

Explores Javanese Culture-Based Character Education Kraton Kasunanan Surakarta

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Abstract

The Indonesian people greatly emphasize Javanese culture and its role in preserving the environment. To support student growth, this study recommends prioritizing culture-based educational practices that align with national values, particularly at the elementary level. At SDN Kasatriyan Surakarta, the application of Javanese culture is integrated into teaching, intracurricular and extracurricular activities, and overall school culture. This approach enables students to develop character education values like simplicity (gumregah), hard work, cooperation (gotong royong), independence (ning rat ning set rules), and environmental concern (sahatmaka). Qualitative research drawing on interviews and observations underscores the value of Javanese culture-based education at the elementary level. The research shows that implementing such a program at Kraton Kasunanan Surakarta positively impacts student character development. The active involvement of educators is key to successful program implementation, as demonstrated by students' high level of engagement in learning activities and their success in various competitions.

Keywords

Javanese Culture; Character Education; Kasunan Surakarta

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1. INTRODUCTION

Character building is an effort to realize Pancasila and the 1945 Constitution in addressing current national problems such as value disorientation, limitations of integrated policy tools, shifts in ethical values, fading awareness of cultural values, threats of national disintegration, and weakening of national independence. The government makes character building a priority program in national development, with education as the foundation for realizing the noble principle of Pancasila (Asmaroini, 2016). To strengthen character education, 18 values from religion, Pancasila, culture, and national education goals have been identified. Among others: religious, honest, tolerant, disciplined, persevering, creative, independent, democratic, curiosity, nationalism, patriotism, respect for achievement, friendliness/communication, love of peace, love of reading, care for the environment, social care, and responsibility. Education units determine development priorities based on these values so that implementation varies between schools and regions based on their respective interests and conditions (Anshori, 2017).

Recently, many students have faced a decline in moral and educational values. Various issues such



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as student conflict, drug abuse, sexual harassment, truancy, the formation of student gangs, and over-reliance on parents have been observed (Hakim & Huda, 2019; Ramadan et al., 2021). This problem requires the involvement of educational institutions and teachers to form students with sound educational morals and values. The rapid progress of globalization driven by information technology has contributed to the decline of cultural values. Indonesia needs to implement culture-based education that emphasizes character development that is in line with the noble values of the nation's culture (Islam, 2020; Zurqoni et al., 2018). Javanese culture is considered an essential aspect of Indonesian local wisdom, defined by Law Number 32 of 2009 as noble values that sustainably regulate community living systems and environmental management. It affects all aspects of life and provides alternative approaches to address issues rooted in regional cultural elements. It enables resilience to outside cultures, accommodation, and integrating of foreign elements into their native cultures while guiding cultural development.

Incorporating Javanese cultural education, especially from the Kasunanan Surakarta Palace, into elementary schools can instill noble principles by immersing students in Javanese traditions. This approach enables them to understand and uphold those cultural values and encourages their active participation in preserving Java's rich heritage. Implementing culture-based education involves imparting small but essential lessons such as increasing tolerance, cultivating positive character among students, and integrating traditional culture through school extracurricular activities to improve their skills and achievements (Minas & Charles, 2020; Muslich, 2022). The observations in November 2021 show that SD Kasatriyan Surakarta includes manners and various elements of Javanese culture in its educational activities. This shows the successful implementation of Javanese cultural character education in schools to contribute to the development of well-behaved students. This can be an example for other schools that want to adopt culture-based education in Surakarta and surrounding areas.

