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Implementation of *Pendidikan Khas Kejogjaan*: Preservation of Local Wisdom Through Javanese *Karawitan* Extracurricular Activities at Elementary Schools

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Abstract: The *Pendidikan Khas Kejogjaan* integrates local cultural values to prepare students for the Industry 4.0 era. At Kasihan Public Elementary School, the implementation through the extracurricular activity of Javanese *karawitan* aims to reinforce cultural identity and address the low interest of students in local wisdom. This study aims to describe the implementation and the supporting and inhibiting factors in the preservation of local wisdom through Javanese *karawitan* extracurricular activities at Kasihan Public Elementary School. Using a qualitative method with a descriptive approach, the study involves the school principal, teachers, and students as subjects. Data was collected through observation, interviews, and documentation, and analyzed using triangulation techniques. The findings indicate that while the facilities are adequate, teachers lack specialized training and student participation is suboptimal due to interest in external cultures. Curriculum planning that integrates local cultural values is effective, but formal teacher training is lacking. The program's implementation, which includes differentiated learning methods and educational visits, enhances student understanding, although it is hindered by insufficient facilities. Regular evaluations support program improvements. Supporting factors include the involvement of school stakeholders and parental support, while inhibiting factors include low student awareness and insufficient teacher skills. The conclusion of this study is that the implementation of *Pendidikan Khas Kejogjaan* through Javanese *karawitan* extracurricular activities at Kasihan Public Elementary School is effective in integrating local culture, though it requires better teacher training and facilities. The program enhances students' cultural understanding, supported by systematic evaluations and school stakeholder support, but is impeded by low student awareness and teacher skills. This study's contribution lies in providing insights into the integration of local cultural values into extracurricular curricula and the factors affecting its success.

Keywords: *Pendidikan Khas Kejogjaan*, Javanese *karawitan*, extracurricular activities, preservation of local wisdom, elementary schools

1. INTRODUCTION

The *Pendidikan Khas Kejogjaan* (PKJ), or Javanese Special Education, is a strengthened effort in the world of education to educate students to have knowledge, skills, and character so that they are able to face and adapt to the era of the Industrial Revolution 4.0. The *Pendidikan Khas Kejogjaan* (PKJ) approach aims to produce positive cultural practices, which can guide the overall behavior of the people of Yogyakarta. *Pendidikan Khas Kejogjaan* (PKJ) aims to create a new superior civilization to produce the main Indonesian human being, especially Yogyakarta, (*jalma kang utama*) which is a human being who obeys God Almighty, upholds



a sense of humanity, unity, populism, a sense of justice, is physically independent and always fosters harmony in the life of society, nation and state (Suwarna Dwijonagoro, 2023). In general, *Pendidikan Khas Kejogjaan* (PKJ) can be integrated with extracurricular activities at school in the form of self-development. The implementation of *Pendidikan Khas Kejogjaan* (PKJ) was first implemented in June and July so that it has not been thoroughly implemented at all levels of education, especially in elementary schools. One of the schools that has implemented the *Pendidikan Khas Kejogjaan* (PKJ) program is Kasihan Public Elementary School. The program is integrated with Javanese musical extracurricular activities as a form of response to the implementation of the *Pendidikan Khas Kejogjaan* (PKJ). For this reason, the implementation of Javanese *karawitan* through extracurricular activities is expected to be the initial foundation in realizing the *Pendidikan Khas Kejogjaan* (PKJ) program that can change the mindset and behavior of students at Kasihan Public Elementary School to be more polite and love their culture.

Javanese *Karawitan* as one of the Indonesian cultures will provide a characteristic of Indonesian local wisdom in strengthening national identity in students (Mardiati et al., 2020). Javanese *Karawitan* is one of the traditional arts that is starting to lose its enthusiasts (Yuliati et al., 2023). Therefore, Javanese *karawitan* extracurricular activities play a role in the preservation of local wisdom in Indonesia. One of the elementary schools that organizes Javanese *karawitan* extracurricular activities is Kasihan Public Elementary School. The implementation of *Pendidikan Khas Kejogjaan* aligns with the school's vision and mission, which are rooted in cultural awareness and embody the values of preserving local wisdom in education. The vision of Kasihan Public Elementary School is "To nurture individuals who are devout, intelligent, and of strong character." This vision is further articulated through the school's mission, which reflects its commitment to culture and the preservation of local wisdom. This is evident in the fourth mission statement: "To enhance courteous, independent, caring, and responsible character with a cultural perspective in accordance with national values."

