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Implementation of Java Cultural Education in Elementary School in Yogyakarta

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Abstract--The purpose of the study was to describe the implementation of Javanese cultural education in elementary schools in Yogyakarta. The research method is a qualitative descriptive approach. Data collection techniques used field observation techniques, in-depth interviews, and documentation studies. Analysis of the data that has been collected is reduced and presented. Conclusions on the implementation of Javanese education and culture are as follows: (1). Implementation of the school's vision, mission and goals (2). Curriculum development in Javanese cultural education (3). Javanese cultural education learning (4). Habituation in Javanese cultural educators. Supporting factors are (a) good school background (b). Local government regulations support (c). Complete facilities and infrastructure (d) support from all school components (e). Good school management 6). Students come from Javanese society. Inhibiting factor (a). There are no expert instructors (b). There are no standard guidelines (c). Student interest is changing, (d). Lack of teachers in developing Javanese cultural education (e). Not maximal in utilizing learning media.

Keywords---education, elementary school, implementation, Javanese cultural.

Introduction

The identity of the nation can be seen how the community can manage and maintain the cultural heritage in the form of creation in the past which has been developed and preserved until now. The community that forms the process of managing the culture that is a feature of the nation's identity. The culture that the Indonesian people have until now is like a mountain of experience consisting of layers of culture formed throughout the history of the Indonesian nation. (Annisa, 2019). The abundance of Indonesian culture is one of the characteristics of a multicultural nation that needs to be maintained and preserved. Preservation of Indonesian culture is in line with Government Regulation of the Republic of Indonesia Number 19 of 2005 which mandates that cultural content is not only contained in one subject because culture itself covers all aspects of the life of the Indonesian nation.

The alternative in passing on cultural values in a society is through Javanese cultural education. Education is basically to implement the heritage of the nation's cultural values. With the education process, you can apply culture so as to increase the understanding of the nation's culture itself (Ismail, 2018). The inability of students to absorb Javanese culture because understanding of the ideals of the nation is not prioritized. So that Javanese cultural education which is a national culture as a national character is not optimal (Supriyadi et al., 2012; Kusumo et al., 2020).

The penetration of globalization driven by advances in information and communication technology also triggers moral degradation due to the loss of noble cultural values marked by the erosion of the old cultural values of the Indonesian nation such as hospitality, mutual cooperation, honesty, humility, mutual respect and values (Fathoni, 2017). Another positive value. Integrating culture through education culture is one way to pass on cultural values without reducing the portion of education needed by students. It is important for the Indonesian people to implement cultural education that prioritizes character building in accordance with the noble values of the nation's culture (Calderhead, 1989).

Through the implementation of education - Javanese culture in schools, especially elementary schools, noble values can be developed through the application of Javanese culture during learning (Evans, 2008; Korthagen et al., 2006). In addition, students can also know and participate in preserving Javanese cultures given in a series of learning activities. There are many ways that can be done to develop education - culture in schools, starting from the smallest things, for example teaching students to be tolerant with others and have good character so that they can be imitated. Next, start by developing traditional culture through extracurricular activities in schools that can hone the ability of students to be skilled and achieve (Prestoza et al., 2020; Putrayasa & Ramendra, 2021).

Yogyakarta Province is one of the centers of Javanese cultural orientation in Indonesia. Yogyakarta Province has issued Regional Regulation number 5 of 2011 which contains the management and implementation of education culture. (Adisusilo, 2014). The regional regulation was made based on the consideration of the vision of the province's development to make it a center of education, culture, and tourism destination, in an environment of an advanced, independent and prosperous society. In addition, this regulation also realizes education based on the nation's culture listed in the national education system. The concept of applying the noble values of the nation's culture in the implementation of education is contained in this regional regulation. The following is the concept of cultural education (Yantoro et al., 2020).

Based on the Regional Regulation, the education unit should strive for the realization of quality standards of education that make people intelligent as a whole and cultured in line with the goals of national education. In addition, cultural education in Yogyakarta Province is also supported by Regulation No. 68 of 2012 concerning guidelines for the application of noble cultural values in the management and implementation of education (Kraus et al., 1998; Mavrotas, 2009). This governor regulation specifically shows that in implementing education and cultural noble values in the province of Yogyakarta, it is carried out based on the concept of "ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani" by prioritizing the nature of honing, compassion, nurturing, and paying attention to the *niteni, nirokke* method, *add, nularke, nebarke*.

