



Analysis of Local Cultural Integration in Thematic Learning Through Drawing Batik Activities at SDN Brajan

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Abstract. Globalization has had a major influence on education, one of which is in terms of culture. There have been many changes in the cultural value system. To overcome this cultural crisis, elementary schools need to implement local culture-based learning. This study aims to describe the implementation of local culture in grade 3 at SDN Brajan Yogyakarta in thematic learning through batik drawing activities. This research approach is qualitative with a descriptive research type. Data collection techniques used in this study are observation, interviews, and documentation. The data were then analyzed using the Miles and Huberman model which included data reduction, data presentation, and conclusions. The results of the study show that local culture-based learning is integrated through three steps, namely planning, implementation, and evaluation. Planning includes preparing thematic lessons, selecting batik sketches, and preparing facilities and infrastructure. Implementation is carried out through thematic learning activities carried out by designing patterns, drawing batik sketches, and coloring pictures. Evaluation is carried out through student evaluation which includes learning evaluation and attitude observation. The findings of this study indicate that the application of local culture at SDN Brajan can grow and preserve culture so that students remain moral, cultured and have creativity.

Keywords: Local Culture, Batik, Thematic, Elementary School Learning..

1 Introduction

The current era of globalization certainly has a very large influence on human development. The younger generation is the generation most affected by the current of globalization [1]. The impact of this globalization not only has a positive impact on progress in all areas of life, but also has a negative impact, for example in the field of culture, namely the occurrence of a cultural crisis. As in the field of education, student lifestyles are inseparable from the influence of globalization [2]. Cultural values have been affected by the changes brought about by globalization [3], resulting in a shift in cultural norms that were originally fond of preserving local culture, now shifting to follow foreign cultures. As a result of the entry of foreign cultures into Indonesia, students are

more familiar with foreign cultures than local cultures. Local culture seems to be forgotten because of the new culture that is now better known by the nation's generation. It is as if local culture has been pushed aside in its own homeland, while foreign culture has become more dominant [4]. This current of globalization will cause Indonesian culture to erode away if students do not care about and are not interested in their own culture because it is considered out of date.

There are various ways to overcome the declining interest in local culture in the younger generation. Elementary Schools as basic educational institutions are the initial foundation for providing knowledge, instilling character values [5], and providing skills to students, therefore one of the efforts that can be made is to link the local environment and culture in learning. Cultural recognition can be strengthened through the implementation of local culture-based education since elementary school, therefore the teacher becomes one of the companions and supporters in implementing local culture through activities at school [6]. One of them is by integrating local culture into learning. The learning process can be done by taking advantage of various local advantages [7]. It is intended that students are able to develop competence and preserve the culture and traditions inherited from their ancestors. So that local culture can be maximized, developed, apart from that it can also foster a high spirit of tolerance, kinship, courtesy and solidarity [8]. Learning that integrates local culture in the learning process will be able to foster cultural and citizenship literacy [9]. Through the application of culture-based learning, students will not just write or listen, but students also get the meaning of morality norms, understanding and meaning from the learning they get [10]. Local cultural wisdom needs to be maintained seriously. Preservation efforts are not enough just through oral delivery, but also require forms of appreciation and cultural activities to foster a sense of pride in the community that owns it [11]. Cultural values need to be introduced from an early age, students can build understanding and pride in their own culture.

In culture-based learning, the successful application of local culture can be influenced by the learning environment, because the local environment allows teachers and students to participate actively. As the students are used to a culture that they have known since childhood, learning outcomes might be achieved optimally. SDN Brajan is one of the schools in Yogyakarta that carries out inclusive education with a variety of diverse school programs, including an emphasis on cultural arts talent. The implementation of education at SDN Brajan prioritizes the value of tolerance, which students are always taught about respecting the diversity of religions, cultures and social status. This is reinforced by educational programs that prepare individuals to be able to control their emotions and social situations in a friendly environment [12].