Based on the interview conducted by the researcher on December 20, 2023, with Mrs. CRF, the head of the *Pendidikan Khas Kejogjaan* (PKJ) implementation team at Kasihan Public Elementary School, it was revealed that the school fully supports its implementation, which serves as a means of preserving local wisdom, particularly the culture of Yogyakarta. According to Mrs. CRF, the importance of conducting the Javanese *karawitan* extracurricular activity lies in its role as an integration of the Yogyakarta Regional Government's policy on the implementation of *Pendidikan Khas Kejogjaan*, which is applied at Kasihan Public Elementary School. This program is further supported by the selection of PKJ ambassadors, who are appointed as pioneers and are expected to set a good example for their peers. Moreover, the presence of PKJ ambassadors at Kasihan Public Elementary School is expected to support the progress of the program.

The implementation of *Pendidikan Khas Kejogjaan* at Kasihan Public Elementary School includes a Javanese *karawitan* extracurricular program, held regularly every week after Friday prayers. This program aims to foster pride and appreciation for Indonesian culture, particularly Javanese *karawitan*, as part of efforts to preserve local wisdom. However, there are several challenges in the program's implementation. Students show a

preference for foreign cultures, especially Korean culture, such as K-Pop music and Korean dramas, which diminishes their interest in Javanese *karawitan*. Student participation has also been suboptimal, marked by low motivation and a lack of concern for preserving local wisdom. Another challenge is the consistency of students in participating in the Javanese *karawitan* extracurricular activity. The school does not impose a limit on the number of participants, resulting in many students lacking seriousness and consistency. As a consequence, student engagement is low, and some feel marginalized when the environment becomes too crowded and poorly organized.

This study refers to several previous studies related to the preservation of local wisdom through extracurricular activities. Subianto Karoso's research found that the success of extracurricular activities was influenced by several things, including the quality of instructors and teaching methods, music facilities and equipment, *Karawitan* art performance and presentation programs, and active community involvement in the development and preservation of traditional *Karawitan* cultural arts (Karoso et al., 2023). Research conducted by Puguh explains that *karawitan* is not only studied by those majoring in music. Students who do not major in music can also learn Javanese gamelan through extracurricular activities (Puguh et al., 2023). Through the policy side, Sularso's research emphasizes the importance of integrating traditional music education at the elementary school level to advance Indonesian culture. By implementing the suggested strategies, such as including *karawitan* extracurricular activities, policy makers and educators can contribute to the preservation and development of traditional music, thereby creating a stronger cultural foundation in Indonesian society (Sularso, Jazuli, et al., 2023). Research on character education values conducted by Pranata reveals how character values are developed through the application of character education using Javanese gamelan art. According to him, Javanese gamelan contains historical, moral and philosophical values that can be conveyed to students through extracurricular activities (Pranata & Rudiwati, 2019).

This research provides a significant contribution to the understanding and practice of local wisdom preservation through extracurricular activities in elementary schools. Focusing on the implementation of *Pendidikan Khas Kejogjaan* through Javanese *karawitan* extracurricular activities at Kasihan Public Elementary School, this study reveals the challenges and potential encountered in integrating local cultural values into formal education. The research expands the discussion on the effectiveness of integrating local wisdom into the school curriculum, highlighting the importance of aligning policies with students' interests and identifying obstacles that affect student participation and motivation. This contribution offers valuable insights for the development of more responsive educational programs that address students' needs and can serve as a reference for other schools aiming to implement similar programs.

