

East Java Local Wisdom Preservation Efforts through Extracurricular Activities in Elementary Schools

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Abstract. Elementary school students' knowledge of local culture is decreasing, even though the importance of preserving local culture is one of the important components to be taught from an early age. One strategy to preserve local wisdom is to integrate it in extracurricular activities at school. The purpose of this study is to describe the efforts to preserve local wisdom carried out in elementary schools through extracurricular activities. The research method used is qualitative with a literature review type using the Publish or Perish application. The characteristics of the literature used are research articles in national and international journals in 2015-2021, with the keywords local wisdom, east java, extracurricular, and elementary school. The findings of the study indicate that local wisdom taught in elementary schools in East Java includes traditional East Javanese dances, musical arts and handicrafts. The strategies used by teachers during extracurricular activities are in the form of direct practice, habituation and telling the meaning and history of local wisdom to students. This activity is not only to develop students' talents and interests, but also as a means of instilling good character education for elementary school students. Students who take part in extracurricular activities based on local wisdom of East Java are also expected to be social agents of preserving local wisdom in the community through art performances to promote local wisdom of East Java. The strategies used by teachers during extracurricular activities are in the form of direct practice, habituation and telling the meaning and history of local wisdom to students. This activity is not only to develop students' talents and interests, but also as a means of instilling good character education for elementary school students. Students who take part in extracurricular activities based on local wisdom of East Java are also expected to be social agents of preserving local wisdom in the community through art performances to promote local wisdom of East Java. The strategies used by teachers during extracurricular activities are in the form of direct practice, habituation and telling the meaning and history of local wisdom to students. This activity is not only to develop students' talents and interests, but also as a means of instilling good character education for elementary school students. Students who take part in extracurricular activities based on local wisdom of East Java are also expected to be social agents of preserving local wisdom in the community through art performances to promote local wisdom of East Java. but also as a means of instilling good character education for elementary school students. Students who take part in extracurricular activities based on local wisdom of East Java are also expected to be social agents of preserving local wisdom in the community through art performances to promote local wisdom of East Java. but also as a means of instilling good character education for elementary school students. Students who take part in extracurricular activities based on local wisdom of East Java are also expected to be social agents of preserving local wisdom in the community through art performances to promote local wisdom of East Java. but also as a means of instilling good character education for elementary school students. Students who take part in extracurricular activities based on local wisdom of East Java are also expected to be social agents of preserving local wisdom in the community through art performances to promote local wisdom of East Java.

Keywords: Local Wisdom, Extracurricular, East java, Elementary School.

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INTRODUCTION ~ Culture is an important part of human life. Culture is created because of the creativity, taste, and intention of human beings. Culture contains a system of knowledge, arts, and beliefs of a society. Each society has a culture, so it is unique and has its own

characteristics. This makes culture as the identity of a society in the eyes of other people.

The current cultural problem is a cultural shift due to the impact of globalization. This phenomenon occurs because of the

easy access to foreign cultures, thus facilitating socio-cultural changes. The development of information technology in this era of globalization has a positive impact but also a negative impact. In one part of society, information literacy is growing, but on the other hand knowledge of traditional things is starting to be forgotten and even disappears.

Indonesia as a country rich in culture is also experiencing this shifting phenomenon. The entry of globalization brings a very large influence or impact, especially for the development of cultural values that exist in regions in Indonesia (Anas, 2015). The community, especially the younger generation, no longer knows the local culture of the area where they live, only the "elders" know it (Hidayati, 2017). Another article also describes the fading of Javanese culture, where the moral values contained in it are rarely mastered by young people (Setyaningsih, 2015). This indicates a shift in culture and perspective. Especially if it happens to children and adolescents, it is feared that it will threaten cultural sustainability and lack of love for their culture (Arif Widodo, Umar, Deni Sutisna, 2020).

Whereas so far efforts have been made to preserve culture, one of which is through education, including at the elementary school level. Education and Culture are two elements that cannot be separated in relation to shaping the character of students (Zafi, 2018). Culture is taught starting from family, school and community education. The scope of formal education in schools, students get special material about culture in the subjects of Social Studies, Civics, and Cultural Arts. This material covers the culture of the Indonesian people to learn about local wisdom in the form of

traditions, dance arts, batik arts, musical instruments and so on.

