

# Inheritance National Culture Through Learning in Elementary School at Disruptive Era: Case Study in Surakarta Indonesia

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## ARTICLE INFO

### Article History:

Received 05.03.2018

Received in revised form

28.05.2018

Accepted

Available online 01.10.2018

## ABSTRACT

Cultural inheritance is one of the functions of education implementation. The purpose of this research is to describe the nation's cultural heritage in elementary school. This research uses a qualitative approach. The subjects of this study include 3 teachers and 68 students in the city of Surakarta. Data collection used is participative observation, in-depth interviews, and document studies. Data analysis used is Interactive Analysis Miles and Huberman. The results showed that the nation's cultural inheritance in the implementation of the learning process in elementary school through the habituation of singing regional songs and the integration of cultural subjects in elementary schools such as Javanese, Karawitan, and Javanese dance.

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### Keywords:

Culture, Elementary School, Learning

## INTRODUCTION

Culture is the treasures and heritage of the nation's predecessors which is the essence of ideas or ideas about the value of a nation's worth. Culture becomes an indispensable part of human life. Culture will always live, grow, and grow as human life progresses. Culture is also the result of human work after getting experience from his life, culture is also produced from the results of human ability in thinking about a thing. Van Peursen (1976: 11) Culture is primarily associated with working human activities, who feel, think, initiate and create. In that sense, culture can be understood as "the result of the processes of human taste, intention, and creativity." The Indonesian nation has a variety of culture this is due to plurality owned by the nation of Indonesia. Based on data from the Central Bureau of Statistics in 2010 there were 1340 tribes and 41% were Javanese. Javanese culture still exists until now because of the existence of cultural preservation from two pillars of Javanese culture namely Kasultanan Jogjakarta and Kasunanan Surakarta. Surakarta and Yogyakarta, which are two former Mataram kingdoms around the XVI century are the centers of Javanese culture. Both are the last kingdoms of the reign of the Kings of Java (Khalim, 2008)

Kasunanan Surakarta is one of the pillars of Javanese culture and culture of the nation. Therefore the Surakarta region in every aspect of his life involves the culture of the nation. Culture will remain sustainable when existing societies involve the culture of the nation in every activity including in the implementation of learning. One of the places of learning is at the elementary school level. Primary education refers to basic or elementary education, begins in Grade 1, and is compulsory. Primary education varies in duration by country, but lasts 5–6 years. In Cabo Verde, primary school consists of grades 1–6, . Lower secondary school can vary between 2 and 4 years, but refers to the first cycle of secondary school. This level is becoming compulsory around the world" (Emily Irene Longeneckera dan Anthony Justin Barnum , 2017)

Elementary schooling focuses on the inheritance of noble values held by a nation. Education or learning has a function or role to inherit the culture of the nation to the younger generation so that the culture will be sustainable and can be passed on to the next generation. Learning has the space to pass the culture completely and thoroughly. Learning in primary schools is a great time to pass on culture to the younger generation because at this time students are still "innocent" or easy to accept Science from the implementation of learning. Therefore, cultural inheritance at this level will be a meaningful learning for elementary school students. Meaningfulness in the implementation of learning will have an impact on the process of maximum cultural inheritance. It has also been supported by the systems used in the 2013 Curriculum or known as the thematic curriculum. In accordance with that opinion "It has also been supported by the systems used in the 2013 Curriculum or known as the thematic curriculum. In accordance

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with that opinion "thematic learning provides a tangible, meaningful, and related experience to the daily lives of students"(Chumdari, 2018).

The challenge faced today is the Disruption Era. The Era of Disruption is an era that disturbs the establishment of the existing order. This era is an indirect impact of technological developments that are so massive. All elements of life affected by the Disruption Era include education. Indirectly it also affects the cultural inheritance through the implementation of learning within the scope of education. Disruption is an era when technological and scientific developments have explored all aspects and classes of human life. This era is an era that disrupts the order of human life that has been ordered since some time ago. The Era of Disruption affects all aspects of life without exception including education. In this era of cultural values in the implementation of education is being debated, For over 200 years, education has been viewed as a societal good, public service; now that deeply held cultural value is being questioned (Pucciarelli & Kaplan, 2016). This opinion raises the perception that the world of education must uphold the culture in the era of disruption. Disruption into a phenomenon that occurs in the present can be a fixed or temporary era. Because basically, the study of disruption is not a new thing (Esturgo-Deu, 2010). Indonesia's Education World should not be surprised by the era of disruption. Education Indonesia has more than enough preparation to contribute positively to the implementation of this disruption era. Education Indonesia has competent human resources, supportive Facilitation, and the average ability of Indonesian children able to deal with Era Disrupt. The system that Indonesia built both from central level (centralized) and at the local level (decentralized) education is able to synergize with this disruption era.

In any era, cultural heritage through learning is something that must be implemented including in the era of disruption. Appropriate techniques or strategies should be implemented by implementing learning to carry out educational functions in the inheriting of national culture. It is not just a teacher who has the obligation to perform a cultural inherent function in the implementation of learning but all the educational components that must work together to pass cultural through the implementation of learning.