2. METHODS

The data for this research were collected through three primary techniques: interviews, observation, and documentation (Wallwey & Kajfez, 2023). Interviews were conducted with the school principal, the teacher in charge of the *Pendidikan Khas Kejogjaan* (PKJ) program, the music teacher responsible for the Javanese

karawitan extracurricular activity, and the students, to gather in-depth information regarding the implementation of the PKJ and its supporting and inhibiting factors. Observations were carried out to directly monitor the implementation of the Javanese *karawitan* extracurricular activity and related activities at Kasihan Public Elementary School. Documentation involved collecting data from school records, organizational structures, and other relevant materials (Reyes et al., 2024). Data validation was conducted using triangulation techniques, specifically technique triangulation and source triangulation (Lim, 2024). Technique triangulation ensured the accuracy of the data by comparing results from interviews, observations, and documentation (Natow, 2020). Meanwhile, source triangulation involves verifying the data from various sources to ensure the consistency of the information (Stamenkov, 2023).

Data analysis was conducted following the Miles and Huberman model, which includes four stages: data collection, data reduction, data presentation, and conclusion drawing. Data collection was performed through interviews, observations, and documentation (Miles et al., 1994). Data reduction involved organizing and summarizing information to facilitate the presentation (Dwyer, 2020). Data presentation was carried out in the form of narrative descriptions and visual aids to enhance understanding. Finally, conclusion drawing involved repeatedly reviewing the data to ensure alignment with the research questions and objectives. The aspects analyzed refer to the framework depicted in the Figure 1.

