

Exploring Local Wisdom Values as an Effort to Maintain Javanese Culture in Elementary Schools

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Abstract. Culture in Indonesia has many varieties, one of which is Javanese culture which is rich in strong cultural values. Local culture is a national asset that needs to be seriously observed and cared for. However, local wisdom which is part of the culture is often ignored because it is seen as not in accordance with the times. This is a challenge in preserving local wisdom, especially in schools. So that the alternative solution is to include Javanese local wisdom values as an integral part of subjects or extracurricular activities in elementary schools. On this basis, this research was conducted to see how local wisdom can be integrated in teaching materials and learning activities in elementary schools. Elementary school is a very important level of education in shaping character and providing basic knowledge to students. The purpose of this research is to describe the values of local wisdom from various regions in Java that can be used in primary schools as an effort to preserve local wisdom. The research method used is literature study. With the analysis of this study, it becomes an inspiration or transfer of local wisdom values from teachers to students in elementary schools.

Keywords: Culture, Elementary School, Java, Local Wisdom

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INTRODUCTION

Indonesia has a rich and diverse cultural and local heritage. One of the rich cultural heritages is Javanese local wisdom, which has existed and developed for centuries on the island of Java. This local wisdom can include various aspects such as culture, customs, language, art, and social traditions that characterize Javanese society. Local wisdom is the whole experience, ideas, worldview, values, norms, language, and customs of a society, which are considered good, and are used traditionally from one generation to another (Prasasti, 2020). These local wisdom values are not only part of Javanese history and cultural identity, but also have significant relevance in the context of education (Subai et al., 2023).

From the perspective of local culture, it actually refers to the characteristics of each regional diversity in Indonesia. On the other hand, these characteristics contain noble values and sources of wisdom that have historically been valuable and inspired strategies in surviving, protecting themselves, and realising a more prosperous life (Wandansari, 2015). This regional cultural diversity is a social potential that can form a cultural image that characterises each region, and is a crucial element in the formation of a region's cultural identity (Blessinzka, 2019). Not only that, this diversity is also considered as intellectual and cultural wealth which is an integral part of cultural heritage that should be maintained and preserved (Hidayatuloh, 2019). Over time with technological advances, cultural changes towards modern lifestyles and the increasing influence of globalisation, cultural heritage and traditional values of the community are now faced with challenges that can affect their existence.

Mulyati (2019) stated that the integration of local wisdom is needed to maintain the noble values of Javanese local wisdom through basic education. Basic education is the foundation of character building and laying the foundation of knowledge. Education itself is a conscious effort to develop children in all respects, so that positively children become adults. This maturity includes maturity in thinking, behaving, and carrying out duties as a member of society. Then to achieve these educational goals, a conscious effort is needed to encourage the potential that exists in a person through the brain (thinking), feelings, and karsa. So that these three factors

process simultaneously and can give rise to a form of good attitude in children's daily lives (Sustiawati et al., 2016).

At the primary education level, children are at a crucial stage of development in the formation of values and understanding of culture, history and society around them (Sustiawati et al., 2016). Unfortunately, with modernisation and global influences, there is a potential to lose valuable local wisdom values. Many children do not have sufficient understanding of Javanese culture and its traditional values. Thus, in reality, noble cultural values are fading, local wisdom is losing its substantive meaning (Nufita Sari & Gunansyah, 2018). Preservation efforts only appear as symbolic statements without meaning, appreciation and practice in everyday life. This reality makes it difficult for the next generation of the nation to absorb cultural values into local wisdom as a resource to maintain and improve the welfare of the nation.

This research aims to explain the values of local wisdom from various regions in Java that can be used in elementary schools as an effort to preserve local wisdom. Some previous research gaps that can be identified from the results of previous studies include: research conducted by Suranto Aw shows that there are Javanese cultural local wisdom values that need to be given more attention in the context of education, such as communication ethics both with peers and with school members who are older than students (Aw, 2018). In addition, based on the review and findings of other research, namely Haryanti and Kultsum, it seems necessary to review how schools accommodate Javanese cultural local wisdom values so that students can understand and apply them well (Haryanti & Kaltsum, 2019). Based on the review and findings of the study, it seems necessary to review how the local wisdom values of Javanese culture are accommodated by schools and then students can understand and apply them in their lives.

Therefore, this research delves deeper into the literature study of Javanese local wisdom values as an effort to maintain this cultural heritage in elementary school students. By learning and strengthening local wisdom values, it helps the nation's generation to better appreciate and understand culture, which in turn can implement sustainability and preservation of cultural heritage. This research relates to education, including primary school curriculum and learning approaches. The integration of Javanese local wisdom values in the curriculum and learning process will help create students who are more aware of their own culture, respect cultural differences, and have a deeper understanding of Javanese culture.