One of the efforts is to carry out local culture-based learning in schools, both integrated into subjects and extracurricular activities. The results of the researchers' observations were also supported by the school principal's statement that the superior talents possessed by students were more dominant in their cultural skills. The various kinds of local culture that are implemented at SDN Brajan are: painting batik, making masks, traditional dancing, singing folk songs, and also playing roles (wayang wong). Apart

from that, students and teachers are also required to wear batik clothes every Wednesday and Thursday, holding Clean Friday and Healthy Saturday activities. Then students are also taught to show off like 5S culture (senyum, salam, sapa, sopan dan santun).

In the 2013 curriculum, the learning process is designed using a theme as a unifying learning activity that combines several subjects at once in one face-to-face meeting, so that students can get a more meaningful learning experience. The thematic learning model aims to develop the potential of each student in understanding and exploring the concept of the material in its entirety because it is integrated into the theme [13]. Thematic learning requires teachers to be able to build cohesiveness through one theme. Thematic learning demands teacher creativity in choosing and developing learning themes. The theme chosen should be lifted from the environment of the students' lives, so that learning becomes lively and not rigid.

Based on this background, the researchers want to discuss more specifically about the implementation of local culture in grade 3 at SDN Brajan in thematic learning through batik drawing activities. Grade 3 students here are 8-9 years old from various characteristics because there are the most students with special needs in the 2022/2023 academic year at SDN Brajan. Researchers will discuss the planning, implementation, and evaluation of learning based on local culture, especially batik culture which is integrated into the thematic learning of SBdP and mathematics lesson content.

2 Methods

This study used a qualitative approach with a descriptive research type. This research was conducted at SDN Brajan which is located in Brajan, Tamantirto, Kasihan, Bantul, D.I. on Saturday, May 20 2023. Researchers used primary data sources and secondary data sources. Primary data sources were obtained from interviews and also observations, while secondary data sources were obtained from relevant documentation and research [14]. Some of the research subjects as data sources in this study included: the principal as a leader who has the authority to organize policies and program activities in schools, as well as teachers as people who actively interact with students when learning and understand the background of various characteristics possessed by students at SDN Brajan.

The data collection technique used was participatory observation, which was carried out in the classroom through observing learning activities during the learning process. The data analysis technique used was descriptive analysis of the Miles and Huberman model which includes data reduction, data display, and drawing conclusions or verification. While the data validity technique used triangulation techniques.

3 Result and Discussion

3.1 Result

SDN Brajan implements education based on local culture to teach students to understand the norms that apply as beliefs, standards, knowledge, morals to one's behavior. This certainly affects the actions, feelings, and also the perspective of a person or other people.



Fig. 1. SDN Brajan environment.

The application of local culture at SDN Brajan is motivated by the students' passion for artistic culture which can be used to shape the character of students who love their ancestral heritage. Local cultural education at SDN Brajan is implemented in three stages, namely: a) planning, b) implementation, and c) evaluation. The theme that the stretcher researcher is holding is "drawing Batik with geometric motifs".

1) Planning to Draw Batik with Geometric Motifs

Planning learning activities is the first step to be carried out so that the process of activities in schools can run optimally and in accordance with the plans that have been made. In planning learning activities, teachers develop syllabus and lesson plans. The syllabus and lesson plans developed are adapted to the 2013 curriculum. The preparation of the syllabus and lesson plans must be integrative by combining SBdP and mathematics subjects. Next, formulate learning objectives that contain elements of local culture which will be integrated during the learning process. In addition, the teacher also needs to prepare infrastructure and prepare examples of batik designs that will be used. This must be ensured so that students can easily find out the kinds of motifs they will use when drawing Batik with geometric motifs.

a) Prepare infrastructure

Tools and materials needed in the practice of learning to make geometric batik are: drawing books, rulers, dyes, pencils, and erasers. At the previous meeting students had been reminded to bring the equipment. However, the teacher also continues to provide school-owned crayon coloring.



Fig. 2. Tools and materials

- b) Designing geometric batik designs Making batik patterns surely cannot be crossed out carelessly. This time the activity of drawing batik will be combined with the theme of flat geometric shapes, so the teacher needs to make examples of various kinds of batik drawings that contain geometric elements with the addition of beautifying isen-isen.