This study aims to encourage increased awareness among educational institutions about prioritizing culture-based educational practices that are in harmony with our nation's culture, especially at the primary level, which is the foundation for student development through exploration of the management of Javanese culture-based character education. Referring to the theory of character education by Edaham S. Westheimer and Marvin W. Berkowitz, which in this theory examines how education can shape individual character based on this theory, It can be observed how character education at the Kasunanan Surakarta Palace is designed to strengthen Javanese cultural values in shaping student character. Further, many students face a decline in moral and educational values, so character education is needed through Javanese culture applied to SDN Kasatriyan Surakarta. This research integrates the character development of Javanese culture-based students in the school environment of SDN Kasatriyan Surakarta by implementing Javanese culture through teaching, school programs, namely extracurricular and extracurricular activities containing Javanese culture Kraton Kasunanan Surakarta, and school culture as a whole. Although there are several studies on Character Education, such as research conducted by (Hidayatulloh et al., 2020a and Mohammad Muchlis Solichin, 2018), there is a need for a deeper understanding of how to apply this character education specifically at SDN Kasatriyan Surakarta. No specific research has explored the strategies, challenges, and impacts of Javanese culture-based character education in Kraton Kasunanan Surakarta, especially at SDN Kasatriyan Surakarta. Therefore, this study is here to fill the gap and provide a more comprehensive picture of character education practices in the Javanese cultural context of Kraton Kasunanan Surakarta at SDN Kasatriyan Surakarta.

2. METHODS

A qualitative approach with a case study design was utilized in this research, which took place at Kasatriyan Surakarta Elementary School. The school implemented a program that seamlessly integrated Javanese culture from the Kraton Kasunanan Surakarta into curricular and extracurricular activities.

These activities included dance lessons, regional sound arts, batik learning, Javanese cultural studies, additional karawitan lessons, and traditional Javanese dolanan, all to instill in students an appreciation for their cultural heritage and the values it embodies. Whether in or outside the classroom, the cultural values of the Javanese palace were always present in learning activities at the school, encouraging students to behave politely towards their peers and teachers. The school has received numerous accolades thanks to its many programs that adopted Javanese culture, including Kraton Kasunanan Surakarta. The school environment promotes a harmonious social climate with a polite Javanese culture, and all students show respect for their educators by school regulations.

According to the study, the school's program successfully fostered character values, such as simplicity, perseverance, cooperation, independence, and concern for the environment, through activities that introduced students to the cultural ethos of Javanese tradition at Kraton Kasunanan Surakarta. The program emphasized the practical application of character values through community service initiatives, which enabled students to give back to the local community while embodying Javanese cultural principles. Data were collected through direct interviews (3 Grade IV students, Guardian 2; Principal 1, School Staff 1; Master 2) and observations with respondents and field notes. Observations comprised a minimum of two program implementations each week, considering the many Javanese culture-based educational programs at Kraton Kasunanan Surakarta at SD Kasatriyan. The observation process was carried out starting at the first observation, February 2022, and continued until April 2023. Once the data is collected, the information is displayed proportionally. It is then analyzed using an inductive model. This model is intended to clarify the data reduction process to create meaning in the basic information collected. These findings were obtained to interpret raw information; the researchers used interviews to follow up on the results. Interviews were conducted to find out the problems that occurred. The interview used is a structured interview.

Tabel 1. Interview instruments

Form of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (School Principal)	1.	What is the basis for implementing Javanese culture-based education programs, Kraton Kasunanan Surakarta Hadiningrat?
	2.	What are the guidelines for implementing Javanese culture-based education Kraton Kasunanan Surakarta Hadiningrat?
	3.	Has the school's vision and mission integrated into Javanese culture-based education, Kraton Kasunanan Surakarta Hadiningrat?
	4.	What are the types of Javanese culture-based educational programs at Kraton Kasunanan Surakarta Hadiningrat?
	5.	What are the Javanese cultures conveyed in the program?
	6.	How do you arrange schedules and educational activities based on Javanese culture Kraton Kasunanan Surakarta Hadiningrat?
	7.	What is delivered through the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat besides skills?
Implementation of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (School Principal)	1.	Are education personnel involved in program planning?

