characters and construct a family tree.
- Text 3 Quotes from the film
- Siapa yang bilang (berkata)? Prediction task using quotes from the film.
- Text 4 Song: Aku Papua  
Tasks
- Decode lyrics
  - Evaluate meaning and sentiment.
  - Ciptakanlah. Create own version of the song.
- Text 4 Online news report  
Tasks
- Precis report
  - Assess connection to the song Aku Papua.
- Text 5 Song: Hymne Guru  
Task
- Cultural understandings

## SAMBIL MENONTON FILM

## SESUDAH MENONTON FILM

- Text 1 Mazmur and his mother discuss violence.  
View and listen to the scene at timeline 25:25 – 26:45  
Tasks
- cloze task to complete the dialogue
  - comprehension task
  - prediction task
  - complete script for teacher reference
- Text 2 Bapak Pendeta Samuel talks to the children about their education.  
View and listen to the scene at timeline 33:45 – 35:20  
Tasks
- cloze task
  - matching task
  - completion task
  - complete script for teacher reference



### Sinopsis

Mazmur, Thomas, Agnes, Yokim, dan Suryani masih menunggu cahaya yang akan menerangi mereka dari gelapnya kebodohan. Mazmur setiap hari selalu menunggu kedatangan guru pengganti di sebuah lapangan terbang tua, satu-satunya penghubung kampung mereka di daerah pegunungan tengah Papua dengan kehidupan luar. Sudah enam bulan tak ada guru yang mengajar.

Underline or highlight the text that

1. explains that the friends are waiting for *the light that will shine on them and release them from the darkness of illiteracy*.
2. describes where their village is located.
3. explains how important the airport/airstrip is to the villagers.

### Trailer

<http://www.youtube.com/watch?v=E9VP8lv5eIE>

Melihat apa?

Tempatnya	Orang

Dengar apa?

Yang dikatakan orang	Suara lain

Membaca apa?

bahasa Indonesia	bahasa Inggris
<p>_____ <i>harapan akan</i></p> <p>_____</p> <p>_____ <i>pendidikan</i></p> <p>_____ <i>kehidupan</i> _____</p> <p>_____</p>	

## Kenalkan, ini keluarga Mazmur



Mazmur tinggal bersama orangtuanya di Kabupaten Lanny Jaya, Propinsi Papua.  
Paman (Om) Mazmur dua orang; namanya Om Michael dan Om Alex.  
Teman-teman Mazmur bernama Thomas, Agnes, Yokim dan Suryani.



Mazmur sayang akan ibunya, Ursula.  
Ayah Mazmur bernama Blasius.



Om Michael tinggal bersama istrinya Vina di Jakarta.  
Kehidupan mereka modern sekali.  
Michael berasal dari Papua. Vina berasal dari Jakarta. Dia keturunan Cina.



Om Alex dan Om Michael adalah adik Blasius. Alex anak bungsu.  
Alex lebih suka hidup secara adat di kampung.

Use the information above to draw and label Mazmur's family tree, showing all the people shown in the photographs plus his father and his paternal grandparents.

### Siapa yang bilang?



These lines are in the film script. try to predict who says each line.

Guru pengganti belum datang; kita menyanyi saja.

Jangan suntik, ibu dokter!

Ada sepuluh buah pisang. Dimakan empat. Sisanya tinggal berapa?

Ini gambar tidak baik. Maafkan saya. Maafkan saya bapak.

♪ Hutam kulit, keriting rambut, Aku Papua. ♪

Mata ganti mata; gigi ganti gigi.



