

# THE ROLE OF KARAWITAN EXTRACURRICULAR IN CULTIVATING THE CHARACTER OF LOVE FOR CULTURE AMONG ELEMENTARY SCHOOL STUDENTS

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## ABSTRACT

Karawitan extracurricular activities can be a means for character education. The purpose of this study is to examine the implementation of character education through extracurricular karawitan activities in elementary schools. This study uses a descriptive qualitative approach that aims to identify how the character of love for culture and cooperation are formed through the involvement of students in extracurricular activity. Data sources are obtained through direct observation, unstructured interviews, and the collection of documents related to school profiles, karawitan activities at SD Negeri Sendangharjo. The results show that the application of cultural love character values has a significant positive impact on children's social relationships and behavior at school, as well as strengthening the relationship between students, parents, and schools. The character of cooperation formed through karawitan in elementary school provides an important meaning in shaping the personality of Pancasila and plays a role in preserving and disseminating local culture. The application of the principles of cooperation and mutual cooperation is beneficial for strengthening social relations at school and developing students' social and cultural skills and involving parents in supporting children in art activities.

## INTRODUCTION

Character education is a crucial aspect of the National Education System in Indonesia, aiming to form a strong personality aligned with the nation's identity. The values for elementary and secondary school students include religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curious, national spirit, love of the motherland, respect for achievements, friendly/communicative, love of peace, love of reading, care for the environment, and care for the social. Character education is a mandate of the Independent Curriculum, aligning with the national education system's goals of developing the potential of students to become noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens. This is a key component of national education's goal of shaping students' character.

The Pancasila Student Profile Strengthening Project is one of the learning activities contained in the Independent Curriculum. The implementation of the project to strengthen the Pancasila student profile is important to be carried out so that the generation of students is able to become leaders with character. Character education, which is in the spotlight in today's education, no longer only provides academic knowledge, but also includes the formation of character and positive attitudes in daily life. One of the characters that must be instilled in students is the values of Pancasila (Afifah & Fadilah, 2023; Nabillah & Nisa, 2023; Nurani et al., 2022; Rafiqoh, 2023; Sukirno et al., 2023). The Pancasila student profile is a form of translation of national education goals. The Pancasila student profile serves as the main reference that directs educational policies, including being a reference for educators in building

the character and competence of students (Dasmana et al., 2022; Nisa et al., 2024; Nurhuda et al., 2023; Putri & Nurdin, 2022; Widarini & Suterji, 2023).

This research focuses on developing the character of love for the homeland and cooperation among students, which are essential pillars for national strength and nation-building. In alignment with the goals of Indonesia's national education, which aims to produce intelligent and characterful individuals, these values are crucial for fostering a sense of national unity and responsibility. However, Indonesia's current education system faces challenges in fully achieving these ideals, as evidenced by the influence of globalization and social media on children's behavior, leading them away from Pancasila values. Schools play a key role in re-instilling these important character traits, particularly through initiatives like the Pancasila Student Profile Strengthening Project (P5), which emphasizes mutual cooperation and cultural pride.

Character cultivation can be inserted in intra and extra learning activities. In intracurricular learning activities, character education can be inserted in every subject or theme (Atmazaki et al., 2020; Nurafiati et al., 2021; Purwandari & Hidayat, 2022; Rahayu & Dong, 2023; Samsinar & Fitriani, 2020). In addition, character education can be realized with extracurricular activities. Elementary schools hold extracurricular karawitan as one of the compulsory extras for students. Karawitan extracurricular is contained in the elementary school curriculum document every year from 2008 until now (2023/2024). Karawitan extracurricular must be attended by 4th and 5th grade students. As for the curriculum document, the schedule for the implementation of this karawitan activity is contained. Extracurricular activities in elementary schools are a forum for instilling the character of love for the homeland in the form of love for regional arts and culture where currently there is a tendency for children to care less about regional cultural arts. Extracurricular activities are a forum for fostering students' talents and potential, training students in life skills, and reducing juvenile delinquency by spending their free time on positive things.