Implementation of Javanese Cultural Education in elementary schools in Yogyakarta through several intracurricular and extracurricular programs that study Javanese culture (Boyle, 1998; Elmhirst, 2000). This is done with the aim of improving the quality of students through the use of Javanese culture in education so that students can have noble values upheld in Javanese culture (Nyandra et al., 2018). Seen by the achievements of elementary school students who achieved in the field of local culture such as *karawitan, panembromo, macapat, dance* and so on (Lemos & Verissimo, 2014). The school has implemented *uploading, manners* and various other elements of Javanese culture in the implementation of education.

Building the character of students with the noble character of the nation is a form of implementing Javanese cultural education (Sutarman et al., 2021). The principal as an official has the goal of learning character to be given to students so that the nation's cultural values such as *manners* are in accordance with the times. Applying the teachings of among which is considered a balance between school and community education. The concept of education can maintain the noble values of the nation's culture, especially Javanese culture, which is still highly guarded in the application of glorious cultural education (Kosasih et al., 2021).

The success of an elementary school that upholds Javanese culture that produces students with good character can be a role model for other schools that will implement Javanese cultural education, especially in the Special Region of Yogyakarta (Brenowitz & Tuttle, 2003). Through this research, it is hoped that there will be awareness from all educational institutions to restore the main goal

of national education through the implementation of education based on the nation's culture, especially in basic education ([Widyaningtyas et al., 2018](#)). Given that basic education is the foundation of student development. The implementation of Javanese cultural education is interesting to be studied and used as a reference in the development of the implementation of education - national culture. Not all schools can develop educational programs that are strong in local culture, even very few schools use local culture in their education. Planning, implementation to evaluation and how educators can guide students well in every Javanese cultural education program.

Method

This study uses a qualitative approach. Systematic research to examine an object of Javanese cultural education

Data source

Data sources are important as considerations in collecting data, which will determine the relevance of the data to be studied ([Moleong, 2013](#)). The main data source in research in describing phenomena that occur in the field

Data collection technique

Data collection techniques with research subjects adjusted for variables. ([Prastowo, 2012](#)). In qualitative research with primary data sources on field observations ([Sugiyono, 2010](#)), in-depth interviews and documentation studies:

- Field observations to find phenomena that occur in the field into data that can be described;
- In-depth interviews with key volunteers to obtain valid data;
- Documentation in the form of archival records, photos, films and other documents;
- Literature study to complete the theory in accordance with the research study.

Results and Discussion

Implementation of Javanese cultural education

The results showed that the implementation of Javanese cultural education in elementary schools in Yogyakarta. Implemented through various things and maximize the components of Javanese cultural education. This is in line with the teachings of Ki Hadjar Dewantara, namely *ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*, a cultured education that seeks to apply the notions of *wiraga, wirama* and *wirasa*, a component to realize the Javanese cultural education. Its function is that students know the correct Javanese culture, so that students have characters that are in accordance with Javanese culture in life in society. As a basis for the provision of students to behave and act like what should be done in Javanese culture ([Asri et al., 2021](#)).

According to [Utomo et al. \(2021\)](#), that education based on cultural values does not depart from an empty space. The historical journey of local culture is a witness to the civilization of how people can live, appreciate, and practice an education system based on local culture.

Based on the results of field observations at elementary schools in Yogyakarta, it shows that schools have implemented the among system which is a characteristic of Javanese society in educating students as a form of implementation of Javanese cultural education. The system is guided by the characteristics of Ki Hadjar Dewantara's education which underlies and underlies the various components of Javanese cultural education in the implementation in Yogyakarta Elementary Schools. As stated by the principal, which refers to the education taught by Ki Hadjar Dewantara with the among teaching system which was developed according to Javanese cultural rules.

With the system of educators as well as pamong or caregivers that have been carried out by teachers at Yogyakarta Elementary Schools ([Djamarah & Zain, 2013](#)). It is a Javanese cultural education system that applies kinship that applies educators to students. As a homeroom teacher who applies interaction in positioning himself as a tutor, he must supervise students such as taking care of their own children in learning, so that there is no distance between students and teachers, positioning themselves as parents of students at school. With the guidance of Ki Hadjar Dewantara, "Ing ngarsa sung tuladha, Ing madya mangun karsa, Tutwuri handayani.

Among system as a reference in the implementation of Javanese cultural education through a curriculum development system as an educational component in accordance with the school's vision, mission and goals, curriculum and educational programs, learning, teachers, facilities and infrastructure as school equipment.