**Song:** AKU PAPUA Cipt. Franky Shilatua

**YouTube:** <http://www.youtube.com/watch?v=Nad-VQT0dEw&feature=youtu.be>  
**Vocals:** Edo Kondologit

**Lyrics:**

*Tanah Papua tanah yang kaya  
 Surga kecil jatuh ke Bumi  
 Seluas tanah sebanyak batu  
 Adalah harta harapan*

*Tanah Papua tanah leluhur  
 Di sana aku lahir bersama angin  
 Bersama daun  
 Aku dibesarkan*

**Chorus:**

*Hitam kulit keriting rambut  
 Aku Papua  
 x 2  
 Biar nanti langit terbelah  
 Aku Papua*

**KOSA KATA**

aku	<i>I</i>	keriting	<i>curly</i>
angin	<i>wind</i>	kulit	<i>skin</i>
batu	<i>rock</i>	lahir	<i>born</i>
bersama	<i>along with</i>	langit	<i>sky</i>
biar	<i>let</i>	leluhur	<i>ancestors</i>
Bumi	<i>Earth</i>	nanti	<i>later</i>
daun	<i>leaf</i>	rambut	<i>hair</i>
dibesarkan	<i>brought up</i>	sebanyak	<i>so many</i>
harapan	<i>hope</i>	seluas	<i>so wide</i>
harta	<i>wealth</i>	surga	<i>paradise</i>
jatuh	<i>fall</i>	tanah	<i>land</i>
kaya	<i>rich</i>	terbelah	<i>crack</i>

1. Working with a partner, take it in turns to tell each other the meaning of each line of the song in English. Use the vocab list above to help you!
2. How do you think people might feel when they sing this song? Why would they feel this way?

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3. Make up a song with the same tune about YOUR favourite place in the world using the template below. You will need to change a few of the lyrics to fit. Then sing it!

Tanah \_\_\_\_\_ tanah yang \_\_\_\_\_  
Surga \_\_\_\_\_ jatuh ke Bumi  
\_\_\_\_\_ tanah, sebanyak \_\_\_\_\_  
Adalah harta harapan

Tanah \_\_\_\_\_ tanah \_\_\_\_\_  
Di sana aku lahir bersama \_\_\_\_\_,  
Bersama \_\_\_\_\_ aku dibesarkan

\_\_\_\_\_ kulit \_\_\_\_\_ rambut  
Aku \_\_\_\_\_  
Biar nanti langit terbelah  
Aku \_\_\_\_\_

Ask your teacher if you need some new words for your song!

## Papuan Pride

### AKU PAPUA

CIPT. FRANKY SAHILATUA.  
VOC. EDO KONDOLOGIT

TANAH PAPUA TANAH YANG KAYA  
SURGA KECIL JATUH KE BUMI  
SELUAS TANAH SEBANYAK BATU  
ADALAH HARTA HARAPAN.

TANAH PAPUA TANAH LELUHUR  
DISANA AKU LAHIR BERSAMA ANGIN  
BERSAMA DAUN  
AKU DIBESARKAN.

REFR  
HITAM KULIT KERITING RAMBUT  
AKU PAPUA  
BIAR NANTI LANGIT TERBELAH  
AKU PAPUA

The song *Aku Papua* is referenced in this online news report. What is the connection?

Read the full article at

<http://edukasi.kompasiana.com/2013/06/03/pendidikan-siswa-papua-serbu-ke-jerman-565309.html>

Summarize the article in point form and discuss why a program like this is considered newsworthy.

## Pendidikan: Siswa Papua Serbu ke Jerman

REP | 03 June 2013 | 09:35 Dibaca: 185 Komentar: 2

Lirik lagu “*Aku Papua*” yang dipopulerkan oleh Edo Kondologit, penyanyi asli Papua, kembali dinyanyikan secara bersama oleh 21 siswa Papua yang akan melanjutkan studinya ke Jerman.

“Tanah Papua tanah yang kaya, surga kecil jatuh ke bumi, Seluas tanah sebanyak madu, adalah harta harapan. Tanah papua tanah leluhur, Di sana aku lahir, Bersama angin bersama daun, Aku di besarkan”

Bagi Helen Wenda, salah satu dari 21 siswa, mengatakan bahwa studi ke Jerman itu seperti mimpi. “Sejak duduk di bangku sekolah, tak ada bayangan sama sekali kalau akhirnya saya terseleksi menjadi salah satu siswa yang mendapat beasiswa ke Jerman” katanya.