The art of karawitan in elementary schools is carried out as an extracurricular activity, which is an activity outside of learning hours. This karawitan extracurricular must be attended by 4th and 5th grade students. For grade 4 students it is held every Wednesday and for grade 5 students it is held every Wednesday. Students are very enthusiastic about participating in the extra karawitan. In this era of globalization, the existence of karawitan art has begun to be shifted with modern songs and music that are popular with children and adults. In fact, it is clear that one of the goals of national education is to cultivate characters based on Pancasila, one of which is love for the homeland. For this reason, karawitan extracurricular activities must be attended by 4th and 5th grade students. Grades 4 and 5 are required to participate in extracurricular activities with the consideration that in upper-class students, their emotional maturity, physical skills, and social maturity are better than those of the lower classes. In addition, at this pre-adolescent age, students are more susceptible to the influence of new things that they are beginning to get acquainted with. Although, students have begun to get to know new things including modern culture, it is hoped that students will not forget the culture of Daerah which has noble value as the nation's wealth. Grade 6 is not included in karawitan extracurricular activities so that they focus on preparing for school exams.

Karawitan extracurricular activities can be a means for character education. Through extra karawitan, students are trained to be disciplined in participating in training. In addition, students are trained to be responsible for their respective roles in participating in karawitan training. Confidence also appears in students through competitions and karawitan performances. By playing gendhing and singing songs, students are educated to be patient, diligent, and willing to work hard. More than that, students who take part in karawitan training at school are educated to have a spirit of caring, togetherness, cooperation, and mutual respect. With the enthusiasm of students in practicing karawitan, the character of love for the homeland emerges in the form of love for regional cultural arts.

The purpose of this study is to examine the implementation of character education through extracurricular activities in elementary schools. This study also aims to identify how the character of love for culture and the character of cooperation are formed through the involvement of students in extracurricular activities in elementary schools. The research contribution lies in providing insights into how specific character traits are developed through extracurricular activities in elementary schools, potentially filling gaps in studies on early education and character formation through non-academic programs.

## METHODS

This study uses a descriptive qualitative approach that aims to describe the phenomenon of character education implementation through extracurricular activities in elementary schools. The subjects of the study include students, coaches, teachers, principals, and parents related to karawitan activities at SD Negeri Sendangharjo. Data sources were obtained through interviews, observations, and documentation. Data collection techniques are carried out by direct observation, unstructured interviews, and the collection of documents related to school profiles, karawitan activities, and the application of character education for love of culture and cooperation through karawitan extracurriculars. Researchers use triangulation to ensure the validity of the data, comparing information from different sources and methods.

Data analysis is carried out based on the Miles and Huberman model which involves data collection, reduction, presentation, and verification. The qualitative data collected is organized, categorized, and presented in the form of tables or diagrams, followed by verification through triangulation. The researcher then draws conclusions and interpretations based on the results of the analysis, focusing on how the character of love for culture and cooperation is formed through student participation in karawitan activities. This model helps researchers in understanding and concluding the phenomenon being studied systematically.

## RESULTS

### Implementation of Character Education Through Karawitan Extracurricular Activities in Elementary Schools

The Pancasila Student Profile Strengthening Project (P5) is an initiative in the Independent Curriculum that aims to develop the character and competence of graduates through Pancasila values. The Ministry of Education and Culture document No. 56/M/2022 regulates P5 as part of the curriculum for early childhood education, primary education, and secondary education. This project involves an inter-curricular component and aims to encourage students to contribute positively to society and become lifelong learners who are competent, characterful, and behave in accordance with Pancasila values. Extracurricular activities can also be a forum for student character education and support the goals of P5.

The P5 Dimensions in Karawitan Extracurricular Activities are:

- 1) Faith, Fear of God Almighty, and Noble Character: Character education focuses on faith, devotion, and noble morals. In karawitan, this character is seen through cooperation and self-awareness in playing musical instruments. Karawitan reflects high moral values through the symbolism of musical instruments such as bonang, kenong, kethuk kempyang, and others, which depict various religious teachings and life values.
- 2) Global Diversity: Karawitan supports the preservation of local wisdom and Javanese culture. These extracurricular classes students about Javanese musical instruments and songs, introducing children to cultural values and positive characters such as tolerance and discipline.
- 3) *Gotong Royong* (Teamwork): Karawitan trains students in working together in groups to create harmony. The process of playing with various musical instruments teaches the importance of mutual cooperation and teamwork, as well as social attitudes in creating harmonious music.
- 4) Self-sufficient: Independence in karawitan can be seen in the discipline of students in practice and appearance. Students learn to self-regulate, pay attention to rhythm, and practice independently, all of which develop self-awareness and responsibility.
- 5) Critical Reasoning: Karawitan stimulates critical thinking through analysis and evaluation in musical games. The karawitan learning process involves questions and answers, and discussions, which help students develop critical and rational thinking skills.
- 6) Creative: Creativity in karawitan is reflected through students' ability to create harmony and innovation in musical games. This activity fosters curiosity, confidence, and courage in creating, as well as helping students love the local culture.