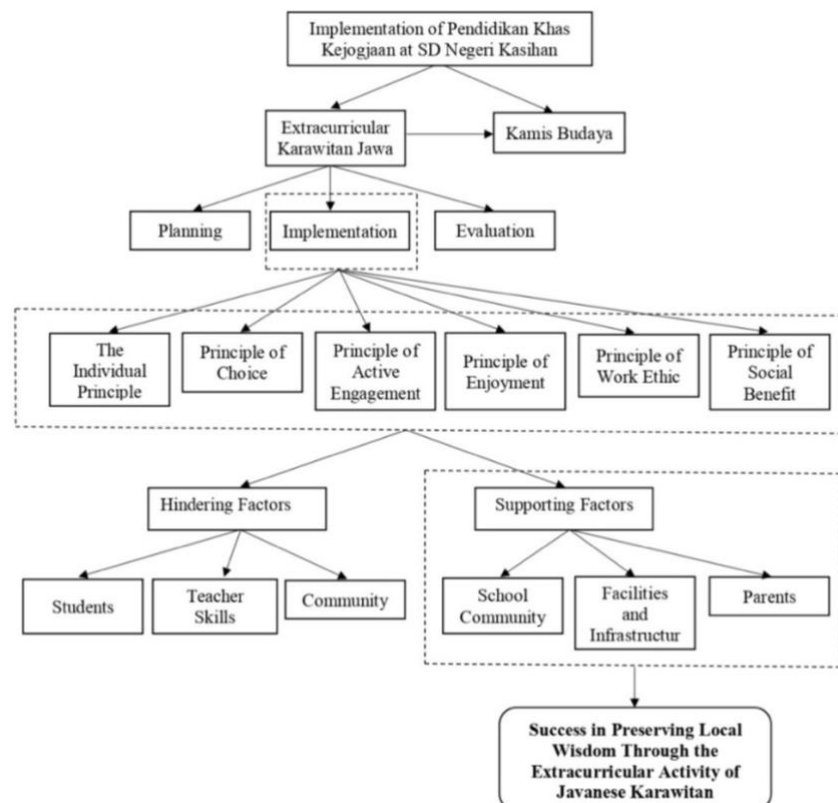


Figure 1. Framework of Thinking

3. RESULTS AND DISCUSSION

3.1 Implementation of the Pendidikan Khas Kejogjaan through Javanese Karawitan Extracurricular Activities

During the planning stage of implementing *Pendidikan Khas Kejogjaan* through the extracurricular activity of Javanese *karawitan* at Kasihan Public Elementary School, the primary focus is on integrating local cultural values into the curriculum. The curriculum developed not only includes the technical aspects of playing gamelan but also emphasizes understanding the history, philosophy, and cultural values embedded in Javanese *karawitan*. This approach aligns with cultural-based education principles that highlight the importance of incorporating cultural context into the learning process (Sularso, Hanshi, et al., 2023). The Kasihan Public Elementary School emphasizes the integration of local cultural values into the curriculum. This integration not only enhances students' understanding of the material but also reinforces their cultural identity (Sularso et al., 2024). By incorporating local cultural values into the curriculum, students not only acquire technical skills but also gain deep insights into the relevant cultural context, which supports the preservation and appreciation of cultural heritage (Budhi et al., 2023). The curriculum goes beyond teaching the technical aspects of playing gamelan to include an understanding of the history, philosophy, and cultural values of Javanese *karawitan*. This approach strengthens students' cultural identity and supports the preservation and appreciation of cultural heritage (Aningrum et al., 2024). Consequently, students master technical skills while also deeply appreciating and understanding their cultural heritage. This is evidenced by the incorporation of etiquette such as proper sitting posture during practice sessions, as shown in the Figure 2.



Figure 2. Integration of Etiquette Value: Sitting Posture During Practice

At Kasihan Public Elementary School, it was found that there were no formal training programs conducted to enhance teachers' competencies in teaching Javanese *karawitan*. This indicates a gap in the professional development of teachers, which is crucial for the effective implementation of educational programs (Bylica & Schmidt, 2024). This issue is reinforced by the school principal, who stated:

"During the implementation of the Javanese karawitan extracurricular activities, no formal training programs were held to improve teachers' competencies in

teaching Javanese karawitan." (Interview with Mrs. HW, July 22, 2024)

According to professional development theory, ongoing teacher training and development are crucial elements for improving teaching quality and ensuring that teachers possess the necessary knowledge and skills (van der Lans et al., 2024). Proper training can enhance teachers' competencies in delivering specific content, which in turn affects student learning outcomes (Fauth et al., 2019). Without specialized training, as observed at Kasihan Public Elementary School, teachers may struggle to adapt teaching methods that align with local cultural materials, such as Javanese *karawitan*. The absence of formal training programs also impacts the planning of facilities and resources needed to support Javanese *karawitan* instruction at Kasihan Public Elementary School.

The provision of adequate and comprehensive facilities and infrastructure significantly impacts the effectiveness of the teaching and learning process. Optimal facilities can enhance the quality of the learning experience and contribute to higher student engagement (Hanaysha et al., 2023). In the context of Javanese *karawitan* education, a complete set of gamelan instruments serves not only as teaching media but also as tools for developing technical skills and a deep understanding of traditional music.

Although the gamelan instruments at Kasihan Public Elementary School are in good condition, the lack of complete musical equipment remains a challenge. Some essential instruments for comprehensive practice are still unavailable, forcing students to share instruments. Adequate facilities are crucial for supporting the learning process. Therefore, thorough evaluation and planning in providing these facilities are necessary to enhance the quality of learning and support the success of the Javanese *karawitan* extracurricular program at Kasihan Public Elementary School. To address this issue, program development planning focused on engaging students is an equally important next step. The findings from observations and interviews are supported by documentation related to the facilities and infrastructure needed for the Javanese *karawitan* extracurricular activities, see Figure 3.



Figure 3. Facilities and Infrastructure for the Javanese *Karawitan* Extracurricular Program

In terms of program development, the school is working to make the Javanese *karawitan* extracurricular program more

engaging by incorporating modern elements and involving students in extracurricular events. Learning theory suggests that program development that integrates contextual and relevant aspects can enhance student motivation and involvement (Razali & Jamil, 2023). According to an interview with the principal, Mrs. HW:

"The school strives to create an interactive and engaging program by implementing Pendidikan Khas. One of the strategies used is involving students in external events, such as participating in the National Children's Day parade. This not only increases students' interest in karawitan but also provides them with a platform to showcase their hard work to parents and the community." (Interview with Mrs. HW, July 22, 2024).

By organizing external events like parades, students have the opportunity to showcase their achievements. This encourages recognition and provides opportunities for accomplishment, thereby increasing student interest and engagement in learning. Documentation of these activities is provided in Figure 4.