METHOD

This type of research is a literature study. A systematic literature review (SLR) is a method used to identify, evaluate, and interpret findings in a research topic to answer research questions that have been previously set. According to (Nufita Sari & Gunansyah, 2018) literature research is a study that studies various reference books and the results of previous similar research and is useful for obtaining a theoretical basis for the problem to be studied. Literature study is an activity related to library data collection methods, reading, recording, and processing research materials used for the completion of scientific work (Prihatinia & Zainil, 2020).

The sources used in this study come from literature related to the problem being studied such as books, journals, scientific articles, and other supporting scientific sources (Ramanda et al., 2019). After obtaining data sources as references, the next step is to analyse data from literature studies using the content analysis method (Nurjanah & Mukarromah, 2021). Thus, the data collection technique used is content analysis. The aim is to ensure the robustness of the content and overcome false information, such as errors caused by insufficient information from the author (Fahrrurozi & Rohamah, 2022). There are four steps in conducting a literature study in research, namely preparing the tools needed, compiling a list of literature to be used, organising time and carrying out the process of reading or recording research material (Muslim & Perdhana, 2017).

This research utilises data sources from journals indexed in SINTA. The literature study technique was carried out by searching for literature sources through online search engines such as Google Scholar. This literature study instrument involves collecting and analysing data from literature sources related to the research topic, as well as recording important information

from literature sources and using reference management software such as mendeley. The results of this literature analysis were used to identify local wisdom values. The researcher explored the literature relevant to the research topic and problems, including literature that discusses local wisdom applied in primary schools, theories that have been used and developed by others related to the research topic, as well as research methods used in the study, and so on. By critiquing the writings of others, this can lead to new perceptions (Asbar & Witarsa, 2020).

RESULTS AND DISCUSSION

Local wisdom is the wisdom or original knowledge of a community that comes from the noble values of cultural traditions to regulate the order of community life. Local wisdom can also be defined as local cultural values that can be used to regulate the order of community life wisely or wisely (Nurhayati, 2022). It can be said that local wisdom is formed as a cultural advantage of local communities related to geographical conditions in a broad sense. Local wisdom is a cultural product of the past that should be continuously used as a guide for life. Although it is local, the values contained in it are considered very universal. Local wisdom is explicit knowledge that emerges from a long period of co-evolution with the community and its environment in a local system that has been experienced together.

The education unit as the organiser of learning activities must open space and opportunities for students to be able to explore various things outside the scope of the education unit. The stimulation needs of children in primary schools require a lot of information to fill knowledge and experience by lifting local wisdom (Sutrisno & Rofi'ah, 2016). This need is considered very important where local wisdom contains values that are wise, full of wisdom, good value for the integration of local wisdom in learning as to increase the love of local culture. Local wisdom-based learning is learning that connects with the wisdom that exists in the surrounding environment, such as regional food, regional dances, languages, etc. The following is some research regarding local wisdom values as an effort to maintain Javanese culture in elementary schools:

Table 1. Research on Local Wisdom Values of Javanese Culture in Elementary Schools.

No	Research	Result	Local Wisdom Values Explored
1.	Zulfah & Sonia. (2022). Local Wisdom "Wayang Golek" as a Learning Media in the 21st Century Era.	Wayang golek as a traditional learning media based on local wisdom is very instrumental and beneficial for students in the 21st century era. With the existence of different learning media, based on local wisdom can change the atmosphere of learning in the classroom more alive. The use of wayang golek learning media makes it easier for students to understand learning material, this has been proven from the value of learning achievement 75% of students have reached scores above the minimum completeness criteria (KKM).	Moral and ethical characters, religion and guidance/message, solidarity between characters.
2.	Dwi Astuti Wahyu Nurhayati. (2022). Assistance in Preserving Reog Kendang Local Wisdom: Character Education Efforts and Art Skills for Students of Sidomulyo Elementary School	This research involves students who are assisted to preserve Reog Kendang dance as a dance art and one of the local wisdom of the local community. The result of practising Reog Kendang dance as a learning medium is that children can explore historical, moral and social values. Some of the values explored are teaching how to behave well, honestly in community life, learning and discipline, practicing to be responsible, understanding	Endurance and courage, teamwork, balance and harmony.