### Cultural Love Character Formed Through Karawitan Extracurricular in Elementary School

Love for the homeland or nationalism is a way of thinking, behaving, and acting that shows loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political

environment of the nation. In other words, love for the homeland requires awareness from within one's heart to be truly loyal and love the homeland. For students at school, it is very important to instill the character of love for the homeland from as early as possible.

The values of cultural love contained in karawitan extracurricular are:

- 1) Children's responses during extracurricular activities: Children who participate in extracurricular activities usually show a variety of responses such as:
  - a) Enthusiasm: They show interest and desire to learn by actively asking questions and practicing.
  - b) Creative Expression: They may show expression through gamelan play and the way they interpret music.
  - c) Social Engagement: Children interact with friends and coaches, learn to work in groups.
- 2) Procedures for Using Karawitan Gamelan Correctly: The use of gamelan karawitan requires attention to the correct procedures, including:
  - a) Respect Musical Instruments: Do not touch or move the gamelan carelessly, and do not step over the gamelan.
  - b) Sitting Position: Sit in the correct and comfortable position to play, generally in front of the instrument being played.
  - c) Hitting Technique: Use the appropriate hitting technique for each tool; For example, hitting the saron with the right tap.
- 3) Key Attitudes Not to Do: Skipping gamelan or other musical instruments is highly discouraged as it can damage the instrument and show a lack of respect for the instrument.
- 4) Using Manners When Communicating with Coaches
  - a) Respect the Coach: Use polite language, listen well, and follow the instructions given.
  - b) Speak with Courtesy: Convey questions or comments in a polite and clear manner.
- 5) Children's Enthusiasm in Participating Extra
  - a) Active Engagement: Children show enthusiasm by asking for extra schedules and continue to want to practice despite being hit by existing schedules.
  - b) Schedule Constraints: Pay attention to the practice schedule that must be shared with other classes.
  - c) Children's Enthusiasm in Extra Karawitan Training When the Coach Is Not Present
  - d) Independent Training: Children who are not accompanied by a coach continue to practice by playing gamelan based on memories from previous training.
  - e) Responsibility: They must continue to practice with responsibility and try to follow the instructions that have been given.
- 6) Children's Expressions When Extra: Cheerfulness and Enthusiasm The children showed great enthusiasm and excitement while practicing, with cheerful expressions that supported the atmosphere of the practice.
  - a) Every Child's Responsibility: Playing Gamelan: Each child is responsible for mastering the gamelan being played. After feeling skilled, they can only try other gamelan.
  - b) Not Stepping Over Gamelan: Be Careful in Moving: Do not step over the gamelan to keep the appliance safe and undamaged. Maintain a polite distance and avoid unnecessary physical contact with the appliance.
  - c) Do Extra with Routines: Continuous Practice: Practice regularly to develop skills in playing instruments such as gamelan, saron, or kendang.
- 7) Become a Supporter During the Competition
  - a) Role of Supporter: Children who do not participate in the competition play the role of supporters, showing support and enthusiasm to friends who are competing.
  - b) Following the Coach's Directions: The children follow the coach's directions regarding who is considered ready for the race.
- 8) Recording of Karawitan Performance: During the competition, there is a documentation team that conducts recordings in both audio and video form for documentation and evaluation.

The application of cultural love character values in extracurricular activities has a significant positive impact on children's social relationships and behavior at school. The love of culture that students have provides benefits that in social relationships, are realized in the following ways:

- 1) Polite Behavior: Examples of polite behavior include: saying hello, listening well, respecting opinions, and maintaining cleanliness.