### **Situation of the Problem**

There are several things that become problems in Indonesia in general in education. First, Indonesia is a country with diverse pluralism that varies and all pluralism must be accommodated in order to remain sustainable. This responsibility is given to the world of education to pass on every culture owned by Indonesia to the next generation.

Second, the challenge of Era Disrupsi for all nations including the Indonesian nation. Education must be able to be a stronghold and a strong foundation to maintain culture in the midst of technological developments that come along with changes in thinking patterns and patterns of community life.

Cultural inheritance is a function of education, especially in the midst of the hegemony of Era Disrupsi that began to change the order that has been arranged so far, so that education to play a central role in the implementation of cultural heritage program through learning programs.

### **Aim of the Study**

The purpose of this research is to describe how to pass the nation culture through learning in elementary school in the middle of the hegemony of Era Disrupsi, so that the culture owned by the nation of Indonesia is not eroded and able to survive and feel owned by the next generation.

### **METHOD**

The approach used in this research is qualitative. In qualitative research, the researcher is a key instrument (researcher as a key instrument) which means qualitative researchers must collect data through documentation, behavioral observation, and interviews with participants (Creswell, 2016). The use of this approach because the data collected in this study is a description of data such as behavior and perception.

### **Material**

The subjects of this study were 3 teachers and 68 elementary school students. The data used in this research is primary data obtained directly from the research object and secondary data obtained through literature study and document search. Primary data in this study was conducted by conducting field studies

for some time ie from November 15, 2017, until January 31, 2018, in the form of licensing process until the data is complete or saturated. The data collecting technique used in this research is participant observation which is done by following the implementation of all the activities in the research subject, besides observation also conducted in-depth interview to the principal, class teacher, and student related to the implementation of learning, documents and documentation during the research process.

### Data Analyses

Techniques Data analysis used in this study is interactive analysis Miles and Huberman in which there are 4 stages of data collection, data reduction, display data and Verification.

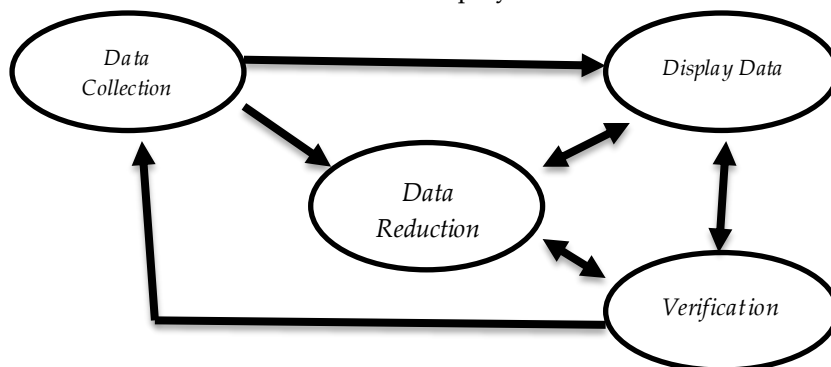


Figure 1 Components in the data analysis (interactive model) (Miles & Huberman, 2014)

## FINDINGS

Here are the results of research that has been done about the nation's cultural inheritance through the implementation of learning in the Disruptive Era:

### 3.1 Cultural-Based Habituation

Teachers as a central figure in the implementation of learning have widespread in managing the implementation of learning and that will be applied in the classroom. Management and managerial class is the prerogative rights of teachers, so included in the nation's cultural inheritance in the implementation of learning is the authority of teachers in implementing them in learning.

Based on the observations conducted during November to January, it was found that the teacher gave habituation to students related to cultural inheritance. Cultures are familiarized to students in a way on certain days using the Javanese language as a liaison language and every school home students and teachers sing varied local songs every day.

This is reinforced from the interviews of the three teachers who explained that the learning that has been implemented has integrated the culture in the implementation of learning such as singing the local songs at the end of the implementation of learning, as well as at certain times using the Java language as a communication language, so students are expected to become accustomed.

Based on the results of document studies conducted cultural inheritance also become part of the vision and mission owned by the three schools. Based on this fact, the empowerment done by the teacher in order to inherit the culture of the nation is a practical form of the implementation of vision and mission that has been planned by the school.

### 3.2 Integration through Culture-Based Subjects

Based on observations made during November to January found the fact that other forms of the nation's cultural inheritance through learning is in a structural way that is integrated into the subject or made into individual subjects such as Javanese Language, Javanese dance (in the Eye Lessons of Cultural Arts and Skills), and Karawitan as extracurricular activities. This learning gets a good response from the students, it is seen from the enthusiasm of students when following the implementation of learning, students do not look depressed or forced to follow the learning that is implemented even though the learning time in particular musical karawitan is in the daytime. This indicates that cultural inheritance works well without coercion and receives good respect from students as the subject of instructional implementation.

Based on the results of interviews with teachers, it is found that supporting the implementation of cultural inheritance in schools is implemented through the use of structural approaches within the subject

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frame or integrated into the implementation of learning. This is in line with policy directives made by policy makers at the central level.

