

RESEARCH ARTICLE

Javanese Culture In Elementary School Class II Fine Arts Education For The Preservation Of Local Wisdom

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ABSTRACT

The integration of local Javanese culture into Fine Arts education for second-grade elementary students is a strategic response to globalization challenges, emphasizing the need to strengthen cultural identity from an early age. This research explores the significance of embedding local culture in Fine Arts education, highlighting its accessibility and relevance to young learners. A qualitative methodology is adopted, with data collected through interviews, observations, documentation, and literature reviews. Instruments include observation sheets, interview templates, and documentation forms. The study is conducted at a State Elementary School recognized for effectively incorporating local cultural preservation within its curriculum. Findings indicate that integrating Javanese culture in Fine Arts education enables students to connect directly with their environment, fostering a deeper appreciation for local wisdom and ensuring its sustainability. This initiative underscores the role of education in nurturing cultural identity, preparing students to navigate global influences while preserving their heritage.

Keywords: Character, Elementary School, Fine Arts, Integration, Local Culture

INTRODUCTION

Javanese culture, characterized by its rich array of traditions, beliefs, and historical relics, is transmitted from generation to generation. This cultural heritage constitutes a fundamental component of Indonesia's social identity. In educational contexts, particularly within elementary art education, it is crucial to utilize this cultural framework as a vehicle for the integration of local culture, ensuring the sustainability of local wisdom. According to (Hamimah et al., 2022), fostering local cultural wisdom is essential as it encapsulates the distinctiveness of a region, including its social environment. The incorporation of Javanese culture, as a representation of the local community, into art education can facilitate students' understanding and appreciation of Javanese heritage while also enhancing creativity and self-expression. Nonetheless, the conservation of this culture presents significant challenges, particularly among the youth. The influences of globalization and technological advancements have led to a decrease in interest in local culture among younger generations, resulting in a diminished understanding and appreciation of Javanese

cultural values. (Munawir et al., 2024a) emphasize the importance of preserving local culture, which serves as a hallmark of community identity; however, textbooks produced by the Ministry of Education and Culture, which are intended for national distribution, frequently overlook the wisdom intrinsic to the regions where students reside. Local wisdom plays a vital role in shaping cultural insights that guide life choices. Moreover, support from governmental bodies and educational policymakers is pivotal in cultivating schools as intellectual and sustainable communities, particularly for the advancement of local culture (Sylvia et al., 2024a)

Empirical evidence indicates that numerous youths favor foreign cultures, perceiving local culture as outdated and devoid of significance. Additionally, the decreasing involvement of parents in imparting cultural knowledge to children exacerbates this issue. Contemporary studies reveal that many children lack a profound understanding of their own cultural heritage, including Javanese art and traditions. This situation engenders concern regarding the potential loss of a cultural identity

that has persisted for centuries. Consequently, it is vital to incorporate Javanese culture into elementary school arts education to facilitate the preservation of local wisdom. This initiative seeks to identify effective pedagogical methods for integrating Javanese cultural values and to assess the impact of art education on students' comprehension of local culture.

The anticipated outcomes of this research include an enhanced understanding of Javanese culture among students through art education. The preservation of culture via education equips the younger generation to appreciate and maintain cultural heritage. (Ramlan et al., 2023a) contend that through the development of educational practices, educators can cultivate teacher competence, professionalism, and the character development of students, thus fostering a future generation with an Indonesian identity. Educators can develop curricula that are more pertinent to the local context, thereby enhancing students' engagement in learning. (Chen, 2024) advocates for the curriculum to be designed such that educators provide relevant theoretical introductions to facilitate an understanding of the underlying meaning, coupled with contemporary practical applications to nurture students' aesthetic sensibilities and creativity.