Application of Javanese cultural education

The school has conducted cultural education and other noble character education. In accordance with the school's vision and mission in accordance with the stages in the application of cultural education such as art and the cultivation of noble values in realizing Javanese cultural education. Implementing the among system by giving examples of penance, compassion, and parenting as a manifestation of Javanese cultural education ([Candrawati et al., 2019](#)). As a vision and mission plastered on the walls and corners of the school as a motto that is always remembered and implemented in life at school and in society.

In terms of implementing Javanese cultural education, it has a goal that is carried out optimally for students according to the development of the students themselves. The implementation of Javanese cultural education is carried out to achieve school goals. The application of Javanese cultural education in elementary schools has noble character values. The learning carried out by students is in accordance with the curriculum and its development. The learning

outcomes of student graduates are sufficient provisions to continue their education to a higher level.

Elementary school students in Yogyakarta have cognitive, affective and psychomotor abilities which are realized through the application of Javanese cultural education (Lono Lestoro et al., 2012). Making students smart and virtuous. Students who are educated and guided so that they have intelligence and have noble character. Have that radiates the subtlety of the soul in acting and behaving.

Curriculum and development of Javanese cultural education

Application of Javanese cultural education in schools. As a form of application to the curriculum and its development. Education Unit Level Curriculum with intra and extra programs as additional learning. Tembang and batik lessons in addition to class hours, allocation of time for Javanese language lessons (Zuchdi, 2011). Application of developing local content in accordance with the Education Unit Level Curriculum. Schools report lesson hours in accordance with the rules of the education office, and foundations in implementing a program of learning activities for students.

Javanese cultural values which include the values of honesty, humility, discipline, courtesy, cooperation, caring, and responsibility. As Javanese culture, such as art, language, and takak rama that need to be taught to students in order to understand manners or upload ungguh. I think the values that have started to be improved through the program are the values of politeness, the value of caring, discipline, simplicity, and respect. Cultivating character is like uploading.

Javanese cultural values applied to students. It is carried out through various approaches and among systems, to students through Javanese values and manners that are conveyed continuously to students. Various materials that are in accordance with values and character through optimal learning through Javanese cultural education, by providing provisions for students who have talents and interests in Javanese culture.

Education programs

The implementation of intra and extra learning programs obtained several Javanese cultural education programs, namely, (1). Class area dance lessons in all classes (2). Regional sound art lessons, songs for all grades (3). Batik lessons for all classes. All guei supervisors are authorized to administer all Javanese cultural education programs for each student. So that it can be adjusted to the competencies that must be achieved. The implementation of Javanese cultural education programs in schools is a learning program for the arts of dance, sound art and Javanese language.

The standard of achievement of graduate learning with the program is submitted to the supervising teacher with a reference to the implementation outline that

has been set at the planning meeting at the beginning of the school year. (Yulianto, 2017). The preparation of program planning is based on the experience and ability of teachers, because each program has a clear reference with its own development, in dance lessons that have a syllabus and use a Learning Implementation Plan (RPP). With a program that involves the foundation and teachers.

Dance lessons

Traditional dance lessons as a cultural education program in schools. In its implementation, it is very careful. Traditional dance lessons as local content and are carried out for all classes for 2 hours of lessons every week which are carried out in the pavilion and respective classrooms. The time for traditional dance lessons is adjusted to the conditions and facilities of the students' schools because the pavilion is shared.

Local content of traditional dance lessons in all classes, it's just that the time is adjusted to other lessons according to the schedule that has been arranged made by each teacher the school prioritizes and prioritizes the teaching of Javanese culture (Siswoyo et al., 2020). The implementation of traditional dance lessons uses an approach that makes it easier for students. Traditional dance is important and most often done by establishing an emotional connection, with efforts to stimulate students' learning enthusiasm so that they do not slack and hesitate in expressing themselves through traditional dance. Teachers always give appreciation by showing students to be excited by providing opportunities for performances at the end of the year.

Regional song sound art lesson

The sound art lesson of regional songs is a local content subject as material for Javanese culture. Lessons to introduce local songs and children's songs to students (Yasin, 2018). The sound art lessons of regional songs are used by teachers as tutors to start teaching and learning activities as well as a distraction in lessons.

The subject matter of the sound of the song that is taught to students is: (1). Regional songs such as Lir-ilir, Padhang Bulan, Sluku Bathok, Menthok-menthok, Gundhul-gundhul Pacul, Pitik Tukung, Aku duwe pitik, butterfly kuwi and Suwe Ora Jamu (2). Dolanan songs such as Mushroom, Cublak-cublak Suweng, Jaranan, Tak Pethik-pethik, Lepetan, and Suk-suk Pari Collapse, (3). Macapat songs such as Sekar Gambuh, Maskumambang, Pocung and Pangkur.