No	Research	Result	Local Wisdom Values Explored
	Pagerwojo Tulungagung.	the meaning in each movement, being motivated, increasing knowledge, and entertaining not only for dancers but also art lovers.	
3.	Anisaa' Endah Puji Palupi & Supraayitno. (2020). Woven Sarong Crafts of Jambu-Gresik Hamlet as an Ethnopedagogy-Based Learning Resource in Elementary School.	In practice, conservation needs to be done on woven sarong crafts because currently weaving craftsmen are decreasing due to the absence of young generations as successors. Efforts that can be made to preserve the existence of woven sarongs can take the form of preservation, restoration, revitalisation, adaptation and reconstruction which are not only preserving the existence of woven sarongs, but also instilling a sense of love for the homeland and local culture so that each individual will feel responsible for protecting woven sarongs from damage and loss.	Creativity (detail & precision), skills, economic independence, symbolic meaning.
4.	Ngatman & Fatimah. (2018). The Legend of Gunung Wurung as Local Wisdom for Teaching Materials and Character Education in Elementary School.	The analysis results show that: 1) The legend of Mount Wurung is not well known known to residents around the Karangsambung area; 2) The legend of Mount Wurung can be used as an alternative material in thematic learning in elementary schools based on local wisdom; 3) Character education values in the legend of Mount Wurung include religious character, respect and obedience, cooperation, hard work, social care, patience, and commitment / keeping promises. The recommendation in this study is that learning needs to emphasise the local potential in each region so that students understand the heritage of their regional culture.	Spirituality, nature conservation, respect and obedience to nature, cooperation, hard work, social care, patience, and commitment.
5.	Sri Mulyati. (2015). Preservation of Local Wisdom through Karawitan Extracurricular at SD Muhammadiyah Cipete.	Every traditional dance accompanied by gamelan contains deep local wisdom values. The values of local wisdom can be learned from the movements in the dance, history, props in the dance and so on. In essence, traditional dance which is part of local culture can not only be enjoyed for its aesthetic values, but from this dance can also be interpreted as spiritual, moral and social values.	Harmony, oral heritage, depth of meaning of the song. Spirituality and social.

Some of the research above shows the importance of instilling aspects contained in local cultural wisdom to the next generation. It is very vulnerable that knowledge embedded in culture will be lost without social knowledge and management by the community. The research also shows the importance of the role of formal and informal institutions for socialisation and integration in school learning in instilling knowledge and a sense of belonging in children and communities. To overcome the crisis of cultural values, it is very important to be lived, practised, taught and passed on to shape and guide the behaviour patterns of the community (Nufita Sari & Gunansyah, 2018).

Based on the table above, these studies also show how important it is to utilise and preserve local wisdom as part of education in primary schools. This not only helps students to better understand local culture and traditions, but also fosters a sense of love and responsibility for their cultural heritage. In addition, the use of local wisdom in learning can also improve the effectiveness of education and shape students' character. Previous research has shown that introducing and learning about local wisdom at the primary education level can have a favourable impact on preserving maintaining and passing on cultural heritage.

The integration of local wisdom values in the curriculum and the use of traditional media in learning help students understand, appreciate and preserve their culture. In addition, in terms of character education based on Javanese cultural values, it also helps in forming individuals who are responsible and caring towards their cultural heritage. Thus, this is an important implication in maintaining and preserving local wisdom and Javanese culture among the current generation. In the context of this study, the research findings impact the integration of local wisdom in education in primary schools on students' understanding of local culture, appreciation of cultural heritage, and students' learning experience. This raises new questions worthy of further research on how the perceptions of students, teachers, parents and the community towards local wisdom learning in primary schools.

Local wisdom is a new topic that is in accordance with the current concept of education, which contains material that can be integrated and in accordance with the lives of students to make it more concrete. Schools can implement it by inserting it in subjects, or creating an extracurricular activity on the utilisation of local wisdom. In addition to being used as a topic in learning, schools can also become institutions that contribute collectively in preserving local cultures that can become extinct at any time.

CONCLUSION

Based on the literature analysis, it can be concluded that this study provides strong evidence of the importance of integrating local wisdom and cultural values in primary school education. Understanding, appreciating and preserving Javanese cultural heritage is an important part of character education and the formation of students' cultural identity. This research also found various ways to apply local wisdom in learning, ranging from local legends, traditional crafts, dance, cultural values, to traditional media such as wayang golek. The integration of local wisdom in education not only helps students understand the history and culture of their region, but also develops good characters, such as religiosity, respect, cooperation, patience and commitment.

The integration of local wisdom in education should integrate local wisdom and cultural values in subjects such as history, culture and language. On the other hand, extracurricular programmes can focus on local wisdom, such as arts and culture. This can help students understand and experience the rich culture around them. In addition, working with local communities can help in integrating local wisdom in school education. This can be done by teaching students about local culture and developing programmes that follow the needs of local communities.

Then in schools it can be utilised as a means of activating the local potential that exists in each region, so that students can experience the cultural richness that exists around them. This also includes preserving and teaching students to maintain cultural heritage so that it does not become extinct. Overall, it shows that local wisdom education in primary schools is an important step in maintaining cultural diversity and developing a generation that has a sense of love and awareness of Javanese culture. Javanese culture can be maintained and preserved for future generations through various ways, one of which is through learning activities in schools.

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