Figure 4. National Children's Day Parade

During the implementation phase of *Pendidikan Khas Kejogjaan* through the Javanese *karawitan* extracurricular program at Kasihan Public Elementary School, differentiated learning methods are applied to accommodate the diverse needs and abilities of students. This approach allows for adjustments in teaching materials, methods, and assessment strategies to suit individual needs, which is a core principle of differentiated learning theory (Tiberghien, 1997). Tailoring instruction to the pace and learning styles of individual students can enhance engagement and learning effectiveness. This is supported by an interview with the *Pendidikan Khas Kejogjaan* coordinator, Mrs. CRF, who stated:

"The use of differentiated learning methods aims to ensure that each student can learn at their own pace and style. With this approach, students who may need more time to grasp basic techniques do not feel left behind, while students who quickly understand concepts can continue advancing and exploring further aspects of Javanese karawitan. This method allows for more personalized and responsive teaching that addresses individual students' needs, which is expected to improve learning effectiveness and student engagement in the

Javanese karawitan extracurricular program." (Interview with Mrs. CRF, July 22, 2024)

In this context, the use of differentiated methods ensures that novice students receive detailed explanations and intensive practice of basic techniques, while more advanced students are given challenging tasks and opportunities to develop their creativity. This approach contributes to increased student motivation and confidence, as indicated by students who find it easier to learn due to the tailored teaching methods applied. Furthermore, the implementation of educational visits to cultural museums, although not including visits to art studios or *karawitan* performances, still plays a significant role in deepening students' understanding of cultural contexts. This activity is supported by documentation related to students' visits to cultural museums.



Figure 5. Visit to the Culture Museum

Direct experience and involvement in relevant cultural contexts can enrich students' understanding and enhance their appreciation of the material being studied (Asmayawati et al., 2024). Visits to cultural museums provide valuable insights into the history and cultural significance underlying Javanese *karawitan*, thereby supporting the goal of preserving local wisdom in a more comprehensive manner.

In the evaluation phase of implementing *Pendidikan Khas Kejogjaan* through the Javanese *karawitan* extracurricular activities at Kasihan Public Elementary School, it was found that the evaluation process, which includes routine and structured feedback and reflection, has significantly improved the quality of the program. By involving all relevant parties in the evaluation process, the program can continuously be adjusted and enhanced based on the needs and feedback from students and other stakeholders, thus effectively and sustainably achieving the goal of preserving local wisdom. The program's evaluation, which incorporates various stakeholders and data sources, highlights the importance of a multi-source and multi-perspective approach to obtain a comprehensive view of the program's effectiveness. Monitoring and evaluating the *Pendidikan Khas Kejogjaan* program are also crucial elements in ensuring the program's sustainability and effectiveness. This is supported by the school principal's interview, which emphasizes that:

"Feedback is obtained through regular meetings involving all relevant parties, including extracurricular teachers and the Pendidikan Khas Kejogjaan coordinators. These meetings are held periodically to discuss program developments, assess the achievement of objectives, and identify challenges encountered. The principal also mentioned that feedback from students and parents is highly valuable in improving the program's quality. Every piece of feedback received is used as a basis for making necessary adjustments and improvements." (Interview with Mrs. HW, July 22, 2024).

In the evaluation of the implementation of *Pendidikan Khas Kejogjaan* through the Javanese *karawitan* extracurricular activities at Kasihan Public Elementary School, a systematic and comprehensive approach is used for monitoring and evaluating the program. Monitoring is conducted periodically through direct observations and regular meetings involving all relevant parties, including the school principal, the coordinator of *Pendidikan Khas Kejogjaan*, the Javanese *karawitan* extracurricular teacher, and the students. The active participation of teachers in the evaluation process aligns with professional development principles that emphasize the importance of reflection and continuous assessment in improving teaching quality (Ghamrawi et al., 2024). These meetings aim to evaluate the achievement of program objectives, identify challenges encountered, and determine necessary corrective actions. Effective monitoring is crucial to ensure that the program adheres to its plan and achieves the desired outcomes. The monitoring and evaluation activities for the *Pendidikan Khas Kejogjaan* program are supported by the documentation provided in Figure 6.