	<ol style="list-style-type: none"> 2. What is the role of school education personnel in program planning? 3. How do we measure the achievement of the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat? 4. How are education personnel involved in implementing the evaluation of Javanese culture-based education programs in Kraton Kasunanan Surakarta Hadiningrat? 5. How is the student's appreciation of the Javanese cultural elements of Kraton Kasunanan Surakarta Hadiningrat studied? 6. Have there been any achievements from the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat?
Supporting and inhibiting factors of Javanese culture-based education programs Kraton Kasunanan Surakarta Hadiningrat (School Principal)	<ol style="list-style-type: none"> 1. What is the socio-cultural competence of educators as implementers of Javanese culture-based education programs Kraton Kasunanan Surakarta Hadiningrat? 2. How effective are educators with programs implementing Javanese culture-based education Kraton Kasunanan Surakarta Hadiningrat? (program load, quantity, and quality of educators) 3. What is the student's background related to experience and knowledge about Javanese culture Kraton Kasunanan Surakarta Hadiningrat? 4. What are the characteristics of learners in general? 5. What is the ability of students in general? 6. What things support and can maximize the implementation of programs from various program elements? (facilities, socio-cultural environment, etc.) 7. Are there still things that need to be improved to maximize program implementation from various program elements?
Form of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Program teacher)	<ol style="list-style-type: none"> 1. What is the basis for implementing Javanese culture-based education programs, Kraton Kasunanan Surakarta Hadiningrat? 2. What are the guidelines for implementing Javanese culture-based education Kraton Kasunanan Surakarta Hadiningrat? 8. Has the school's vision and mission integrated into Javanese culture-based education, Kraton Kasunanan Surakarta Hadiningrat? 9. What is the purpose of making Javanese culture-based educational programs Kraton Kasunanan Surakarta Hadiningrat?

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| | <ol style="list-style-type: none"> 10. What is the function of Javanese culture in the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat? 11. What are the types of Javanese culture-based educational programs at Kraton Kasunanan Surakarta Hadiningrat? 12. What are the Javanese cultural elements of Kraton Kasunanan Surakarta Hadiningrat applied to educational programs? 13. Are the noble values of Javanese culture Kraton Kasunanan Surakarta Hadiningrat contained and conveyed in the program? |
| Implementation of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Program supervisor) | <ol style="list-style-type: none"> 1. What is the role of educators in planning Javanese culture-based education programs Kraton Kasunanan Surakarta Hadiningrat? 2. How can the achievement of the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat be measured? 3. How is the preparation of an activity plan that integrates Javanese culture Kraton Kasunanan Surakarta Hadiningrat for each program to take place? 4. How can teaching staff create activities to realize Javanese cultural elements of Kraton Kasunanan Surakarta Hadiningrat in the program? 5. How do I create a program using available learning resources? 6. How is the ability of students to receive material from the program? 7. How do teachers interact with students during the program? 8. What is an execution program using Java as one of the languages of instruction used? |
| Supporting and inhibiting factors of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Program supervisor teacher) | <ol style="list-style-type: none"> 1. Is the socio-cultural competence of teaching staff by teacher competency standards as program implementers? 2. How effective are educators in programs implementing Javanese culture-based education in Kraton Kasunanan Surakarta Hadiningrat? (program load, quantity, and quality of educators) 3. What is the student's background related to experience and knowledge about Javanese culture Kraton Kasunanan Surakarta Hadiningrat? 4. What are the characteristics of students in general? 5. What is the ability of students in general? 6. What are the things that support and can maximize the program's implementation from |

	various elements? (facilities, socio-cultural environment, etc.)
	7. Are there still things that need to be improved to maximize program implementation from various program elements?
Form of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Students)	<ol style="list-style-type: none"> 1. What are the types of Javanese culture-based educational programs at Kraton Kasunanan Surakarta Hadiningrat? 2. What are the Javanese cultural elements of Kraton Kasunanan Surakarta Hadiningrat applied to educational programs? 3. Are the noble values of Javanese culture Kraton Kasunanan Surakarta Hadiningrat contained and conveyed in the program? 4. Is the cultivation of Javanese ethics integrated into the program's implementation, and what is the form of ethics cultivation? 5. What is interesting about the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat?
Implementation of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Students)	<ol style="list-style-type: none"> 1. What activities are carried out during the program? 2. How do educators' abilities to convey Javanese cultural elements of Kraton Kasunanan Surakarta Hadiningrat in the program compare? 3. How do I create a program using available learning resources? 4. How is the ability of students to receive material from the program? 5. How do teachers interact with students during the program? 6. Does the program's implementation use Javanese as one of the languages of instruction? 7. What is the form of evaluation or activity at the end of the implementation of the educational program? berbasis budaya Jawa Kraton Kasunanan Surakarta Hadiningrat? 8. How is students' appreciation towards the Javanese cultural elements of Kraton Kasunanan Surakarta Hadiningrat taught through the program?
Supporting and inhibiting factors of Javanese Culture- Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Students)	<ol style="list-style-type: none"> 1. How is the competence of educators, especially in understanding Javanese culture Kraton Kasunanan Surakarta Hadiningrat? 2. What is the ability and number of educators with programs to implement Javanese culture-based education in Kraton Kasunanan Surakarta Hadiningrat?