In addition, efforts to inculcate cultural values are also carried out in extracurricular activities. The definition of extracurricular activities is learning activities carried out outside of class hours to strengthen knowledge, skills and internalization of social values (Pratiwi & Purwanti, 2017). Each school is given the freedom to determine the extracurricular activities developed in its school environment. Every extracurricular activity has a contribution to shape the character of students, because extracurricular activities contain value (Subekti et al., 2016). The existence of the cultivation of these values is to support the implementation of the sustainability of character education. Mainly for students in elementary school who take education before continuing to higher education levels.

Determination of extracurricular activities based on school goals, student needs, and school environment. East Java as one of the regions in Indonesia also has a variety of local wisdom. The population of East Java consists of various tribes, namely the Javanese, the Madurese, the Tengger Tribes, the Osing Tribes, and others. Each of these communities has local wisdom which is still being strived to be preserved to this day. However, so far not many have conducted studies on how to preserve local wisdom through extracurricular activities, especially in East Java Elementary Schools. So that researchers are motivated to dig deeper and in detail through this study. The focus of this study is the implementation of the integration of local wisdom in extracurricular activities in elementary schools in the East Java region.

METHOD

This study uses a qualitative method with the type of literature study. The steps taken by the researchers were to collect data from digital sources, namely Google Scholar. This study uses Publish or Perish (PoP) software with the keywords extracurricular, elementary school, and local wisdom, and East Java. Sources were collected, compared, and analyzed

according to the research objectives. The characteristics of the sources used in this study are journal articles and proceedings published nationally and internationally in the last 8 years (2013-2021). The literature study procedure in this study includes 4 stages, namely identify, screening, eligibility, and inclusion. The procedures for collecting and processing data are presented in the following chart.

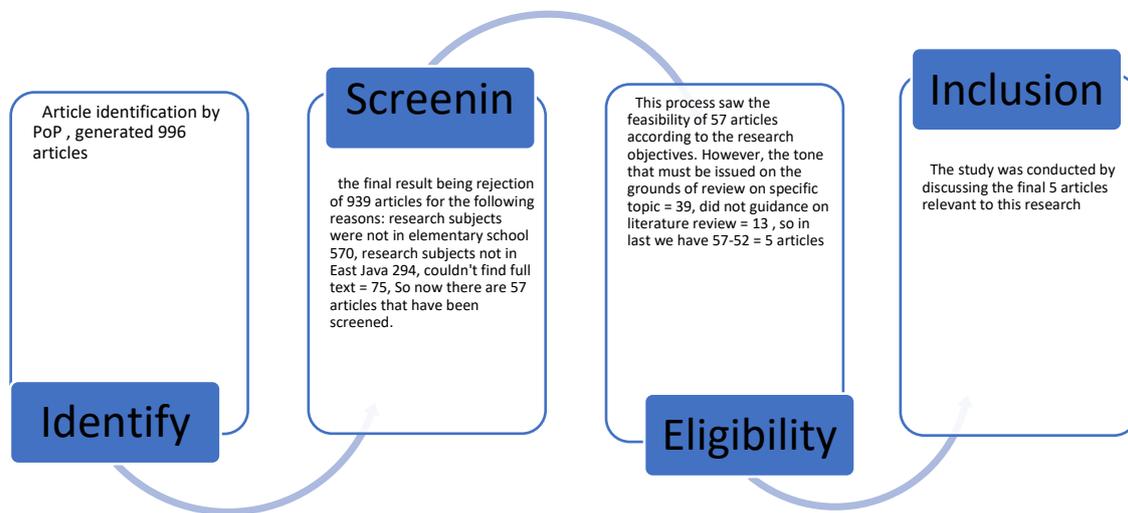


Figure 1. Literature Study Flow

RESULTS

Based on the analysis of the literature data, an analysis of 6 articles was obtained about efforts to preserve local wisdom through extracurricular activities

in elementary schools. The following is a detailed comparison of the articles discussed in this study.