Batik lessons

Batik lessons as the application of Javanese cultural education in schools. Batik lessons are local content lessons instructed by the Yogyakarta city education office and mayoral regulations as a means of introducing and preserving Javanese cultural arts with Javanese batik through Javanese cultural education. Batik lessons in schools introduce and channel students' creativity so that it

creates a sense of love for their own culture. Implement for all classes held every Saturday.

Traditional Batik lessons are conditional but there is no lesson syllabus for students, by drawing batik motifs, then creating them into various themes with variations and pictures, learning batik with direct practice of batik, with batik tools (Yuliska, 2016). Direct practice of batik with a duration of two semesters. With the name "rodo gambyang" as a batik lesson as a benchmark which is taught by each teacher.

Javanese extra-curricular lessons

Javanese culture education with Javanese language extracurricular learning. Program which is the development of local content lessons in the Java language. A program that educates students with Javanese language lessons, within 2 hours of lessons on local content, and added to 4 hours of lessons, namely 3 hours as an intra-curricular Javanese language lesson and 1 hour as an extracurricular Javanese language so that it is more dense (Irfan et al., 2019). The schedule for the implementation of the Javanese extracurricular is adjusted to the lesson schedule of each class in all classes. All students are required to take extracurricular Javanese lessons. Extra-curricular Javanese language lessons consist of Javanese language kaweruh, Javanese script, wayang, and Javanese manners. The subject matter is adjusted to the ability level of students in each class.

Learning materials that are adapted to current situations and conditions such as Mahabharata, puppet shows and so on. For introductory classes the use of the correct Javanese language and in the use of wayang stories, as well as Javanese script material. The achievement of learning the Javanese language is by using the Javanese language kaweruh in the development book so that students know it, in everyday life it is done at home.

Karawitan extra-curricular lessons

Karawitan lessons are one of the mandatory activities for teachers and students to carry out. Karawitan lessons are extracurricular activities that have been carried out in schools for a long time. All students are required to participate in extra-curricular activities. Program activities by doing direct practice in playing musical instruments (Kharisma & Suyatno, 2019). The facilities and infrastructure used in the form of gamelan, blackboards and stationery, musical activities are carried out at the Pendopo. This program is delivered by teachers who are assisted by musical experts. Teachers who support extracurricular karawitan, master the skills of playing gamelan which are required by Javanese cultural values. Opportunity to explain to students. How to use gamelan musical instruments, not mystical but able to give respect to students, so that musical instruments become meaningful.

Extracts clickular teaching based on experience and learning. Based on adjustments with students related to values, which is the part that is easy to convey to students in playing the gamelan and memorizing the pattern. Students

themselves can explain how to play the gamelan, if students are proficient and comfortable and happy in learning karawitan and love their own culture.

Children's extra-curricular lessons

Children's extra-curricular lessons are extracurricular options for all students from grade 1 to grade 6. It is carried out for children's play materials according to the developmental stage and abilities of elementary school students (Hartati, 2017). A program to introduce and learn the play culture of children and the Javanese community, which contains philosophy and values as well as advice, by discussing accompaniment songs and gentle body movements. In extracurricular learning for children, students are also able to explain about the origins and types of traditional Javanese games.

Extracurricular lessons are related to the existence of local tembang sound art lessons, because the material for children's songs is also taught to students, while students follow and practice and do it directly. Traditional games with the accompaniment of children's songs. Activities with programs to give students the freedom to actively practice children's play, in extra-curricular lessons.

Discussion

Implementation of Javanese cultural education

The implementation of Javanese cultural education is one way to convey the content of Javanese culture through educators to elementary school students. Through education, lessons with various elements, values and character as well as the development of students' interests and talents in Javanese arts and cultural skills can be conveyed. The concept of education based on Javanese culture is for the formation of student character through increasing knowledge skills accompanied by the cultivation of Javanese character and cultural values. Javanese cultural education is one form of preserving local content, namely Javanese culture, through early learning of students.

The school implements a system of active teacher roles as supervisors who observe and provide learning by allowing students freedom to develop, in accordance with the teachings of Ki Hadjar Dewantara with the concept of momong, among and ngemong education (Ki Hadjar Dewantara., 2011). Leading and supervising do not need to interfere with children's lives when they are on the road is a Javanese philosophy that describes how to educate students in Javanese society. So the among system is also a form of Javanese education culture.

