

Cultivating Creative Character Values and Love for Culture In Students Through Extra-Curricular Activities of Karawitan Arts at State Elementary School 2 Semedo, Pekuncen District

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Abstract

Karawitan extracurricular activities can be used as a medium to instill creative character and love of culture in students. This study aims to describe how the implementation of karawitan art extracurricular activities at SD Negeri 2 Semedo in instilling creative character values and love of culture in students. The location of this study is SD Negeri 2 Semedo. The subjects in this study were students of grades III-VI of SD Negeri 2 Semedo. The method used in this study is descriptive research with a qualitative approach. Data collection techniques in the form of observation, interviews, and documentation. Data analysis techniques use the Miles and Huberman model which includes data collection, data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of instilling creative character values and love of culture in students through karawitan art extracurricular activities at SD Negeri 2 Semedo in its application is quite good. The presence of karawitan devices is very important because it helps the sustainability of karawitan learning at SD Negeri 2 Semedo. Learning applied in karawitan extracurricular activities provides more insight into the diversity of cultures in it and can stimulate the cognitive and intellectual development of students

Keywords: Extracurricular, Karawitan Arts, Character, Creative, Love of Culture

1. Introduction

Character education is a system of teaching character values that includes knowledge, awareness, or willingness, and actions to practice these values towards God Almighty, oneself, others, the environment, and the country. (Arya Dani Setyawan, 2020). In Indonesia, education that does not only focus on academic achievement, but also on instilling local cultural values, is very crucial. One form of effective character education is through traditional arts, such as karawitan. Karawitan plays a strategic role in developing students' creativity while strengthening their love for local culture. Through this art, students are not only taught how to play musical instruments, but are also given an understanding of the cultural values contained therein, such as cooperation, patience, and harmony, which are important in forming a creative character and a love of culture.

The integration of karawitan art activities in extracurricular programs at SD Negeri 2 Semedo, Pekuncen District, is one of the strategic steps in utilizing the potential of regional assets to instill character values that are

in accordance with the Pancasila Student Profile. Each component of the Pancasila student profile has a specific purpose in shaping the attitudes and character of students in this country. The second component of the Pancasila Student profile, namely global diversity, requires Pancasila Students to understand various cultures and appreciate cultural differences in communication and interaction. (Susilawati, 2021). The creative character and love of culture promoted in the Merdeka Curriculum are very relevant to the school's efforts to facilitate the introduction of local culture. In this context, karawitan is not just an art activity, but becomes a tool to deepen students' cultural identity, so that they not only recognize regional cultural heritage, but are also actively involved in preserving it. This is a form of regional asset-based education that strengthens the values of love of culture and creativity, where students are expected to be able to explore and develop creative ideas from the traditional arts they learn.

However, in the midst of these efforts, reality shows that there is a degradation of cultural values among students due to the influence of modernization and globalization that dominates everyday life. Many students are more interested in foreign popular culture, which often erodes their local cultural identity. This condition demands deeper intervention in the education process, especially in instilling creative character values and love of culture in accordance with the Pancasila Student Profile. Through extracurricular karawitan arts activities, students can be directed to not only appreciate, but also contribute to the preservation of local culture. Karawitan arts can be a bridge that connects the younger generation with their cultural roots, restores a sense of pride in Indonesia's cultural heritage, and balances the influence of globalization that tends to weaken these values.

Based on the description above, it can be seen that instilling character education is very much needed in forming students' personalities. (Rendi Alfian Susanto, 2023). In its implementation, SD Negeri 2 Semedo held a karawitan art extracurricular for students in grades III-VI only, in addition to limited time and energy, students in grades III-VI were considered to have been able to learn karawitan art. So the purpose of this study was to determine how to instill creative character values and love of culture in students through karawitan art extracurricular activities at SD Negeri 2 Semedo.

2. Research Methods

The method used in this study is descriptive research with a qualitative approach. The object of the study is the instillation of creative character values and love of culture applied in extracurricular karawitan arts activities at SD Negeri 2 Semedo. The research subjects or informants involved in this study include students in grades III-VI who participate in extracurricular karawitan arts activities at SD Negeri 2 Semedo.

Data collection was conducted through interviews, observations, and documentation. Interviews were conducted openly, where researchers asked questions to informants regarding the creative character and love of culture that emerged in the extracurricular activities of karawitan arts. During the extracurricular arts learning process, observations were used to observe student activities; while documentation was conducted by collecting various documents related to the activity. Researchers used triangulation procedures, namely trying to check information obtained from various sources and informants, to ensure the accuracy of the data.