*Bacalah laporan lengkap di*

<http://edukasi.kompasiana.com/2013/06/03/pendidikan-siswa-papua-serbu-ke-jerman-565309.html>

**Song: HYMNE GURU Cipt. Sartono**

**YouTube:**

<http://www.youtube.com/watch?v=Xi6U3k3R0D4> (little girl singing with lyrics)  
<http://www.youtube.com/watch?v=RrIBIV9zCRU> (by Cherrybelle)  
<http://www.youtube.com/watch?v=ec5dgd-iC5U> (old fashioned picture with lyrics)

**Lyrics:**

<i>Terpujilah wahai engkau ibu bapak guru</i>	Oh may you be praised, my teachers
<i>Namamu akan selalu hidup dalam sanubariku</i>	Your name will always live inside me
<i>Semua baktimu akan kuukir di dalam hatiku</i>	I will carve all your faith in my heart
<i>Sebagai prasasti terima kasihku</i>	Like an inscription of my thanks
<i>Tuk pengabdianmu</i>	For your service

*Engkau sebagai pelita dalam kegelapan*  
*Engkau laksana embun penyejuk dalam kehausan*  
*Engkau patriot pahlawan bangsa*  
*Tanpa tanda jasa*

**Background notes:**

*Hymne Guru* is one of a list of 60 national songs that are known well by all school children and adults in Indonesia. It was written by Sartono in 1983. All primary school students are taught these songs in class and they are sung over and over again during their school years.

**Questions**

Discuss what you know about Indonesia with your teacher and classmates. Then, write an answer in each of the balloons BEFORE you answer the question in the middle. Discuss again with your teacher and classmates if you are not sure what to write.

Why might poor children not be able to go to school in Indonesia?

Why might it be hard to find teachers in remote places like Papua?

**Why do you think this song praises teachers so much?**

Why might it be difficult for kids living in remote areas to go to school?

What benefits does education give, especially to poor children?



### Guru-guru yang terhormat

By leading your students to engage with tasks such as those listed above, you will prepare them to understand more of the film, linguistically and culturally. Students also need to have a focus as they watch the film, something that helps them to **think through** and **organise** information. Here are some suggestions:

1. What influences (good and bad) from the outside/modern world do you notice? Students take notes, in English or bahasa Indonesia, as they watch and categorise them as either *baik* or *kurang baik*. In class discussion they must be able to explain their reasoning and give examples from the film.

#### Possible responses

Yang baik	Yang kurang baik
Puskesmas	Pornography
Sekolah (kalau ada guru)	Counterfeit notes
Missionaries	Prices are high
Transport infrastructure (roads, airstrip)	

2. What do you notice about the way people are dressed in the film? Categorise the types of clothing you see under the following headings.

Character	Tribal influence (describe clothing)	“Reggae” influence (describe clothing)	Everyday or uniform (describe clothing)

3. What impacts on the local community do the following people appear to be having?

The doctor \_\_\_\_\_

The priest \_\_\_\_\_

The engineer \_\_\_\_\_

**Viewing and Listening task 1** Scene at timeline 25:25 – 26:45

Here are some key words from this dialogue between Mazmur and his mother. As you listen, choose which word should go in the gaps.

bilang	says	mengasihi	(to) love
boleh	may	menolong	(to) help
jahat	bad, evil	rangsuk	(to) penetrate to the heart
manusia	humans	Tuhan	God (Christianity)

Ibu: \_\_\_\_\_ ciptakan kropok tangan bukan untuk berbuat \_\_\_\_\_, tapi untuk \_\_\_\_\_ orang lain.

Mazmur: Kenapa ibu ndak balas?

Ibu: Kasih, ibu tidak \_\_\_\_\_ membalas. Laki-laki tidak boleh pukul perempuan. Perempuan juga tidak boleh pukuli laki-laki, Mazmur.

Mazmur: Ah itu sakit!