	<ol style="list-style-type: none"> 3. What things support and can maximize the implementation of programs from various program elements? 4. Are there still things that need to be improved to maximize program implementation from various program elements?
Form of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Parents of participants did)	<ol style="list-style-type: none"> 1. Is applying Javanese culture to education in this school the basis for school selection? 2. What types of Javanese culture-based educational programs do you know about in this school? 3. What interesting things can students learn from the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat? 4. Does the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat support the character-building of students? 5. Is the cultivation of Javanese ethics integrated into implementing these programs? 6. Are the noble values of Javanese culture Keraton Kasunanan Surakarta contained and conveyed in the program? 7. What is the importance of the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat?
Implementation of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Parents of students)	<ol style="list-style-type: none"> 1. Do parents know what the learning process is like during the program? 2. What do parents think of the achievements of the Javanese culture-based education program Kraton Kasunanan Surakarta Hadiningrat? 3. How does the program affect character development and students' ability to understand Javanese culture Kraton Kasunanan Surakarta Hadiningrat? 4. Does the program's implementation get appreciation from the parents of students? 5. What are the results of implementing Javanese culture-based education programs, such as Kraton Kasunanan Surakarta Hadiningrat, for students? 6. Are the Javanese cultural values of Kraton Kasunanan Surakarta Hadiningrat reflected in the attitude of students after the program's implementation?
Supporting and inhibiting factors of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta Hadiningrat (Parents of students)	<ol style="list-style-type: none"> 1. Is the socio-cultural competence of teaching staff by teacher competency standards as program supervisors? 2. What is the ability and number of educators with programs to implement Javanese culture-based

education in Kraton Kasunanan Surakarta Hadiningrat?

3. What is the student's family background related to experience and knowledge about Javanese culture Kraton Kasunanan Surakarta Hadiningrat?
4. What are the characteristics of learners?
5. How is the ability of students in terms of Javanese culture Kraton Kasunanan Surakarta Hadiningrat?
6. What things support and can maximize the implementation of programs from various program elements?
7. Are there still things that need to be improved to maximize program implementation from various program elements?

Sumber: Data diolah, 2023

This study used Miles and Huberman's theory to analyze the data: 1) Data reduction (reduced selection and focus) and changed the data obtained from field notes. This data came from questionnaires, interviews, observations, and respondent documentation. Then, the summary is made more accessible to analyze the data and move on to the next step. 2) Data display (displays organized compressed data from a collection of information so that it is possible to infer later. In this step, the researcher shows or displays the data according to the data that has been prepared)—obtained and presented sequentially. 3) Concluding (after completing data reduction and displaying the data obtained, the researcher concludes the findings in the field and is based on the research problem. (M. B. Miles, 2014).

Research techniques that can be used at each stage in the research Exploring Javanese Culture-Based Character Education Kraton Kasunanan Surakarta are: 1) Conducting research planning with Literature Review: Involving the collection and analysis of literature related to character education, Javanese culture Kraton Kasunanan Surakarta, and approach methods that have been used in previous research. Method Selection: Choose appropriate research methods to explore character education in the context of Javanese culture Kraton Kasunanan Surakarta, interviews, or action research. 2) Data collection. An interview method involving interviews with teachers, school staff, students, and the local community will be used to gain their point of view on Javanese character education and culture of Kraton Kasunanan Surakarta. 3) Data Analysis. This study uses qualitative data analysis, such as thematic or narrative analysis, to understand the patterns, themes, and meanings that emerge from observational and interview data. 4) Interpretation of results through Cultural Context: Interpreting research results in the Javanese cultural context of Kraton Kasunanan Surakarta, taking into account the values, norms, and traditions that affect character education in the school.