Fig. 3. Various Batik Motifs

2) Implementation of Drawing Batik with Geometric Motifs.

- a) The teacher invites students to recall the types of geometric shapes
Before the lesson starts, the teacher plays a guessing game with the students about what kinds of geometric shapes they remember. It aims to provide a stimulus to students regarding the learning they will learn. There are several shapes that can be used, such as: triangle, circle, square, rhombus, and rectangle. So besides teaching about the beauty of batik, students' mathematical understanding will also be honed.
Furthermore, students are welcome to prepare the equipment they need for the purposes of drawing geometric motif batik. In addition, if students feel that they have begun to understand the concepts they will learn, the teacher can proceed to the next step.
- b) The teacher describes examples of Batik designs with geometric motifs
After students have imagined what flat shapes they can draw, then the teacher gives several alternative examples that students can emulate. The image that will be created will of course contain several geometric flat wake elements. This is very suitable because a shape in mathematics also has a different size and shape. So if it is combined, students can learn about aesthetic values and systematic patterns.



Fig. 4. The teacher gives examples of Batik Motifs

Geometric batik images are not necessarily just images consisting of flat shapes, but can be complemented by *isen-isen cecek*, *galaran*, *kembang kacang*, *iris pudak*, *jumputan*, *bintang bahambur*, and so on. In addition, students can also use certain motifs that resemble flat shapes, for example, drawing a *kawung* motif using a circle pattern

c) Students draw a batik pattern

The teacher provides opportunities for students to draw batik patterns with their respective creations, during the lesson the teacher walks around while observing and accompanying the process of making student work. When there are students who are still having trouble getting ideas for their pictures, the teacher immediately gives suitable input so that students are more enthusiastic about completing their work.



Fig. 5. Students draw Batik with the guidance of the teacher

If the picture pattern is fully formed in the picture book, students may proceed to the coloring process. Students are allowed to use coloring media in the form of colored pencils, crayons, or markers. The finished picture can be given to the teacher to be assessed, and at the end of the lesson the teacher and students give appreciation together for having succeeded in creating an image that contains cultural elements

3) Evaluation of Drawing Batik with Geometric Motifs.

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The preparation of the syllabus and lesson plans must be integrative by combining SBdP and mathematics subjects. Next, formulate learning objectives that contain elements of local culture which will be integrated during the learning process. In addition, the teacher also needs to prepare infrastructure and prepare examples of batik designs that will be used. This must be ensured so that students can easily find out the kinds of motifs they will use when drawing Batik with geometric motifs.

3.2 Discussion

Culture-based education is one method used to preserving culture. Each culture in Indonesia certainly has its own unique characteristics. When the cultural diversity in Indonesia comes together, what emerges is beauty [15]. The Indonesian nation does not only consist of one region, but consists of various kinds of culture, ethnicity, religion and so on. Many efforts have been made so that citizens, especially students, do not forget and continue to apply the characteristics of their country in every area of life. It is important to understand and preserve local cultural values so that the younger generation can inherit positive values and build strong characters. Integration of cultural values with education will be a powerful weapon in facing globalization that can erode the identity of this nation [16]. Integration of local culture in education is an effort to enable students to understand, appreciate, and preserve their own cultural heritage.

Cultural education fosters sensitivity and totality of life while remaining based on ethics, morals, aesthetics, and religion [17]. Local culture is the foundation of Indonesia's national identity. Cultural diversity shows the richness and uniqueness of the nation. This statement complies with the aim of local cultural education, namely to instill national identity and identity [18]. This relates to the impact of globalization which can affect lifestyles and cultural values. Globalization is spreading rapidly in the cultural field, namely the existence or presence of local cultures which are threatened with being replaced by new cultures [19]. Therefore, teaching local culture through education is an effective step to improve the skills of the next generation with great personalities.