Current research indicates that a considerable number of students lack familiarity with or recognition of their local cultural values. The implementation of curricula and school activities related to local culture remains suboptimal. (Kamelia, n.d.) elucidates that there exists a deficiency in educators' comprehension of the importance of integrating culture into educational practices. Resources available for incorporating culture into learning activities are still insufficient. As a result, children develop with minimal exploration or understanding of their local culture, leading to a loss of identity and a diminished sense of belonging to their cultural heritage. This knowledge gap reflects the disparity in understanding of Javanese cultural values between older and younger generations. Many children do not receive adequate education regarding their

cultural heritage, which results in a tendency to disregard it.

Scholars assert that art education can serve as a strategic instrument to bridge this gap. By embedding elements of Javanese culture within art education, students gain not only artistic skills but also an understanding of the meanings and values inherent in their creations. According to (Chen, 2024), the role of educators is significant in the application of intangible cultural heritage resources within elementary art education. From the preceding analysis, it is hypothesized that art education, when combined with Javanese cultural values, will enhance students' comprehension and interest in the preservation of local culture.

METHOD

This study employs a qualitative research approach. According to (Yasin et al., n.d.), qualitative research is designed to utilize the studied environment to interpret observed phenomena, employing various available methodologies. Data collection techniques include interviews, observations, documentation, and literature review. Research instruments comprise observation sheets, interview sheets, and documentation sheets. Qualitative data is observable and recordable but not numerical in nature. This design was chosen as the study aims to identify art education methods suitable for integrating Javanese cultural values and to analyze the impact of art education on students' understanding of local culture.

Research Subjects

The subjects of this study include participants from SD Negeri Krembung 2, located in Krembung Subdistrict, Sidoarjo Regency. All second-grade students, along with their homeroom teacher, were involved as research subjects.

Data Collection Strategies

Data collection strategies were carried out using several techniques, supplemented by additional data as needed. According to Yasin et al. (n.d.), data analysis in qualitative research involves systematically searching and organizing observation and interview methods to gain a deeper understanding of the studied case. Advanced

analysis is required to uncover meaning as part of this effort.

1. Observation Method, observers conducted observations to examine teaching activities incorporating local cultural integration in second-grade art education.
2. Interview Methodology, interviews were conducted with the second-grade homeroom teacher of SD Negeri Krembung 2. These interviews aimed to gain detailed insights into the systematic integration of local cultural values.
3. Documentation Method, during observations, data were recorded by photographing ongoing activities, capturing moments during interviews, and documenting interview results.
4. Literature Review Method, this method involves reading, recording, and managing research materials. Literature review not only provides a clear definition of the studied problem but also helps avoid duplication, ensuring no overlap between new research and prior studies.

RESULTS

The research was conducted in one of the public elementary schools in East Java. This school is named SD Negeri Krembung II. This research examines the identification of art learning methods that are suitable for integrating Javanese cultural values, as well as analyzing the impact of art learning on students' understanding of local culture. This research has a significant impact on the development of education in elementary schools. Based on (Aningrum et al., 2024) the results of research by applying knowledge based on local wisdom of Karawitan. This study shows that the project-based learning model with an open approach increases students' responsiveness and active learning, thus encouraging the need to develop a more situated learning model.

A. Identification of Teaching Methods

Based on observations at SD Negeri Krembung 2, the practice of implementing class II fine arts learning is in line with the learning tools that use the modified independent curriculum by integrating local culture. Based on (Handayani

et al., 2023a) what is currently happening, the government seems to pay less attention to the potential of Wonogiri Regency so that the cultivation of love for the country fails. Teachers become part of the culture that emerges in schools and are able to engage and interpret the vision and values that shape the school ethos. (Sylvia et al., 2024b)

Researchers made observations and observed students practicing fine arts learning through activities of making works, discussions, and workshops with local artists. The presence of facilities and infrastructure supports the implementation of habituation and the support of parents who can contribute to the smooth running of all school activities. Activities involving students' creativity carried out by SD Negeri Krembung 2 can not only develop students' skills but also increase students' understanding of Javanese culture, especially the area where they live. Teachers develop learning activities in learning tools. In order to realize learning activities. Teachers provide learning media in the form of teaching modules with flipbook designs. In its use involves an LCD projector because it is adjusted to the phase of students.