We conducted cross-checking in this study to find valid data through 1) Sample Selection. We select samples relevant to the research, ranging from students, teachers, parents, and other stakeholders. 2) Research Design. We use qualitative research design, i.e., collect data through interviews and observations. 3) Implementation of interviews and observations: We conducted interviews with teachers, students, and school staff to understand their perceptions of Javanese cultural education programs in schools 4) Our data analysis uses qualitative methods to analyze the results of interviews and observations 5) Data separation We divide the data into two types, one for training and one for testing 6) Data validation We use training datasets to develop initial findings about consequences application of Javanese cultural education at SDN Kasatriyan Surakarta. Then, we use the test data to validate and ensure that the findings can be applied more broadly.

3. FINDINGS AND DISCUSSIONS

Research Data Results

The research was conducted at SD Kasatriyan Surakarta regarding managing student character education based on Javanese Culture Kraton Kasunanan Surakarta. The results are presented in the following subsections.

Form of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta

Research at SD Kasatriyan Surakarta shows a unique approach to managing student character education based on Javanese Culture Kraton Kasunanan Surakarta. Through interviews with various parties, such as the principal, teachers of Javanese Kraton culture, and students, it was revealed that the education program at this school is based on two main factors. First, the location and history of the establishment of the school are naturally connected to the Javanese culture of Kraton Kasunanan Surakarta. Second, this program refers to a transparent legal foundation concerning the National Education System, especially the Law of the Republic of Indonesia No. 20 of 2003.

To integrate Javanese cultural education Kraton Kasunanan Surakarta in the 9 curriculum, the school emphasizes the importance of Javanese Krama art and language. This is reflected in everyday learning, where students learn about outside cultures and are encouraged to affirm and preserve their cultural identity. The form of the Javanese culture-based education program Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta has something to do with the vision and mission of the school. Through its vision and mission, the school integrates Javanese culture-based education Kraton Kasunanan Surakarta by highlighting arts in *kara witan*, *mocopat*, dance, and *drab*. In addition, in learning, teachers always use Javanese Krama to instill cultural values of courtesy, mutual respect, and provision of excellent and correct Javanese language.

In addition, the purpose of making a Javanese culture-based education program Kraton Kasunanan Surakarta as a form of Javanese culture-based education program Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta is to internalize local culture so that when dealing with outside cultures, one not only accepts but also affirms and aligns one's own cultural identity. This is as the results of interviews that have been conducted which stated about Javanese culture-based character education:

Mr. P (as Principal)

"Through the vision-mission at SD Kasatriyan, it can integrate Javanese culture-based education Kraton Kasunanan Surakarta, namely by highlighting arts in the form of *karawitan* art, *mocopat*, dance art, *dranband*, and others. Another activity is in the learning process, where teachers always use Javanese Krama with the hope that noble ethical values will be instilled, such as the culture of behaving politely and respecting each other."

"Javanese cultural elements of Kraton Kasunanan Surakarta applied to educational programs, consisting of elements of Javanese language, arts in the form of *karawitan* art, dance art, and noble ethics."

Mrs. S (As teacher)

"The noble values of Javanese culture Kraton Kasunanan Surakarta are not conveyed directly, but the value of Javanese Kraton culture is always contained in the values of learning time and activities at school, both in learning and during activities outside learning, such as behaving politely to his friends and with teachers."

Student H (As a student)

"The cultivation of Javanese ethics is integrated into implementing the Javanese cultural education program Kraton Kasunanan Surakarta. This can be seen in SD Kasatriyan Surakarta,

where teachers use Javanese Krama when learning takes place; even before learning begins, the teacher prepares learning and prayers using Javanese."