Table 1. Comparison 5 article

No	Article title	Writer	Year	Journal/ Proceeding	Content
1	Banyuwangi Karawitan Extracurricular Learning at SD Negeri	Wicaksono, SB, & Handayani, W.	2021	Journal of Sendratasik Education Vol.10 No.1	The study examines 3 steps in conducting learning, namely initial, core, and final activities. Learning outcomes and

	Kepatihan Banyuwangi.				student musical achievements are also described in detail.
2	Traditional Art Development Program in Art Extracurricular at SDN Purwantoro 2 Malang City.	Yasa, AD, Delawanti, D., & Istiqomah, AN	2020	Proceedings of the UNIKAMA PGSD National Seminar (Vol. 4, No. 1, pp. 20-32).	The research discusses the implementation of extracurricular traditional arts, musical and acting. Each has 3 stages in learning, namely, preliminary, core and evaluation stages
3	Assistance in Preserving Local Wisdom Reog Kendang: Efforts to Education Character and Art Skills for Elementary School Students Sidomulyo Pagerwojo Tulungagung.	Nurhayati, DAW	2020	Epicenter: Journal of Social Sciences, 1(1).	This study discusses the Reog Kendang extracurricular with a learning strategy that is to provide an understanding of historical values, dance symbols, and the response of children learning Reog Kendang at school.
4	Implementation of the Reyog Ponorogo Local Wisdom-Based School at SDN Kalimalang.	Mustikasari, R.	2019	Image: Journal of Art and Art Education, 17(2), 150-156.	SDN Kalimalang uses five strategies in developing local wisdom-based schools, namely creating team work, preparing supporting facilities, carrying out implementation strategies, collaborating with outside parties, and cooperating with the community.
5	Gita Laras Karawitan Extracurricular Learning at Betro Elementary School, Kemlagi District, Mojokerto Regency.	Lestardini, A.	2016	Sendratasik Journal of Education, 4(1)	This extracurricular was attended by 23 students who were divided into 2 exercise groups. The material given by each group is different difficulty level. The method used includes

the method of
training, drill,
mentoring and
lectures with
whiteboards and
student notes

first, This study describes extracurricular karawitan in elementary schools in Banyuwangi, East Java. This musical activity is carried out twice a week, namely on Mondays and Saturdays. The learning practice consists of 3 stages, namely initial, core, and final activities. The teacher's initial activity was to introduce Banyuwangi gamelan tones as an initial prerequisite for participating in the activity. This stage is also used by the teacher to observe the students' initial abilities about gamelan. In the core activity, students are given the opportunity to practice playing gamelan directly. Banyuwangi artists often use separate terms, namely "No, Na, Ne, Ni, Nu" to teach notation, but for the experience of teachers in this study they chose to use national notation to facilitate the delivery of material to students. Lecture and demonstration methods are often used in the practice of this extracurricular activity. At the final stage of the activity, at the end of the semester, test and non-test evaluations are carried out. The article discusses that the existence of this extracurricular activity is not only an effort to preserve local wisdom, but also to support the development of children's creativity (Wicaksono, 2021).

Second Research, this research is a case study of the application of extracurricular in one elementary school in Malang City, East Java. This school focuses on

developing 3 traditional arts from East Java, namely musical art, dance art, and acting. In musical art, the teacher uses the discovery learning method, in which the teacher gives students the freedom to be creative with simple traditional music patterns that are already understood by students. The musical art that is taught to students is Gending Malangan. The evaluation carried out by the teacher in the extracurricular of musical arts is process evaluation. Then on the other hand, the extracurricular practice of dance at this school teaches Bapang Mask Dance. The teacher separates male and female students because the dance movements are different according to gender. Evaluation is carried out directly with the teacher correcting the students' dance movements and conducting questions and answers. In the practice of acting extracurricular activities, the teacher carries out initial activities by warming up the movement with students and practicing vocals so that they are not tense. In the core activity, students carry out staging exercises, and at the end the teacher evaluates using the question and answer method. (Yasa A D & Delawanti D, 2020).

Third, This study describes the efforts to preserve the traditional dance of Tulungagung City, East Java, which was carried out in one of the elementary schools. This study discusses the Reog Kendang extracurricular with a learning strategy that is to provide an

understanding of historical values, dance symbols, and the response of

children learning Reog Kendang at school. Students' perception of the Reog Kendang Dance is an effort to preserve culture and get to know local history (Nurhayati & Dwi Astuti Wahyu, 2021).