The result of the document analysis has been found to be related facts and strengthen the observation and interview result that in accordance with the existing Policy found the supporting fact that the cultural inheritance is included in the local content which the right of procurement and the management is given to the school side. Therefore, the existence of Javanese language subjects and the integration of Javanese dance as part of the competencies taught in Arts and Cultural Arts Subjects and Karawitan Arts as Extracurricular in schools is the implementation of the policy that is applied as one of the efforts of cultural inheritance through learning.

## DISCUSSION AND SUGGESTIONS

Based on the results of data analysis that has been done in obtaining the findings that the cultural inheritance in schools, especially in the city of Surakarta has been implemented in the learning process with a variety of techniques or ways used. This is in accordance with the nature of the implementation of learning that is never separated from the culture. Implementation of cultural inheritance through learning in the City of Surakarta implemented in two main forms namely (1) through the programs of cultural inheritance habituation in everyday life in the learning that is by applying the use of Java language as a means of communication in the implementation of learning and singing regional songs, especially songs (2) integrate cultural heritage materials in subjects such as Javanese dance Arts in Arts and Culture Subjects, or stand alone as subjects such as Javanese Subjects, or even implemented as extracurricular activities within form of *Karawitan* Art. This is in accordance with the function of learning ie "as a process of cultural transformation, education is defined as a cultural inheritance activity from one generation to another." (Umar Tirtarahardja and S.L.La Sulo, 2005: 33)

The programs implemented show that learning in Surakarta has been trying to pass on culture to the next generation through the implementation of learning. Lessons learned should provide a new view of cultural studies because learning is one of the tools for passing on culture to young people who are influenced by the development of foreign technology and culture, or can be called as affected by the Era of Disruption. Therefore, change the essential values that exist. A key feature of a culture is that it is embedded in what is often referred to as a 'worldview' (Taylor & Peace, 2015). The new view given to the students does not mean a view that changes the cultural values but the features provided are of the outward value of the culture itself which gives new views. Because essentially culture is "the way of life developed by a people in the adaptation to the environment and social conditions that they collectively face" (Handel, 2007). Culture is a way of life by prioritizing aspects of adaptation to the situation and conditions that occur as it seems to face the Era of Disruption. Because culture is essentially a combination of various elements of human life so that in cultural inheritance must involve the existing human mindset. Brannen et al (2004) describes the concept of culture as "a combination of interdependent, gradually changing elements - including assumptions, beliefs, values, practices, and institutions - that is distinctive to a particular society". Therefore the community has a responsibility to implement the learning in the effort of cultural inheritance, because in essence the community also tries to pass on culture through education, it is in accordance with the opinion that "Every society tries to raise individuals who has learnt qualities with the education system (Karaağaç: 2017).

Culture and education cannot be separated from one another, cultural inheritance through education is an effective and efficient way and in accordance with the function of education. However, this focus eliminates the essence of the implementation of education or learning itself that is to improve the quality of human life," (Ana Iglesias Rodríguez, Blanca García Rianza, and María Cruz Sanchez Gomez, 2017). Learning has the main task covering three areas of competence namely cognitive, affective, and psychomotor, this is in accordance with that opinion "Primary school students are close related with cognitive, affective, and psychomotor aspect development" (Saputri:2018). These three domains are the basis of the implementation of learning. Therefore, cultural inheritance must be integrated with one of the domains that become the basis of the implementation of learning, so that the implementation of learning will be in accordance with the principle applied.

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The juridical education which in this case is the learning is also contained in the National Education System Act No. 20 of 2003 explained that Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, and skills needed him, society, nation, and country. Based on the mandate of the National Education System Act, the learning that is done keeps its function in this case passes the culture to the next generation but still pay attention to the essence of the implementation of the learning that is carried out, so that the cultural inheritance keeps running in accordance with the essence of the implementation of learning.

Associated with the Era Disrupt that occurs today the cultural inheritance through learning that has not been adapted to the fullest. The approach of learning in passing the culture in disruption era has not optimized all potentials or opportunities created because of the disruption era. Learning carried out in cultural inheritance is good because it is implemented empirically and structurally. However, the era faced is the Era of Disruption which technological developments become one of the main points, so it is important that the learning of the inherited culture is also able to utilize the existence of this era to optimize the process of cultural inheritance through learning.

Based on the findings and discussion conducted, the conclusion of this research is the cultural inheritance in elementary school learning has been done with the use of Java language used as a language of communication at certain times and sing the local songs every before school, as well as integration of cultural inheritance in related subjects or even, stand alone as a subject. The direct impact of the learning that inherited the culture in the middle of the disruption era is the cultural inheritance should be adjusted to the existing situation and condition as a characteristic of the learning so that the implementation of the learning done in order to realize the nation's culture becomes optimal. For other researchers who want to do a similar study can make this research as a reference or reference related to culture and education.

Based on the results of research, there are several suggestions. The results of the analysis indicate that a more optimal adaptation process is needed from the existing learning system in passing the culture to the next generation in the middle of the hegemony of Era Disrupt. All learning components must function optimally so that the process of transformation and cultural inheritance can run optimally and culture can be sustainable because in its preservation can adapt to the situation and condition of the time.

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