Based on the answers of the informants, it shows that SD Kasatriyan Surakarta in implementing learning, especially Javanese culture Kraton Kasunanan, always instills Javanese ethics in the form of highlighting the cultural values of the Kraton, such as courtesy in speech, mutual respect, tolerance with others, shaking hands with all teachers and colleagues when they want to enter school, and last but not least, praying when starting learning activities teaching, and appreciating friends when they dare to present their learning work. The form of the Javanese culture-based education program Kraton Kasunanan Surakarta applied at SD Kasatriyan Surakarta is adjusted to other programs in the curriculum, which is not equated directly. In addition, in learning, students and teachers always use Javanese Krama to instill cultural values of courtesy and mutual respect and provide students with excellent and correct Javanese language. Javanese cultural elements of Kraton Kasunanan Surakarta are applied to educational programs at SD Kasatriyan Surakarta. The noble values of Javanese culture, Kraton Kasunanan Surakarta, are contained and always conveyed in educational programs.

The research results at SD Kasatriyan Surakarta prove that implementing Javanese culture-based education programs at Kraton Kasunanan Surakarta has significantly contributed to the management of student character education. Through the active participation of all educators, these programs are implemented successfully, reflected in students' enthusiasm for participating in learning activities and their achievements in various competitions. Thus, this educational program successfully increases students' understanding of the local culture and provides a strong foundation for developing their character in diverse communities.

Implementation of Javanese Culture-Based Education Program Kraton Kasunanan Surakarta

Implementing a service culture based on character education in the Kraton Kasunanan Surakarta program appears to be based on an evaluation or study of implementing the Javanese culture-based education program at the Kraton Kasunanan Surakarta. This will involve assessing various aspects of the program, such as the structure of activities, impact on students, and alignment with educational areas. Which focuses on how effectively the program integrates elements of Javanese culture into the curriculum and contributes to holistic student development. Further, The implementation of Javanese culture-based education programs at Kraton Kasunanan Surakarta as a form of management of Javanese culture-based student character education Kraton Kasunanan Surakarta at Kasatriyan Elementary School Surakarta can be seen from the role of educators in program planning. All educators and education personnel at SD Kasatriyan Surakarta will be involved in program planning during its implementation. SD Kasatriyan. Implementing Javanese culture-based education programs in Kasunanan Surakarta involves all teachers and education in the planning program. Teacher involvement in planning Javanese culture-based education programs at Kraton Kasunanan Surakarta is significant because teachers or educators are the implementers of the education program. The higher the level of teacher understanding about planning educational programs, the easier it can be for teachers to implement learning. SD Kasatriyan Surakarta in managing Javanese culture based on Kraton Kasunanan Surakarta can be seen from the role of teachers or educators in implementing Javanese cultural education programs, especially the culture of Kraton Kasunanan Surakarta, which has been compiled and agreed upon

The results of observations and documents on the schedule for the implementation of intra and extra-learning were obtained by several Javanese culture-based educational programs Kraton Kasunanan Surakarta and its educators, namely, 1) regional dance lessons for grades I to grade VI, 2) regional sound arts lessons or songs, such as mocopat, pricing, pangkur, dolanan, 4) batik lessons by homeroom teachers, 5) extra compulsory Javanese language by homeroom teachers, 6) extra Karawitan, and 7) extra children's dolanan. Pengampu teachers are authorized to arrange the Javanese culture-based educational programs of Kraton Kasunanan Surakarta so that they can be adjusted to students

according to the competencies that must be achieved. Most Javanese culture-based educational programs at Kraton Kasunanan Surakarta at SD Kasatriyan are Javanese art and language learning programs.

The successful implementation of the Javanese culture-based education program Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta can be seen in its achievements. Measuring the achievement and managing the plan of the Javanese culture-based education program Kraton Kasunanan Surakarta by achieving student achievements from competitions routinely held by the Education Office and universities in Surakarta and outside Surakarta. Some of these statements are corroborated by the results of interviews as follows:

Mr. A (as Teacher)

"The role of educators in planning Javanese culture-based education programs Kraton Kasunanan Surakarta through implementing Javanese culture-based education. The intended educational program is included in the classroom, intra-curricular, and extra-curricular lessons. Intra-curricular programs, including dance, regional sound arts, and batik. As for extra-curricular schools, this school has compulsory extra-curricular programs in Javanese, extra-curricular options for karawitan and children's dolanan. These programs convey Javanese cultural learning to students."