Fourth, This study examines the local wisdom applied at SDN Kalimalang Ponorogo, East Java, namely the art of dance, Reog gamelan, and Reog fashion craft. This school has a special team consisting of 4 teachers who are tasked with developing Local Wisdom-based Schools. The extracurricular support facilities and infrastructure in this school are very complete. This school collaborates with the Reog Ponorogo Craftsmen's Association, and also with the Probo Wengker Art Kitchen to develop Reog dance and gamelan extracurriculars. The people of Kalimalang are also partners in school cooperation as extracurricular assistant instructors. In dance extracurricular, students are divided into 4 groups (2 groups in low grade, and 2 groups in high grade) and regularly attend performances. The Reog gamelan extracurricular can be followed by students from grade 3 and is only followed by male students. Reog Craft Extracurricular produces various works of Reog Ponorogo fashion properties. This activity has been carried out since the 3rd grade of elementary school and exercises once a week. The results are used by students themselves during performances (Mustikasari, 2019).

Fifth, The extracurricular discussed in this study is a musical called Gita Laras. This extracurricular was attended by 23 elementary school students in Mojokerto, East Java. Students do activities twice a

week and students are divided into 2 exercise groups. Group A consists of grade 3 and 4 elementary school students, while Group B consists of grade 5 and 6 elementary school students. The weight of the material given by each group has a different level of difficulty. The methods used include practice, drill, mentoring and lecture methods with whiteboards and student notes. This study also shows the achievements of Karawitan Gita Laras at both the City and East Java provincial levels (Lestardini, 2016).

Thus, based on table 1. information can be obtained about the variety of extracurricular based on local wisdom developed in East Java Elementary Schools. The extracurriculars in question include musical arts, dance, and craft arts. Each of these schools has a strategy in carrying out extracurricular activities in elementary schools.

DISCUSSION

East Java as one of the provinces in Indonesia is famous for its distinctive cultural diversity, maybe even quite well known in the international world. This study found several local wisdoms that were used as research materials related to efforts to preserve local wisdom through extracurricular activities in elementary schools. The local wisdom includes Karawitan, Bapang Mask Dance, Reog Kendang, Reog Ponorogo, and Reog Ponorogo Crafts. The Bapang Mask Dance is one type of Malangan Mask Dance, which was created by Airlangga from the Kingdom of Kediri (Sasmito, 2021). This traditional dance is given to elementary school students so that they get to know local history and culture. This is evident from the research findings that the delivery strategy to students during the

initial activity, students were given an understanding of the historical story of the Bapang Mask Dance and then taught dance movements. This certainly supports efforts to preserve the typical Malang dance from an early age. One way to maintain Malangan mask culture is to pass on the character, mask dance to the community (Yuniwati et al., 2016).

There are two Reyogs discussed in this study, namely Reog Kendang and Reog Ponorogo. Reog Kendang is a typical dance of Tulungagung, and has even become one of the icons of Tulungagung art and culture (B.Andrianta, D.Mintorogo, 2018). During the Reog Kendang performance, this dance is performed in groups, with a total of 6 dancers, each carrying a drum (Febriansyah et al., 2020). People used to call it *gempluk* or *dhog dhog*. This is in line with the findings that extracurricular activities held at SD Sidomulyo Tulungagung were also taught and used property in the form of drums.

Reog Ponorogo is a typical art of Ponorogo East Java which contains a lot of historical value because Reyog is believed to have emerged since 900 (Wardani et al., 2019). Based on the research findings of this study, Reog Ponorogo is taught to students to also be displayed during performances, this is in line with the policy of the Ponorogo Regional Government which asks the community and schools from elementary to junior high school to take part in the Mini Reyog Festival and Reog Night Full Performance (Gunawan, 2013).

Reyog Ponorogo extracurricular teaching is also to develop students' character. The values that exist in the art of Reog Ponorogo have been discussed in several

articles. One of them is the meaning of the gamelan Reog which always reminds humans of the Creator. Gong means great, which means glorifying Allah SWT (Al Rosidin, 2020). In addition, there are studies that find that students who take dance extracurriculars can already work together with their friends, can communicate well, students don't keep their distance from their friends. This indicates that extracurricular activities can increase the value of student friendship (Wulan et al., 2019).

This study also found the practice of teaching local wisdom in the form of the craft of Reog Ponorogo. This extracurricular activity produces student works to support the Reog Ponorogo performances, such as *kace*, *boro*, and *gombyok sampur*. This is in accordance with the study of accessories used by Jathilan dancers such as black headbands, necklaces, black sashes, whips and small horses (*Jaran*) (Kristiandri, 2019). Reog Ponorogo craft is also part of the effort to introduce Reog Ponorogo both nationally and internationally. It is evident that this Reog Ponorogo craft has repeatedly represented East Java in cultural exhibitions in various countries, and even this craft has been exported to Bangladesh, the Philippines, Australia (Kristiyana & Rapini, 2017).