Among system is used to support the natural nature of children who are educated so that they can develop their life physically and mentally according to their own nature. This is the essence of the system, other developments can be incorporated into the requirements or equipment (educational component). In this school, educators carry out their roles as leaders when delivering learning, as friends who are able to provide motivation and position themselves as supportive observers when students apply the knowledge they have gained (M, Ngalm. Purwanto, 2011). In the among system, every tutor or teacher is required

to behave (1). Ing Ngarsa Sung Tuladha which means that if the educator is in the front, then he should set a good example for his students (2). Ing Madya Mangun Karsa which means if the teacher is teaching, the teacher should encourage students' willingness (3). Tut Wuri Handayani, followed closely behind and encouraged, his spirit.

The education system is an education system that focuses on students. Where all components of education are focused on the maximum development of student abilities. Through the implementation of the Among system developed in Javanese cultural education, namely: (1). Implementation of the school's vision, mission and goals (2). Implementation of curriculum and curriculum development (3). The process of teaching and learning through educational programs (4). Habituation of the application of Javanese culture (5). Conditioning in the school environment.

The noble values of Javanese culture are implemented through the implementation of education with the values of honesty, humility, discipline, courtesy, cooperation, caring, and responsibility (Hidayatullah, 2010). Javanese culture that is raised through the meaning of Javanese philosophy that has developed in poetry, songs, fairy tales, dance movements, as well as various community activities in everyday life. The noble values of Javanese culture which are interpreted as character education are instilled in all students through various activities, in accordance with the values contained in regional regulations number 5 of 2011 out of 18 kinds of values.

The implementation of Javanese cultural education which is applied through teacher habituation, in socializing the school environment based on the teachings of upload-ungguh, etiquette and Javanese cultural values (Elly, 2017). Habituation carried out by the teacher is an example, among others, neatness in dress, manners in behavior and speech. In addition, the teacher must set a good example, namely coming on time and shaking hands when meeting with parents and students as a step of habituation. Javanese culture as an ancestral heritage that has values and character, and needs concrete role models and examples for students as the next generation.

Teachers also need to make habituation to students to interpret the values and manners of Javanese culture. The habituation activities carried out are: (1) shaking hands before entering the classroom and before going home (2). Using the smooth Javanese language in communicating with teachers and students (3). Javanese culture accustoms students to emphasizing uploading and etiquette during lessons and outside of learning through habituation, for example shaking hands with teachers when coming to and from school. Habituation of etiquette carried out in various student activities.

Conclusion

Based on the description and discussion above shows the implementation of Javanese cultural education through various components, conclusions can be drawn as follows:

- Implementation of the vision, mission and goals of schools that implement Javanese cultural education, namely by learning cultural arts, character, noble values of Javanese culture, which are realized through habituation;
- Implementation of the curriculum and development of Javanese cultural education, namely (a). Additional hours of intracurricular and extracurricular lessons that contain Javanese culture (b). Unite elements of art, language and Javanese culture (c). Apply the values of honesty, humility, discipline, courtesy, cooperation, caring, and responsibility (d). Familiarize and instill respect, harmony, wisdom, honesty, self-awareness, and form uploads and manners as a form of character according to Javanese culture;
- Teaching through Javanese cultural education programs, namely: (a). Intracurricular programs for dance, sound art, regional songs, and batik (b). Extracurricular programs must speak Javanese, learn musical instruments and children's dances;
- Conditioning the school environment in learning Javanese culture, namely: (1). The meaning of punokawan and pandawa puppet characters to support Javanese cultural learning (2). Naming buildings and rooms with names of clown figures and Javanese script writings as a feature of Javanese culture.

Impact

Based on the results of the discussion and conclusions, it can cause several impacts, namely as follows:

- By learning the arts and culture, manners, noble values in a structured manner, which is realized through habituation which has an impact on the achievement of the school's vision, mission and goals in implementing Javanese culture;
- By adding working hours to intra extracurricular activities that have an impact on the curriculum and the development of Javanese culture;
- By running an intra-art program for dance, sound art, regional songs, and batik as well as extracurricular programs, it is mandatory to use the Javanese language, learn musical instruments and children's dances which have an impact on the learning process of Javanese culture;
- With the meaning of wayang characters and the naming of buildings and rooms with the names of wayang characters and Javanese script writings that have an impact on the school environment in the habituation of Javanese culture.

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