Mr. P (as principal)

"To measure student achievement in the Kraton Kasunanan Surakarta cultural program, student achievement is achieved from competitions routinely held by the Education Office and universities in Surakarta and outside Surakarta. In general, students' achievement level is seen in terms of social society through grammar, courtesy, and others, which are the benchmark for measuring the level of achievement of culture-based learning programs Kraton Kasunanan Surakarta."

"Organizing educators to realize Javanese cultural elements of Kraton Kasunanan Surakarta in the program according to plan, where the involvement of education staff in carrying out evaluations is by giving examples directly to students and also providing final assessments in the form of art performances held every release of grade 6 students at SD Kasatriyan."

The Javanese culture-based education program Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta reflects the high appreciation of the students, shown through minimal attendance and high enthusiasm for learning. The complete facilities of the school support the success of this program. At the same time, the combination of learning and understanding of Javanese Kraton culture, such as the use of acceptable Javanese language (krama) and gamelan music, enriches the learning experience. Teaching and learning activities involve Javanese language traditions and motivation from teachers through mocopat songs. Student interviews corroborate this.

S (As a grade V student)

"The activities carried out during the program are teachers preparing students with marching lines to enter the classroom using Javanese commands before starting learning and not forgetting to prepare prayers using Javanese. After the prayer, the teacher motivated the students with mocopat songs and memorization of mocopat, which was used as homework yesterday. After all is done, the teacher starts learning normally."

From interviews with various parties at SD Kasatriyan Surakarta, it is clear that implementing Javanese culture-based education programs at Kraton Kasunanan Surakarta is a tangible manifestation of the management of student character education. The critical role of educators in planning and implementing this program cannot be ignored. Through a combination of learning involving Javanese

Kraton culture and motivation from teachers, students show a high level of attendance and a burning spirit of learning. Full support from all school parties and student achievements in various competitions prove this program's success in maintaining and developing the Javanese cultural heritage of Kraton Kasunanan Surakarta among the younger generation.

Supporting and Inhibiting Factors in Javanese Culture-Based Education Program Kraton Kasunanan Surakarta

The implementation of Javanese culture-based education programs at Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta is supported by various factors that strengthen aspects of its implementation. One of the main factors is the school's background, which is closely related to Javanese culture since the Kasatriyan Foundation and the Kraton Kasunanan Surakarta initiative supported its inception. In this background, Javanese culture-based education has become an integral part of the school's identity, with Javanese arts and culture programs that have existed for a long time and continue to be developed. Success in implementing Javanese culture-based education also depends on the socio-cultural competence of educators, who can effectively deliver learning materials and motivate students.

In addition, support from foundations, committees, and parents of students is an essential pillar in maintaining the continuity of this program. The Foundation provides supporting facilities, including gamelan rooms, musical instruments, and various educational activities related to Javanese culture. The school committee also actively supports school events related to Javanese culture. Meanwhile, students' parents provide moral support and are actively involved in extracurricular activities, facilitating their children's participation in arts and cultural activities.

However, in its implementation, several inhibiting factors need to be overcome. One of them is the lack of attention from the Foundation in supporting this program. Internal conflicts within the Foundation's organizational structure can also be a severe obstacle in managing Javanese culture-based education. In addition, learners' interest in Javanese culture tends to fluctuate, especially in high grades, which may affect their participation in extracurricular activities related to Javanese culture. Other obstacles include adjusting learning for Children with Special Needs (ABK) students and ensuring they can receive Javanese cultural materials well.

Despite this, efforts continue to maximize support and overcome these obstacles. Cooperation between the school and the government, foundations, committees, parents, and educators is the key to maintaining the success of the Javanese culture-based education program Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta. With the continued strengthening of synergy between various related parties, it is hoped that this program can continue to grow and positively impact students in understanding, appreciating, and preserving Javanese culture Kraton Kasunanan Surakarta.