The application of local culture at SDN Brajan is carried out by setting an example and teaching students that batik culture is closely related to school life. Based on observations carried out in class 3, SDN Brajan uses a comprehensive learning system consisting of: (a) instructional conditions utilizing the development and growth of the surrounding environment, local culture which is introduced to students in the learning

process in class. Learning activities run effectively, students can easily participate in learning because they are familiar with the concept of flat shapes and batik motifs, so that learning objectives can be achieved well. (b) instructional method further optimizes goal achievement by providing motivation to students to study harder and foster a sense of love for batik culture. Learning is designed by integrating local culture in accordance with student understanding. (c) instructional outcomes show that students already understand the material about flat geometric shapes and various batik motifs, integrating local culture into thematic learning is quite effective because it combines SBdP subjects with mathematics simultaneously. Students are trained to develop their creativity by drawing using mathematics. Batik motifs can be made of various shapes, for instance, a flat shape which is usually studied by students in mathematics. This learning is very useful because it can integrate culture into thematic learning indirectly. That way students will not easily forget the culture passed down by their ancestors.

The next generation is allowed to adapt and modify culture according to the context of the times and the needs of society, as long as it does not eliminate the core values of the culture. The way to integrate it is through inserting knowledge of local culture into learning materials or through concrete examples given by teachers in each lesson [20]. In addition, local cultural integration can also be implemented through project assignments so that students gain direct experience. Local culture is a source of values based on tradition so that it becomes a philosophy of life that is firmly held by its adherents in order to carry out the sustainability of the indigenous generation [21]. Integration of local culture in elementary schools is an important effort to introduce and preserve regional cultural values while building a sense of love and concern for the surrounding environment.

Through implementing local culture into subjects, students can have a more in-depth and memorable understanding of subject matter. Integrating local culture into learning not only preserves cultural heritage, but also provides a richer and more in-depth learning experience for students. Students can develop a sense of love and pride in their own culture and see the connection between lessons in class and the reality around them so that the subject matter feels more relevant. This integration can deepen students' understanding of the concepts in mathematics and the surrounding culture through a more tangible and concrete approach.

4 Conclusion

SDN Brajan is one of the schools in Yogyakarta that carries out inclusive education with a variety of diverse school programs, including an emphasis on cultural arts talent. The implementation of education at SDN Brajan prioritizes the value of tolerance, because students are always taught about respecting the diversity of religions, cultures and social status.

The various kinds of local culture that are implemented at SDN Brajan are: painting batik, making masks, traditional dancing, singing folk songs, and also playing roles (wayang wong). Apart from that, students and teachers are also required to wear batik

clothes every Wednesday and Thursday, holding Clean Friday and Healthy Saturday activities. Then students are also taught to show off like 5S culture.

An example of the application of local cultural learning at SDN Brajan by teaching students that batik culture is very closely related to school life. Batik motifs can be made of various shapes, one of which is a flat shape which is usually studied by students in mathematics. This is very suitable because a shape in mathematics also has a different size and shape so that from the combination, students can learn about aesthetic values and systematic patterns. The integration of local culture is carried out through (1) planning, (2) implementation, and (3) evaluation. Planning includes the preparation of thematic materials, the selection of batik motifs, and the preparation of infrastructure. Implementation is carried out through thematic learning activities carried out by designing patterns, drawing batik motifs, and coloring pictures. Evaluation is carried out through student evaluation which includes learning evaluation and attitude observation. Students are trained to know and be familiar with the local culture that develops in the environment where they grow and develop.

There are still a number of obstacles that occur such as limited tools, a little coloring, picture books that are not suitable for use. For this reason, it is the hope of the grade 3 teacher that children will start practicing saving to buy equipment that is more appropriate. And continue to preserve the local culture that has been taught, and can learn more from any source about culture in Indonesia, especially the city of Yogyakarta.

The application of local culture at SDN Brajan is very important because it can hone and develop students' skills. Students begin to know and understand about the culture passed down by their ancestors. Therefore, planting local culture through education is an effective step to grow and preserve culture so that students remain moral, cultured, and have creativity..

Acknowledgments. This research article is funded by the Institute for Research and Community Service, Universitas Alma Ata.

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