In analyzing the data, the researcher adopted the Miles and Huberman model data analysis method, which consists of three main stages: data reduction, data presentation, and drawing conclusions and verification. In the first stage, the researcher collected data related to the implementation of karawitan art extracurricular activities, then filtered the data based on the established indicators of creative character values and love of culture. The researcher then provided a detailed description of the information collected. In the final stage, the researcher used the information collected during the investigation to draw conclusions from the findings of the analysis.

3. Results and Discussion

Based on the results of research conducted at SD Negeri 2 Semedo, Pekuncen District, Banyumas Regency, Central Java, are as follows:

3.1. Condition of Karawitan Arts Extracurricular Activities at Semedo 2 Public Elementary School

SD Negeri 2 Semedo is one of the elementary schools located in Semedo Grumbul Sawangan Village, Pekuncen District, Banyumas Regency, Central Java. The learning process at SD Negeri 2 Semedo is carried out in the morning with a five-day school week system. The facilities available at this school include classrooms, offices, halls, and special rooms for extracurricular karawitan arts activities.

The art of gamelan is one of the extracurricular activities that is popular at SD Negeri 2 Semedo. This extracurricular activity is held every Wednesday from 13.00 to 15.30. Participants in this activity are students in grades III-VI. The gamelan instruments used in this school are quite complete, including drums, gongs, bonang barung, bonang sukses, kenong, demung, saron, and peking. In training, Banyumasan style gamelan.

The purpose of the karawitan extracurricular activity at SD Negeri 2 Semedo is to provide knowledge and skills to students about the art of karawitan and to form an appreciative attitude towards traditional arts. In addition, this activity also aims to preserve regional culture by instilling the historical and philosophical values of Javanese gamelan. Through the karawitan art extracurricular, students not only learn about music, but also about the social, moral, and spiritual values contained therein. Support from parents who love the art of karawitan also encourages students' interest in participating in this activity.

The observation results show that the implementation of the karawitan extracurricular activities is structured and well scheduled. Activities are carried out every Wednesday at 13.00–15.30. The practice begins with an introduction to Banyumasan style karawitan. The karawitan extracurricular trainer uses a direct practice method in teaching the techniques of playing traditional musical instruments, such as gamelan, gong, bonang, kenong, and saron. In The observation results show that the implementation of the karawitan extracurricular activities is structured and well scheduled. Activities are carried out every Wednesday at 13.00–15.30.

The practice begins with an introduction to Banyumasan style karawitan. The karawitan extracurricular trainer uses a direct practice method in teaching the techniques of playing traditional musical instruments, such as gamelan, gong, bonang, kenong, and saron. In terms of student attendance, 90% of students are consistently present to participate in the karawitan extracurricular activities, the remaining 10% of students need additional encouragement.

3.2. Karawitan Arts Extracurricular Activities in Cultivating Students' Creative Character Values

From the results of interviews conducted with 50 students who participated in the karawitan extracurricular at SD Negeri 2 Semedo, it was found that as many as 80% of students felt that their involvement in this activity was very helpful in developing their creativity. Karawitan activities provide space for students to improvise and be creative with variations of musical compositions or gendhing, where they are invited to think outside the box. In this learning process, students are taught not only to play musical instruments according to the rules, but also to dare to innovate, both individually and in groups. The karawitan extracurricular trainer gives students the freedom to experiment with existing musical instruments, so that they can express their creativity optimally.

As many as 40 students stated that they felt a significant increase in creativity since participating in karawitan activities. Students who are more proficient in playing musical instruments are invited to create new musical compositions based on the karawitan concepts that have been learned. They are also encouraged to combine traditional musical elements with their own innovations. Meanwhile, as many as 14% or 7 students feel that their creativity remains stable, even though they still enjoy the process of learning karawitan. Some of these students feel that they still need more practice to be able to produce more creative works.

There are also 6% or 3 students who admitted that they have not felt the development of their creativity. These students are mostly still focused on understanding the basic techniques of playing musical instruments, such as mastering rhythm and harmony patterns. Even so, the extracurricular karawitan art trainers continue to provide guidance so that they dare to try something new in each practice session. This shows that karawitan activities have great potential in developing students' creativity, although the development process requires time and consistent practice.

Table 1
The Influence of Karawitan Activities on Student Creativity

Creativity Category	Number of Students	%
Students feel more creative	40	80%
Students feel their creativity is stable	7	14%
Students do not feel creative yet	4	6%

The interview method used in this study also helps in identifying factors that influence the development of student creativity. Students who feel more creative tend to have a high interest in traditional music and often get support from parents and the environment to continue to hone their abilities. On the other hand, students who feel their creativity is stable or has not developed mostly admit that they need more time and guidance to achieve a higher level of creativity. This provides insight for teachers to provide a more individual approach in their guidance, so that each student. can develop their creative potential to the maximum.