- a) Show Respect: Children who are polite show respect for the coach who teaches karawitan.
  - b) Creating a Positive Environment: A polite attitude helps to create a fun and harmonious learning atmosphere.
  - c) Developing Good Character: Through polite behavior, children learn about etiquette and manners that are beneficial in everyday life.
  - d) Supports the Learning Process: A polite attitude makes it easier for children to follow the coach's directions well.
  - e) Showing Seriousness and Commitment: A polite attitude reflects children's interest and determination in learning.
- 2) Not saying rude things:
- a) Creating a Positive Atmosphere: Polite language helps to create a comfortable and productive atmosphere.
  - b) Avoiding Conflict: Avoiding harsh words helps maintain good relations and prevent tension.
  - c) Showing Respect: Polite language is a form of respect for coaches and classmates.
  - d) Facilitates Effective Communication: Polite language ensures that directions and input are well understood.
  - e) Cultivating Good Habits: Speaking politely strengthens good ethics and manners.
  - f) Boosts Confidence: Polite language helps children feel more comfortable and confident.
- 3) Interest in Regional Arts:
- a) Reduction of Dependence on Gadgets: Interest in local arts and extracurricular activities help children reduce the time spent on gadgets.
  - b) Cultural Skills Development and Rewards: These activities enrich the learning experience and develop skills, while increasing appreciation for local cultures.
- 4) Enthusiasm in Cultural Arts Competitions and Events:
- a) Skill Development and Confidence Boost: Involvement in cultural arts competitions helps children develop technical skills and boost their self-confidence.
  - b) Cultural Preservation: Active participation in cultural arts activities helps preserve cultural traditions.
- 5) Benefits of Karawitan Activities in the Community:
- a) Development of Skills and Social Relationships: Participation in karawitan groups in hamlets provides new skills and strengthens social relationships.
  - b) Preservation of Local Culture: Children contribute to the preservation of traditions through performances at various events.
- 6) Contributions to the Preservation of Karawitan Art:
- a) Preservation and Dissemination of Art: The involvement of children in karawitan helps to preserve and disseminate this art.
  - b) Strengthening Cultural Identity: Children learn about and introduce karawitan to future generations.

### **The Character of Cooperation Formed Through Karawitan Extracurricular in Elementary Schools**

In the implementation of extracurricular activities, the values of cooperation are very visible through three main aspects: positive dependence between members, interpersonal relationships, and work processes in groups.

- 1) Positive Dependency: Positive dependence is the ability of group members to depend on each other in a constructive way to achieve a common goal. It involves cooperation, empathy, appreciation for diversity, and responsibility. Positive aspects of dependence in karawitan include:
  - a) Remind each other: Students remind each other of the practice schedule and make sure all members gather in the karawitan room. This strengthens the spirit and cohesiveness.
  - b) Provides Positive Motivation and Encouragement: Coaches provide motivation about the importance of learning and dreams, which influences learners' attitudes and behaviors to focus on practice.
  - c) Helping Friends: When someone forgets their turn to beat, other students help remind and make sure their beating is correct. This creates a harmonious musical melody.

- 2) Interpersonal Relationships: Interpersonal relationships involve exchanging communication and feedback between individuals to achieve a common goal:
  - a) Giving and Receiving Feedback: The coach gives feedback to the learner about the song play, and the learner receives the suggestion for improvement.
  - b) Communication Skills: Learners and coaches communicate to set the tempo and provide codes during practice. This communication is important for cooperation and creating harmonious music.
  - c) Student-Teacher Interaction: The trainer provides direction and feedback regarding techniques and progress. These interactions build cooperation and help students develop social skills.
- 3) Group Process: The group process involves the stages of interaction, communication, and collaboration to achieve a common goal:
  - a) Collaboration During Activities: Mutual respect between students and not feeling selfish want to be the most prominent so as to produce beautiful musical sounds.
  - b) Responsible for Tools and Roles: Students return the karawitan tool to its place and arrange the percussion tool correctly, demonstrating responsibility.
  - c) Tone Alignment: Tone alignment is done in groups to ensure musical harmony, involving coordination between drummers, sarons, bonangs, and jenglongs.

Aspects of Cooperation in Karawitan Extracurricular are:

- 1) Positive Dependence: Ensuring group members support each other and work together to achieve common musical goals, strengthening bonds and a sense of togetherness.
- 2) Interpersonal Relationships: Establish good communication between coaches and learners, as well as between learners, to create effective cooperation and improve social skills.
- 3) Group Process: Organizes and manages interactions within the group to achieve good results, including collaboration in playing music, responsibility for instruments, and tone alignment.