Discussion

The discussion on managing Javanese culture-based character education at Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta highlighted several crucial aspects. Rooted in the historical context and location of SD Kasatriyan, which is naturally connected to Surakarta's Kasunanan Palace, the program aligns with government regulations on the National Education System. The main objective is to convey Javanese cultural content to students through various aspects of education, including knowledge, ethics, and cultural values, while fostering their interest and talent for Javanese cultural arts (Judge et al., 2016; Sumaryati et al., 2020). In addition, this program is also an effort to preserve Javanese culture and foster student character development. This education integrates Javanese spiritual and cultural values such as order, beauty, benefits, nobility, and harmony into learning. This approach follows the principles of Javanese character education, emphasizing *moong*, *Among*, and *Among* approaches. Research shows that culturally based character education holistically helps the character development of students (Ariah & Widyasari, 2020; Cuyjet, 2020; Hidayatulloh et al., 2020b; Retnasari et al., 2021).

Teachers at SD Kasatriyan play an essential role as leaders, friends, and observers in the educational process. They set exemplary examples, encourage students' initiative and passion for learning, and motivate them to act according to Javanese cultural values, teaching, modeling from educators, and school environmental conditions. Teachers act not only as teachers but also as figures who significantly influence students' lives (Hidayatul Mufidah, 2023). They are responsible for being role models and inspiring and motivating students to grow and develop well. In an educational environment rich with Javanese cultural values, these teachers are also tasked with ensuring that students understand their cultural heritage deeply.

The commitment of SDN 1 Kasatriyan Surakarta to preserving, promoting, and developing Javanese culture is unwavering. With the support of various stakeholders, including government agencies, foundations, committees, parents, and educators, the school strives to overcome challenges such as lacking foundation attention and changing student interests. To ensure that the Javanese cultural content of Kraton Kasunanan Surakarta is effectively conveyed, SD Kasatriyan Surakarta has adapted the curriculum and educational materials. For example, they have added class hours for intracurricular and extracurricular activities that feature the Javanese culture of Kraton Kasunanan Surakarta, which aligns with the 2013 and Merdeka curricula. Additionally, Javanese cultural values, such as ethics and morality, are integrated into all lessons. The belief is that instilling Javanese cultural values in children from an early age will help foster strong ethics and moral values (Murjito et al., 2022; Mutiara et al., 2023; Pratiwi, 2021)

Although there have been many studies on the application of character education in schools, such as research conducted (Dewi *et al.*, 2021); (Rosad, 2019), the research has some novelties. First, this study shows novelty by integrating Javanese cultural elements widely into the school curriculum, including learning art, language, and cultural values. It shows a holistic approach to character education that considers aspects of local culture. Second, Research emphasizes the critical role of teachers as role models in shaping student character, which underscores the importance of the social role of teachers beyond merely providing academic knowledge and reinforcing cultural and moral values. Third, SD Kasatriyan Surakarta has adjusted the curriculum and educational materials to support the better delivery of Javanese cultural content. It demonstrates creativity and adaptability in responding to local needs and maintaining the relevance of educational programs.

Through all these efforts, SD Kasatriyan Surakarta is active in maintaining, advancing, and developing Javanese culture and implementing character education through local cultural values. Thus, the Javanese culture-based education program Kraton Kasunanan Surakarta at SD Kasatriyan Surakarta becomes a tangible manifestation of commitment to preserve and respect the rich and valuable cultural heritage. It is about teaching cultural values, shaping character, and maintaining cultural identity, which is integral to inheriting noble values for future generations (Abbas, 2020; Miftahul Jannah et al., 2022; Nur Aisyah & Suratno, 2019)

4. CONCLUSION

The management of Javanese Culture-Based Character Education at SD Kasatriyan Surakarta has been successfully carried out with diverse programs such as dance learning, sound arts, and batik making. These programs aim to teach students the cultural values of manners, mutual respect, and good and correct Javanese language. The implication shows the need for awareness from all parties to preserve and instill such values in schools and the wider community.

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