Figure 6. Monitoring and Evaluation Activities of the *Pendidikan Khas Kejogjaan* Program

3.2. Supporting and Hindering Factors in the Implementation of Pendidikan Khas Kejogjaan through Javanese Karawitan Extracurricular Activities

The preservation of local wisdom through the Javanese *karawitan* extracurricular program at Kasihan Public Elementary School reveals several significant supporting factors. The success of the implementation of *Pendidikan Khas Kejogjaan* through this

program is greatly influenced by the strong support from the school community, including staff and teachers. The collective commitment of the entire school community plays a crucial role in creating a conducive environment for the execution of these extracurricular activities. Additionally, although the available facilities and infrastructure are not fully complete, the presence of adequate gamelan instruments and suitable practice spaces has effectively supported the teaching and learning process of *karawitan*.

Parental support also emerges as a highly significant factor. The involvement of parents in supporting their children, both morally and materially, provides additional motivation for students to actively participate in *karawitan* activities. Parental involvement in their children's education has been shown to enhance student performance and motivation, as highlighted in Madjar's study, which emphasizes the importance of parental roles in supporting both formal and non-formal education (Madjar & Cohen-Malayev, 2013). Other research also indicates that support from the school environment and family significantly contributes to the success of educational programs focused on preserving local culture. Preserving local culture through education requires collaboration between schools, families, and communities to create a supportive and sustainable environment (Sianturi et al., 2023). This is consistent with the findings at Kasihan Public Elementary School, where support from various stakeholders has been a key factor in the success of the Javanese *karawitan* extracurricular program.

The challenges in implementing *Pendidikan Khas Kejogjaan* through the Javanese *karawitan* extracurricular program at Kasihan Public Elementary School include several significant factors. One major obstacle is the lack of awareness among students about the importance of preserving local culture. Low motivation among students to participate in *karawitan* activities hampers efforts to maintain cultural heritage. Additionally, the limited skills of teachers in teaching Javanese *karawitan* present a significant challenge. The absence of formal training for teachers results in suboptimal instruction, affecting the development of students' skills. Research by Ventista's indicates that continuous training for teachers is crucial for enhancing teaching quality and student learning outcomes, particularly in culturally-based education contexts (Ventista & Brown, 2023). Another significant barrier is the lack of support from the surrounding community. The community's indifference to cultural preservation programs through formal and extracurricular education reduces student motivation and hampers the recognition of local culture as an important part of their identity. This is supported by research conducted by Maisaroh and Utari, which found that active participation and support from the local community are essential for the success of cultural education programs (Mpuangnan & Ntombela, 2024).

4. CONCLUSION

Based on the previous analysis and discussion, it can be concluded that the implementation of *Pendidikan Khas Kejogjaan* through the Javanese *karawitan* extracurricular program at Kasihan Public Elementary School is carried out through three main stages: planning, implementation, and evaluation. In the planning stage, integrating local cultural values into the Javanese *karawitan* curriculum proves effective in facilitating students' understanding of Javanese cultural heritage. However, there is a need to address the

lack of formal training for teachers, which could enhance their teaching competencies. The implementation stage demonstrates that differentiated learning methods and educational visits to cultural museums can enhance students' understanding of cultural contexts. Nonetheless, challenges such as the lack of complete facilities and infrastructure still diminish the effectiveness of teaching. Systematic evaluation, conducted through internal monitoring and regular feedback, plays a crucial role in improving program quality, ensuring that the Javanese *karawitan* program can continue to be adapted and developed. Furthermore, the implementation of *Pendidikan Khas Kejojgaan* through the Javanese *karawitan* extracurricular program at Kasihan Public Elementary School involves supporting factors such as the school's commitment to preserving local culture, adequate facilities and infrastructure, and parental support. However, there are also inhibiting factors that need to be addressed, including students' lack of awareness about cultural preservation, limited teacher skills, and insufficient community attention to the ongoing program.

AUTHOR CONTRIBUTION

SN: research idea, analysed the data, and wrote the article; SS, MEC: analysed the data and wrote the article.

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