Ibu: Itu toh? Tuhan \_\_\_\_\_, perempuan itu diambil, itulah \_\_\_\_\_ laki-laki. Jadi, kalau laki-laki dengan perempuan baku pukul, itu sama saja pukuli sendiri, Mazmur.

Mazmur: Kalau laki-laki sama laki-laki?

Ibu: Tuhan ciptakan \_\_\_\_\_ untuk saling \_\_\_\_\_ kamu mengerti, Mazmur?

**Comprehension task**

Under each heading below, write what Mazmur’s mother tells him.

**What people may NOT do**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**What people should do**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Prediction task**

What do you think has happened, or might happen in this film, that has prompted Mazmur’s mother to tell him these things?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Script**            Scene at timeline 25:25 – 26:45

Ibu:            Tuhan ciptakan kropok tangan bukan untuk berbuat jahat, tapi untuk menolong orang lain.

Mazmur:        Kenapa ibu ndak balas?

Ibu:            Kasih, ibu tidak boleh membalas. Laki-laki tidak boleh pukul perempuan. Perempuan juga tidak boleh pukul laki-laki, Mazmur.

Mazmur:        Ah itu sakit!

Ibu:            Itu toh? Tuhan bilang, perempuan itu diambil, itulah rangsuk laki-laki. Jadi, kalau laki-laki dengan perempuan baku pukul, itu sama saja pukul sendiri, Mazmur.

Mazmur:        Kalau laki-laki sama laki-laki?

Ibu:            Tuhan ciptakan manusia untuk saling mengasihi, kamu mengerti, Mazmur?

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**Viewing and Listening task 2** Scene at timeline 33:45 – 35:20

Here are some key words from this scene with Bapak Pendeta, Nyong and the children. As you view the scene, choose which word should go in each gap.

ajar	(to) teach	IPA	science
berhitung	(to) count	kampong	village
datang	come	Minggu	Sunday
dilarang	forbidden	pekerjaan	work
dilayani	be served	pendeta	priest



Pendeta: Selamat pagi, anak-anak!

Anak-anak: Selamat pagi, Bapak!

Pendeta: Eh, kalian tuh guru belum \_\_\_\_\_ kah?

Anak-anak: Belum!

Agnes: Bapak \_\_\_\_\_!

Pendeta: Ya?

Agnes: Bapak Pendeta, bisa \_\_\_\_\_ kamikah?

Pendeta: Eh Agnes, hampir setiap hari Bapak keluar masuk \_\_\_\_\_, layanan.

Suryani: Kami juga perlu \_\_\_\_\_ Bapak!

Pendeta: Turun! Ada sekolah \_\_\_\_\_ toh. Ahh, kenapa kalian jarang datang ya? Ah?

Thomas: Bapak Pendeta! Bapak Pendeta pernah bilang, Minggu itu Tuhan. Tidak ada \_\_\_\_\_, kecuali gereja.

Pendeta: Ah! Sini, sini semua! Cepat, sini! Buru, buru! Eh, Thomas! Dengar ya, yang lain juga! Sekolah Minggu itu Tuhan toh.

Agnes: Kami mau belajar membaca, menulis dan \_\_\_\_\_, Bapak.

Pendeta: \_\_\_\_\_, PS, PMP, semua bisa!

Nyong: PMP tidak boleh, Bapak. \_\_\_\_\_.

Pendeta: Tuhan! Kenapa PMP dilarang?

Nyong: Papua Makan Papua, Bapak. Dilarang Tuhan.

Pendeta: Dilarang tuh ya?

**Comprehension tasks** Scene at timeline 33:45 – 35:20

1. Here are some statements from the dialogue, translated into English. Match the speech bubbles about education by drawing a line to the right speaker.

NB: first, check out the meanings of the *singkatan* in the box below!

IPA	= Ilmu Pengetahuan Alam (Science)
PS	= Pendidikan Sosial (social education)
PMP	= Pendidikan Moral Pancasila (Pancasila moral education)

We need to be served too, Sir!