The students' experiences in extracurricular karawitan:

- 1) Prioritizing the Common Good: Children learn to put group interests above personal egos by helping friends without criticizing.
- 2) Sincerity in Helping Out: They show concern by helping friends who are having difficulties in training.
- 3) Diligent Picket Together: Keeping the practice room clean as part of a shared responsibility.
- 4) Gotong Royong Preparing Gamelan: Coordination in preparing musical instruments before practice.
- 5) Motivate Each Other: The support of friends increases enthusiasm and confidence in competition.
- 6) Maintaining Togetherness and Cohesiveness: Efforts to maintain team cohesiveness during training and competitions.
- 7) Enjoying Cooperation: Children enjoy a cooperative process that strengthens a sense of friendship.

Through karawitan extracurricular activities, children learn to cooperate, support each other, and appreciate each other's contributions, which are not only beneficial in the context of music but also in various aspects of their lives.

Application of cooperative character values in extracurricular activities karawitan in elementary schools has a significant positive impact on social relations between school residents. The cooperation that students have provides benefits that in social relationships, are realized in the following ways:

- 1) Mutual Cooperation in Karawitan Extracurriculars:
  - a) Concept of Gotong Royong: Gotong royong is the principle of cooperation and mutual assistance. In karawitan, this is manifested through
  - b) Cooperation in Practice: Group members work together to achieve harmonious results in the playing of musical instruments
  - c) Helping Each Other: Children help each other in learning the technique of playing musical instruments and overcoming difficulties
  - d) Shared Responsibilities: Responsibilities such as setting up equipment and setting up training schedules are shared among members.
- 2) Benefits of Gotong Royong:

- a) Building a Sense of Togetherness: Gotong royong strengthens social bonds between group members.
  - b) Developing Social Skills: Children learn communication, collaboration, and empathy.
  - c) Increases a Sense of Responsibility: Sharing responsibility teaches children about collective and individual responsibility.
  - d) Increases Satisfaction and Motivation: Cooperation increases children's satisfaction and motivation.
  - e) Strengthening Culture and Tradition: Implementing mutual cooperation to preserve local cultural values and traditions.
- 3) The practice of mutual cooperation in Karawitan:
- a) Practice Together: All members play a role in preparing for appearances, practicing, and correcting mistakes.
  - b) Event Preparation: Members are involved in arranging musical instruments, decorating venues, and promoting events.
  - c) Evaluation and Feedback: Provide constructive feedback and collaborate to improve appearance.
  - d) Social Activities: Schools hold social activities to strengthen social relationships outside of practice.
- 4) Challenges and Solutions:
- a) Coordination: Coordination and communication challenges can be overcome by having a group leader or coach who facilitates.
  - b) Disagreements: Teaching conflict resolution skills and providing a space for discussion can help resolve conflicts.
  - c) Resource Limitations: Addressing resource issues through good planning and cooperation in the use of resources.
- 5) Parent Participation:
- a) Setting Up Costumes: Parents help ensure that costumes fit and are comfortable, which boosts children's confidence.
  - b) Makeup: Parents provide or help with makeup, enhancing children's appearance according to the theme of the event.
  - c) Finding Transportation: Parents arrange safe and timely transportation, reducing children's stress.
  - d) Benefits of Parent Participation: Increases children's confidence and motivation, helps children perform better, organizes logistics and preparation reduces the burden on children.
  - e) Community Engagement: Strengthening relationships between parents, children, and the school community.
  - f) Emotional Support: Increases children's confidence and motivation.
  - g) Quality of Appearance: Good costumes and makeup help children perform better.
  - h) Reduce Stress: Organizing logistics and preparation reduces the burden on children.
  - i) Community Engagement: Strengthening relationships between parents, children, and the school community.

## CONCLUSION

Karawitan extracurricular activities in elementary schools contribute to the development of children's character, skills, and preservation of local culture. These activities support the Pancasila Student Profile Strengthening Project, focusing on student character development. The extracurricular activities foster a love for culture, which shapes Pancasila's personality and helps preserve and disseminate local culture. The cooperative character formed through these activities strengthens social relations at school, develops social and cultural skills, and involves parents in supporting children's success in art activities. Future research should explore the long-term impact of these activities on students' social and cultural skills, focusing on how participation influences their sense of cultural identity and cooperation in later stages of education. Comparative studies should be conducted to examine the effectiveness of different cultural extracurricular activities in fostering similar character development outcomes across various regions in Indonesia.

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