3.3. Karawitan Arts Extracurricular Activities in Cultivating Students' Cultural Love Character Values

This study also found that 90% of students who participated in extracurricular karawitan arts activities at SD Negeri 2 Semedo experienced increased awareness and love for local culture. Based on the results of in-depth interviews conducted with students, they revealed that involvement in karawitan activities not only teaches

traditional music playing skills, but also provides a deeper understanding of the importance of preserving traditional Javanese arts.

Through the extracurricular karawitan arts, students learn cultural values such as cooperation, mutual assistance, and respect for tradition. All of this is integrated into each practice session where students must work harmoniously in groups to produce appropriate musical compositions.

As many as 45 students or 90% of respondents stated that their love for local culture grew stronger after participating in this activity. They felt proud to be able to learn and play music that is part of their own regional cultural identity. They also expressed a desire to preserve karawitan by participating in school performances. Another 5 students or 10% stated that they did not feel a significant change in their love for local culture, although they still appreciated the activity as part of their education.

In terms of data collection, open-ended interview methods were used to explore students' feelings regarding their experiences in karawitan activities. Observations were also conducted during practice sessions to record how students interacted with traditional musical instruments and how they collaborated in groups. Documentation techniques were used to record karawitan performances by students at school events, reflecting their appreciation for traditional arts. The results of these three methods support the conclusion that karawitan activities have succeeded in instilling a sense of love for culture in most students.

Table 2
The Influence of Karawitan Activities on Students' Love of Culture

Category	Love Culture	Number of Students	%
Increase		45 Students	90%
No changes		5 Students	10%

In addition to improving musical skills, this study shows that extracurricular gamelan plays an important role in instilling cultural values. Most students stated that their involvement in this activity made them appreciate local cultural heritage even more. This is shown by their desire to perform gamelan at school events as a form of appreciation and pride in Javanese culture. They also feel that this activity contributes to strengthening their identity as part of a society that has rich and valuable traditions. Data collection through observation shows how students express pride when playing gamelan, as well as their enthusiasm when preparing performances for school events.

This study emphasizes the importance of culture-based extracurricular activities such as karawitan arts in strengthening local cultural identity and instilling a sense of love for traditional heritage in the younger generation. Support from schools and parents is also an important factor in the success of this program, especially in encouraging students to continue participating in activities involving cultural preservation.

3.4. Parental Support and School Environment

Parental support is one of the main pillars in the success of the implementation of the extracurricular activities of the gamelan arts at SD Negeri 2 Semedo. Most parents strongly support their children to be active in this activity, especially for those who come from families with a background in traditional arts. Parents not only provide moral support, but also provide the time and facilities needed for their children to practice at home. For families who have a close relationship with traditional arts, this activity is a way to pass on local cultural heritage to the younger generation. This strong encouragement from the family is what helps children be more motivated to learn and develop in the art of gamelan.

In addition, the support of the school environment, especially in terms of providing facilities, also plays a significant role. The school has provided a room for karawitan practice equipped with complete gamelan instruments, including drums, gongs, bonangs, kenongs, demungs, sarons, and other instruments. These facilities allow students to practice effectively and optimize their skills. Extracurricular karawitan coaches also play an important role in providing guidance. With the facilities and full support from the school, the karawitan learning process runs smoothly and provides meaningful experiences for students.

Collective support from parents and schools creates a conducive environment for extracurricular learning of karawitan arts at SD Negeri 2 Semedo. Parents who care about preserving local culture often attend performances held by the school, encouraging their children. This support not only increases students' interest in learning, but also builds stronger relationships between schools, students, and families. The harmony between the family and

school environment in supporting karawitan arts activities also has an impact on the success of the program in instilling cultural values and creative characters in students.

4. Conclusion

Based on the results of the study, it can be concluded that the extracurricular activities of karawitan arts at SD Negeri 2 Semedo run well and are effective in instilling creative character values and love of culture in students. Most students, as many as 80%, feel an increase in their creativity through the freedom to improvise and experiment with gendhing compositions, which encourages them to think outside the box. In addition, 90% of students also experience an increase in awareness and love for local culture, where they better understand the importance of preserving traditional Javanese art. This activity not only functions as a means of developing musical skills, but also as a medium to deepen students' appreciation for their regional cultural heritage.

Support from parents and the school environment plays an important role in the success of this program. Parents, especially those who are interested in traditional arts, provide strong motivation for their children to be actively involved in karawitan activities. In addition, complete school facilities and competent teachers ensure that the learning process runs smoothly. This collaboration between families, schools, and students creates a conducive environment for the development of students' character and skills, making karawitan activities an effective means of strengthening the cultural identity and creativity of the younger generation.

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