Nyong



Science, social education and Pancasila moral education – all these can be learned!

Agnes



Hey, hasn't your teacher come yet?

Suryani



Sir, can you teach us?

Pendeta

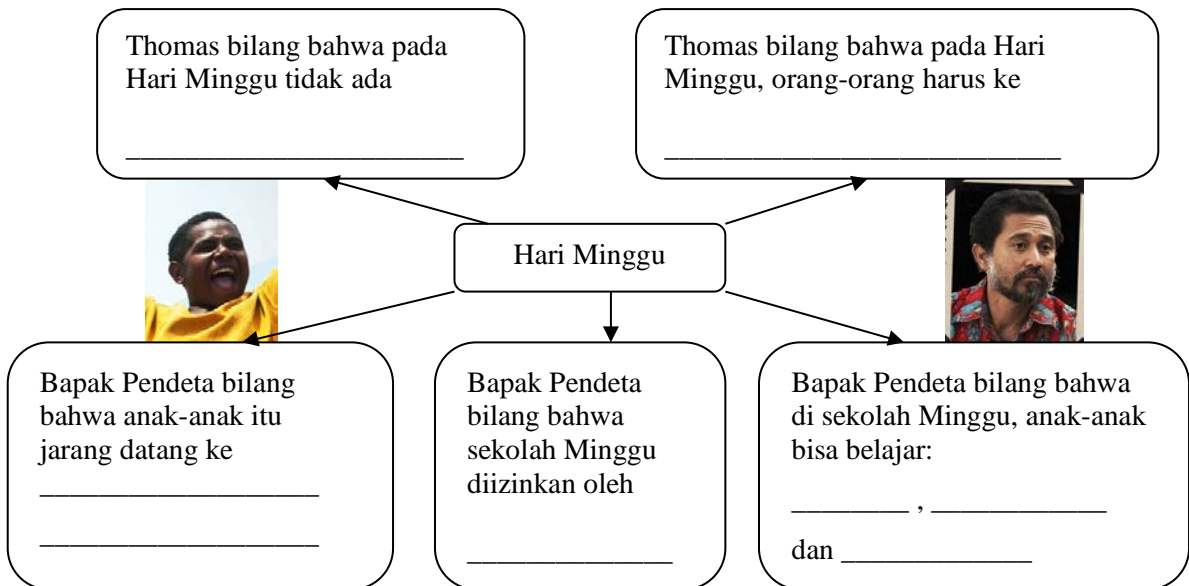


We're not allowed to study PMP, sir.

Pendeta



2. Complete the bubbles to show what these characters said about Sunday (Hari Minggu).



**Script 33:45 – 35:20**

Pendeta: Selamat pagi, anak-anak!

Anak-anak: Selamat pagi, Bapak!

Pendeta: Eh, kalian tuh guru belum datangkah?

Anak-anak: Belum!

Agnes: Bapak Pendeta!

Pendeta: Ya?

Agnes: Bapak Pendeta, bisa ajar kamikah?

Pendeta: Eh Agnes, hampir setiap hari Bapak keluar masuk kampung, layanan.

Suryani Kami juga perlu dilayani Bapak!

Pendeta Turun! Ada sekolah Minggu toh. Ahh, kenapa kalian jarang datang ya? Ah?

Thomas Bapak Pendeta! Bapak Pendeta pernah bilang, Minggu itu Tuhan. Tidak ada pekerjaan, kecuali gereja.

Pendeta Ah! Sini, sini semua! Cepat, sini! Buru, buru!

Eh, Thomas! Dengar ya, yang lain juga! Sekolah Minggu itu Tuhan toh.

Agnes Kami mau belajar membaca, menulis dan berhitung, Bapak.

Pendeta IPA, PS, PMP, semua bisa!

Nyong PMP tidak boleh, Bapak. Dilarang.

Pendeta Tuhan! Kenapa PMP dilarang?

Nyong Papua Makan Papua, Bapak. Dilarang Tuhan.

Pendeta Dilarang tuh ya.