

The Implementation of Local Wisdom-Based Education: Karawitan Extracurricular Activities as a Strategy for Preserving Local Arts and Culture

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ABSTRACT

This study examines the implementation of local wisdom-based education through Karawitan extracurricular activities at a vocational school in Surabaya as a strategy for cultural preservation. In the context of globalization, maintaining local cultural identity has become increasingly challenging, particularly among younger generations. While previous studies have emphasized curriculum-based approaches to cultural preservation, limited attention has been given to extracurricular activities as sustainable educational practices. This study adopts a qualitative case study approach, with data collected through observations, in-depth interviews, and documentation. The findings reveal that the Karawitan program functions not only as an artistic activity but also as a socio-cultural learning space that facilitates the transmission of cultural values, strengthens students' cultural identity, and enhances engagement with local heritage. This study contributes to the literature by highlighting the role of extracurricular activities as an effective mechanism for sustaining cultural heritage beyond formal curriculum structures. The findings provide practical insights for educational institutions seeking to integrate local wisdom into learning environments.

Keywords: Local wisdom, Karawitan, Cultural Preservation

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INTRODUCTION

Local wisdom-based education plays a crucial role in preserving and safeguarding a nation's cultural heritage. Amid the ongoing wave of globalization, local cultures face significant challenges, such as the shift in traditional values and the threat of losing cultural identity among the younger generation. Education that integrates local wisdom serves as a strategic approach to instill cultural, moral, and ethical values aligned with the nation's identity. Through this approach, students not only acquire

academic knowledge but also gain a deep understanding of the cultural heritage that needs to be protected and preserved. The implementation of local wisdom-based education fosters a sense of pride in one's culture while strengthening national character and identity, ensuring that the younger generation can thrive as globally competitive individuals who also have a deep appreciation and concern for local culture (Aningrum, Aliasas, & Kim, 2024; Munawir et al., 2024).

One of the vital cultural elements to preserve is Karawitan, a traditional music art form that uses gamelan instruments as its primary medium. Karawitan is more than just music; it embodies local wisdom values that reflect life philosophy, harmony, and togetherness. These values are part of a cultural heritage rich in meaning, shaping the character and behavior of the younger generation (Sulistyo, 2021; Hanif & Sri Maruti, 2024). Unfortunately, in this modern era, Karawitan is increasingly neglected, particularly by the younger generation who are more attracted to popular culture or modern music. This decline in interest presents a challenge to preserving Karawitan, making local wisdom-based education even more crucial in ensuring that this art form and its cultural values remain vibrant and are passed on to future generations (Dzakia et al., 2024; Rohmadin et al., 2019).

The researcher has identified an interesting extracurricular activity at State Vocational High School 1 Surabaya, the Karawitan club, which serves as one of the learning tools for traditional arts at the school. Few schools offer Karawitan clubs, given the need for qualified instructors and traditional musical instruments that require special care. This makes the presence of the Karawitan club at State Vocational High School 1 Surabaya special, as it plays a strategic role in preserving local cultural arts in formal educational settings. Based on this, the researcher is motivated to conduct a preliminary study at this school and found that the Karawitan club at State Vocational High School 1 Surabaya has garnered significant interest among students and has been consistently running since 2008. These findings indicate a strong enthusiasm among students to learn Karawitan and demonstrate the potential of this extracurricular activity in preserving local culture through education (Maruti, Maskurin, & Saputra, 2021; Rizzo, 2020). Despite the increasing emphasis on integrating local wisdom into education, previous studies have predominantly focused on curriculum-based approaches, with limited attention to extracurricular activities as sustainable mechanisms for cultural preservation. This indicates a lack of empirical understanding of how school-based cultural programs function in real educational contexts, particularly in fostering students' cultural identity and engagement.

This research is expected to contribute both theoretically and practically. Theoretically, it aims to enrich the literature on the implementation of local wisdom-based education in the context of cultural preservation at secondary schools, particularly through Karawitan arts. Practically, the findings of this study are expected to serve as a reference for other schools in developing extracurricular programs based on local culture as a strategy for preserving cultural heritage and shaping student character. Thus, this research will not only reinforce the role of schools in upholding traditional values but also help build a generation that values and takes pride in the nation's culture (Sujayanthi & Hartini, 2023; Wiyoso et al., 2019).