Another local wisdom developed is Karawitan. This Karawitan art is an art that shows one's skills in processing, and playing songs using gamelan so as to create harmonization. This is in line with the musical findings that have been found in this study that the extracurricular Karawitan in Banyuwangi, Malang, and Mojokerto Elementary Schools all use gamelan. There are 3 musical functions, namely, the function of developing

student interests, talents, social functions related to responsibility, and recreational functions to provide entertainment for students (Prabowo et al., 2019). In addition, children learning karawitan can also cultivate character. Students can learn the noble values of Javanese karawitan, namely character, manners, and wisdom (Sulistiyobudi, 2013).

Overall, it can be understood that the school's efforts to preserve the local wisdom of East Java can be seen from the timing or extracurricular schedule, learning strategies, learning methods, and student management. The school arranges a schedule to meet in extracurricular activities 2 times a week. The use of this time policy option will create the effectiveness of achieving the goals of extracurricular organization (Kusmiati & Soro, 2020). Even in other writings, it is discussed about the contribution of extracurricular management effectiveness variables to non-academic achievement (Astafiyah, 2018). This student achievement is expected to be an encouragement for other students to participate in developing their talents and interests as well as preserving the nation's culture, especially the culture of East Java.

The strategy for delivering the material carried out by the teacher includes initial activities, core activities and evaluation. Pre-learning activities play a role in helping students' readiness to learn and motivating students (Jayanti et al., 2020). In the core activity, the teacher provides time and opportunities for students to learn, in this case extracurricular practices. The final activity is used by the teacher to conduct an evaluation. The function of this evaluation is to measure students' ability to master the cognitive,

affective, and psychomotor aspects of extracurricular activities. The evaluation of these extracurricular activities can also be used as a basis for program follow-up policies (Zakiyah & Munawaroh, 2018). Extracurricular activities require evaluation as part of a commitment to developing students and developing school programs.

The learning method used by teachers in teaching extracurricular is a combination of lectures with direct practice, there are even teachers who use discovery learning. The use of varied learning methods has an effect on children's learning interest (Muis, 2015). The lecture method is intended to provide a detailed explanation so that students understand the material being taught. Extracurricular activities certainly do not only develop cognitive, but also psychomotor and affective, so it is important to give students hands-on practice playing karawitan, dance, and making crafts. Discovery Learning provides an opportunity for students to discover for themselves and construct knowledge by understanding its meaning (Kristin, 2016).

Management of students in participating in extracurricular activities is made in groups, with various considerations such as gender, material weight, and grade level. This group learning applies the principle of cooperative learning, namely learning that is carried out in groups that are arranged based on certain goals so that they can work together with each other. Even this cooperative learning is given by the teacher to help students solve problems given by the teacher with feelings that are connected to each other (Nuraeni, 2017). The selection of gender group differences is not intended to

discriminate, but is related to the different division of dancing tasks.

Students are also given the opportunity to participate in various events at school and in the community. It is intended to train students' self-confidence and also develop talents and interests. In addition, this dance and musical performance is part of an effort to preserve local culture so that it continues to exist and part of improving the quality of schools. Even when students are given the opportunity to dance in front of other students and get applause, it becomes motivation for these students (Kusumastuti, 2014). Student learning motivation is very important, both intrinsic motivation and extrinsic motivation. Both are equally important to fulfill and achieve certain goals.

Based on the explanation above, it can be concluded that education and culture are not separated in the context of conservation. Character education and education plays a major role in cultural transmission (Sriana et al., 2020). Education is a forum for developing, maintaining, and disseminating local culture owned by the community. So that culture will always exist and become the wealth of the Indonesian nation.

CONCLUSION

One of the efforts to preserve schools in preserving local culture is by organizing extracurricular activities. East Java as a province that is also rich in culture has several local wisdoms that are integrated in learning, including dance, musical arts, and handicrafts. As for the dance arts discussed are Bapang Mask Dance, Reog Ponorgo, Reog Kendang. Karawitan art typical of Banyuwangi, Mojokerto, and Malang. Students are also given the opportunity to take part in Reog

Ponorogo craft extracurricular activities by making the attributes worn by Reog Ponorogo dancers. The implementation of this extracurricular activity pays attention to the time of delivery to students, teaching methods, evaluation, and student management.

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