Through this learning media, the results of observations of learning activities can increase the interest of students because there are devices in the form of interesting illustrations that introduce Javanese culture, especially the local culture they live in, besides that it also contains problem materials that are used to discuss several drawing techniques with traditional patterns which of course involve elements of Javanese culture. Based on research (Yulianto, 2024) by surveying learners and teachers about their experience with the Baduy culture-based flipbook lesson plan, we were able to determine how well students responded to this resource. As a result, learners and teachers responded with very good results.



positive impact of art education on students' understanding of local culture.

Presentation of Results

The following table shows the relationship between art learning activities and their impact on understanding local culture.

Learning activities	Impact of understanding local culture
Create a work with the architectural style of the temple around the place of residence	Increase awareness of cultural heritage
Discussion of traditional techniques	Deepen understanding of cultural values
Workshop with local artists	Theory and Combine real-life practice

Figure 2. Table of relationship between art learning activities and their impact on understanding local culture.

The conclusion of the observation shows that art learning in class II has a significant influence on students' understanding of local culture. By exploring creativity and participating in the community, students not only learn art techniques but also internalize cultural values that exist around them. Therefore, it is important for educators to continue incorporating local cultural elements into the art curriculum to strengthen the cultural identity of the younger generation.

DISCUSSION

The research shows that incorporating Javanese culture into class II fine arts learning has a positive impact on students' understanding of local wisdom. Based on the results (Munawir et al., 2024b) of the study, it was found that there was a huge gap in knowledge about local wisdom among elementary school students in Palopo City, where only 37.9% had a correct understanding of cultural heritage.

Figure 1. documentation of art teaching modules integrated with local culture

B. The impact of art learning on students' understanding of local culture

The data analysis conducted obtained the impact, namely, increased creativity and self-expression. Fine art learning encourages students to create artworks inspired by local culture. For example, students create artworks using traditional elements in the form of temple architecture which shows their understanding of local cultural heritage. Interviews with students reveal that they feel more connected to their culture after learning traditional visual art techniques and symbols. Art learning also involves the participation of community members such as artists and crafters who are invited to share their knowledge and skills. This not only enriches the students' learning experience but also strengthens the relationship between the school and the community.

Data Analysis Process

Data Analysis The data analysis process was carried out with the following steps:

1. Data reduction, observation and interview data were reduced to identify key themes related to the impact of art learning.
2. Data Presentation, data is presented in textual and tabular formats to facilitate understanding.
3. Conclusions, from the data presented, conclusions can be drawn about the

Based on (da Silva et al., 2023) a research article developed in Chile, this study describes an education program that takes into account the wants and needs of indigenous communities. The main objective is to work with the community to structure educational knowledge and produce education that reflects local identity. Based on (Kamelial, n.d.) the research results, the general discussion of the results of the literature review including the importance of school cultural practices in developing student character, the challenges faced, the role of teachers and parents, and steps to expand, improve and evaluate school cultural practices are emphasized.

Based on (Handayani et al., 2023b) value preservation is an effort or activity carried out to maintain or continue to develop the values contained in cultural values so that the culture is able to answer the complex problems faced by these students. Maintaining these values allows students to know the reference values in life and adapt to existing developments without forgetting the core values contained in local culture. Applying Culture in the Elementary School Environment is a concept that aims to introduce, understand, and appreciate cultural diversity to students from an early age. Through culture-based art activities, students not only learn art techniques but also gain in-depth insight into the values contained in their own culture. Observations during the learning process show that students are able to participate more actively and relate the art material more to their daily experiences.

This is in accordance with the results of previous research which shows that culture-based learning can increase student engagement and strengthen cultural identity. (Aida et al., 2024) A study on the implementation of a self-directed curriculum in art education found that incorporating cultural values into the curriculum increased student creativity and provided a richer context in the learning process. In this study, it happens to learners who not only talk about art, but also discuss the social function of the artwork they produce, such as utilizing used items to create artwork that has aesthetic and functional value.