METHOD

This research utilized a qualitative approach with a case study design. The qualitative approach was chosen because the study aimed to gain an in-depth understanding of the implementation of local wisdom-based education through the Karawitan extracurricular activity at State Vocational High School 1 Surabaya (Creswell & Poth, 2016). The case study design allowed the researcher to thoroughly explore the phenomenon of local cultural preservation within the specific context of the school.

The research was conducted at State Vocational High School 1 Surabaya, which offers Karawitan as an extracurricular activity as part of its efforts to preserve local culture through formal education. The research subjects included the Karawitan extracurricular program managers, supervising teachers, and students actively participating in the activity (Patton, 2014). The selection of the research location and subjects was based on the relevance and potential of the Karawitan program at the school as a strategy for preserving local arts and culture.

Data were collected through direct observation, in-depth interviews, and documentation. To ensure the credibility of the findings, data triangulation was applied by comparing information obtained from interviews, observations, and documentation. This approach enhanced the trustworthiness and validity of the qualitative data analysis. Furthermore, the data

were analyzed descriptively to understand the implementation and impact of the Karawitan extracurricular program on preserving local culture among students (Denzin & Lincoln, 2017).

RESULTS AND DISCUSSION

History and Development of the Karawitan Extracurricular Activity at State Vocational High School 1 Surabaya

The Karawitan extracurricular activity at State Vocational High School 1 Surabaya was established in 2008. According to Mr. John G. Pakarsi, M.Pd., who currently serves as the supervisor of this activity, the program existed prior to its official inauguration in that year. The Karawitan extracurricular was founded with a strong commitment to preserving and promoting Indonesian cultural values and arts, so that younger generations could continue to recognize, appreciate, and preserve Karawitan music as an essential part of the nation's cultural identity (Aningrum et al., 2024).

The development of this extracurricular activity was not without challenges. Initially, the Karawitan program at State Vocational High School 1 Surabaya faced limited resources, particularly in terms of musical instruments. However, in 2013, the school received a set of bronze gamelan instruments from the Surabaya City Government. This aid, provided during Mayor Bambang DH's leadership, significantly supported the sustainability and growth of the Karawitan program, enabling students to learn and practice more effectively (Hanif & Sri Maruti, 2024).

With sufficient equipment, the Karawitan extracurricular activity at State Vocational High School 1 Surabaya began to show progress. The number of participants gradually increased, with new students joining each year. This growing enthusiasm is a clear indication that interest in traditional arts, particularly gamelan, remains strong and relevant among the younger generation (Dzakia et al., 2024).

Thanks to the enthusiasm of the students, the dedication of various stakeholders, and the school's strong support, the Karawitan extracurricular has achieved various accomplishments in competitions at both the city and provincial levels. This success demonstrates

that the Karawitan program is not merely a ceremonial activity but also a platform for creativity and achievement (Rizzo, 2020). These accomplishments prove that the program continues to develop positively, making a tangible impact on cultural preservation while also enhancing the school's reputation in various competitions.

The Role of Karawitan Extracurricular in Preserving Local Arts and Culture

The Karawitan extracurricular plays a strategic role in preserving local arts and culture. Through this activity, knowledge is transferred from instructors to the younger generation, ensuring that skills and understanding of gamelan music are passed down and preserved. By learning directly from experts, students not only acquire the techniques of playing gamelan but also comprehend the cultural values embedded in the music (Becker & Feinstein, 2020).

These findings indicate that the Karawitan extracurricular program serves as a socio-cultural learning space where students internalize cultural values through active participation rather than passive instruction. This process is essential to ensure that Karawitan culture remains vibrant and sustainable amidst the changing times, passing from one generation to the next (Sulistyo, 2021).

This suggests that extracurricular activities provide a more experiential and engaging approach to cultural preservation compared to formal classroom instruction. By allowing students to directly participate in cultural practices, learning becomes more meaningful and sustainable, supporting long-term cultural retention.