Furthermore, other studies have (Buton et al., n.d.) highlighted the importance of a learning environment that supports student creativity, including support from teachers and the community. creativity is closely related to fine arts learning at the primary school level. In the learning process, students are required to be active and creative in expressing ideas and developing them as part of teaching and learning activities. According to creativity is a person's ability to produce a composition, product or idea that is essentially new, the development of a pattern that has never been made before. This is in accordance with the research findings about community involvement in the art learning process in class II helping students gain a deeper understanding of cultural backgrounds. In the process of globalization and modernization, the preservation of local culture is becoming increasingly important. Art learning that integrates Javanese culture not only serves as a means of education, but also as a means to maintain the cultural identity of the younger generation.

Furthermore, based on (Ramlan et al., 2023b) research on the role of parents, it is very important. The results of research conducted on the Kampung Naga community show that children's personalities are formed through proverbs that are continuously taught, children's attitudes and behavior are supervised, and parents are encouraged to avoid conflicts with Naga values. ancestors. So that it benefits the community. To make children obedient, parents provide knowledge through Ulla Poho Ka Purwadakshi. This means that children should not forget cultural customs, religious teachings, and the laws of their religious fathers, namely following cultural customs and religious teachings. However, proverbs alone are not enough to understand . However, Kampung Naga parents continue to give warnings when found. disobedient children. The study (Fitriadi et al., 2024) concludes that a clearer emphasis on polite communication education is essential to effectively prepare students for respectful social interactions. These findings suggest the need for further research to further explore and address these issues in more diverse educational settings, and to incorporate respectful and considerate communication

practices into the school curriculum from an early age.

The need for a self-directed curriculum approach that gives teachers freedom in designing materials provides a great opportunity to develop a curriculum that is more relevant to the local context. Based on (Sylvia et al., 2024b) the results of this study, it provides theoretical and practical implications. The results of this study expand knowledge and theories about creativity theoretically and provide real data regarding the actual creativity profile of elementary school students. Therefore, teachers can deepen and maximize student creativity based on each indicator by utilizing innovative learning that provides space for students to achieve fluency, flexibility, originality, elaboration and evaluation can be maximally improved.

The current situation to strengthen education through culture shows the urgent need for character education. -Therefore, this research provides a new contribution in understanding how art learning can be a bridge to preserve local wisdom and shape the character of students who love culture. Conclusion This research provides new insights into the positive impact of art education embedded in Javanese culture on students' understanding of local wisdom. The results show that art education can be an effective tool to preserve cultural values through a creative and contextual approach. Therefore, it is important for educators to continue developing teaching methods that prioritize local wisdom so that the younger generation can adapt to current developments while remaining connected to their cultural roots.

CONCLUSION

This research considers identifying appropriate fine art learning methods to integrate Javanese cultural values and analyzing the impact of fine art learning on students' understanding of local culture. Using a qualitative approach, this study found that effective learning methods include art-making activities, discussions, and workshops with local artists. The results show that by integrating Javanese cultural elements in art classes, students not only learn art techniques but also understand and appreciate the

deep values of local culture. This contributes to the development of students' personality and cultural identity and increases their participation in art activities. Data analysis revealed that local culture-based art learning has a positive impact on students' understanding of their social and cultural background.

The results of the research at SD Negeri Krembung II showed that the implementation of Javanese culture-based education succeeded in improving students' achievements in the field of arts and culture and developing noble morals. This shows that art learning acts as a means to strengthen students' understanding of regional essential values. For future research, researchers are encouraged to consider curriculum development that more systematically integrates regional cultural values into art education. In addition, training educators in culture-based teaching methods is also important to improve the quality of learning. This recommendation aims to strengthen the synergy between art education and local cultural preservation and produce a generation that is not only able to create art, but also has a high awareness of its cultural heritage.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Aprilia dita Maliana does not work for, consult, own shares in, or receive funding from any company or organization that would benefit from this manuscript, and has not disclosed any affiliations other than those noted above.

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