Figure 1. Documentation of Training

Knowledge transfer is particularly significant in light of the declining interest among the younger generation in local arts. Through Karawitan extracurriculars, students are encouraged not only to recognize but also to love and appreciate traditional arts that form an integral part of the nation's cultural identity. Thus, this activity serves as a crucial bridge in ensuring that gamelan music is not only known but continues to be popular among youth, preventing it from fading in the face of foreign cultural influences (Wiyoso et al., 2019).



Figure 2. Documentation after show

For the members of the extracurricular, the benefits go beyond knowledge transfer. They also absorb the cultural values inherent in the art form. This process involves deep internalization, where students not only learn how to play the instruments but also understand the philosophy and meaning behind each piece of music performed (Sukinah, 2020). Additionally, the historical stories and traditions shared by instructors enrich their understanding of the origins of gamelan music and its role in society. Therefore, the Karawitan extracurricular serves not just as a music learning platform but as a means to reintroduce and revive the noble cultural values to the younger generation (Rohmadin et al., 2019).

The benefits of this extracurricular are not limited to its members. Other students also gain exposure to traditional music, which they may not have encountered otherwise due to its diminishing presence in daily life (Sujayanthi & Hartini, 2023). They begin to hear traditional music at school events, such as graduations, or even weekly during practice sessions. This exposure introduces them to the beauty of local

cultural arts that are often overlooked amidst the prominence of modern culture.

Moreover, this extracurricular activity does not only introduce culture to the students of State Vocational High School 1 Surabaya, but also to external audiences. For instance, when the group is invited to perform outside the school, such as at weddings or cultural festivals, they have the opportunity to showcase gamelan to a broader public. Additionally, the extracurricular opens doors for people from abroad, such as exchange students, who are interested in learning about gamelan. This not only introduces Indonesian traditional arts to a wider audience but also establishes the school as a center for the preservation and introduction of local culture, appreciated both domestically and internationally (Maruti et al., 2021).

The increased visibility of Karawitan to external audiences has a broader impact on the preservation of Indonesian cultural arts. As more people, both locally and internationally, become aware of and appreciate gamelan music, efforts to preserve this traditional art form gain momentum. The more people value it, the greater the likelihood that it will continue to thrive and be accepted across various communities. As appreciation for Karawitan grows, this local cultural art form will remain preserved, not only as a cultural heritage but also as a part of the national identity of a proud and culturally rich nation (Munawir et al., 2024).

However, the sustainability of such programs is highly dependent on institutional support, availability of resources, and student interest. Without continuous support, extracurricular-based cultural education may face challenges in maintaining long-term impact.

CONCLUSION

The Karawitan extracurricular activity at State Vocational High School 1 Surabaya has played a significant role in the preservation of local arts and culture, particularly Karawitan music. Since its establishment in 2008, this extracurricular program has experienced considerable development, despite facing various challenges, especially related to limited facilities. With support from the Surabaya City Government in 2013, the provision of adequate musical instruments has ensured the continuity and

effectiveness of this activity. Through structured knowledge transfer conducted by trainers, the program has successfully enabled students to acquire not only the technical skills of playing Karawitan but also a deeper understanding of the cultural values embedded within it.

The success of this extracurricular program, as reflected in its achievements in various competitions, indicates that traditional arts continue to evolve and remain relevant among the younger generation. Furthermore, the program has contributed to introducing Karawitan to a broader audience, both within and beyond the school environment, thereby strengthening its role in cultural preservation. This study contributes to the literature by demonstrating that extracurricular activities can function as an effective and sustainable mechanism for cultural preservation, extending beyond traditional curriculum-based approaches.

However, this study is limited by its focus on a single institutional context, which may restrict the generalizability of the findings. Future research should explore similar local wisdom-based educational programs across multiple institutions and regions to examine their scalability and adaptability in different cultural contexts.

Recommendations

To enhance the impact of cultural preservation through the Karawitan extracurricular program, it is recommended that State Vocational High School 1 Surabaya continue to expand access to various external parties, such as other educational institutions or cultural communities, in order to increase appreciation for Karawitan arts. Additionally, efforts should be made to provide better facilities and more intensive support from the school, both in terms of musical instruments and human resources, to ensure the sustainability of this extracurricular activity. The utilization of digital technology can also be considered to introduce Karawitan to a broader audience, both nationally and internationally, through online platforms or performance recordings.

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