

# Strengthening The Character Of Loving The Motherland Though an Extracurricular Karawitan Music For Elementary School Students

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## ABSTRACT

The many foreign cultures that entered Indonesia made Javanese culture even dimmer, causing the character of love for the motherland of elementary school students to decrease. Music extracurriculars can be used as a form of preserving Indonesian culture. The purpose of this study was to find out the characteristics of love for the motherland in elementary school students which began to diminish and the obstacles to Javanese musical extracurricular activities in elementary school students. This research method uses descriptive qualitative which aims to get facts from the phenomenon under study. The results obtained are strengthening the character of school students through musical extracurriculars at SDN Model Malang City which is characterized by the high sense of love for the motherland of each student who participates in the extracurricular while the constraints of the extracurricular itself are school infrastructure because there are several tools that are not suitable for use but does not interfere with the extracurricular process. It can be concluded that karawitan extracurriculars are able to improve the character of love for the motherland of elementary school students in the current era where many western cultures are involved.

**Keywords:** *the character of love the motherland, extracurricular music, elementary school students*

## 1. INTRODUCTION

Education is the main and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills, which are needed by themselves, society and the country. (Atika et al., 2019: 1). In Indonesia itself, the Free Learning Curriculum program has been implemented. As is known, the Merdeka Curriculum was launched by the Minister of Education and Culture in February 2022 as one of the Merdeka Learning programs to improve the quality of learning. The Merdeka curriculum focuses on essential materials and character development of the Pancasila Student Profile. Character education can be interpreted as value education, character education, moral education, character education (Arifudin, 2022).

In other words, character education is an important part of the educational process, defined as a system of instilling character values in school members which includes components of knowledge, awareness or will and action to carry out these values, both towards God Almighty, himself and others. yourself or to yourself. another. self, peers, environment, and nationality in order to become a perfect human being (Dini Irawati 2022:02) In the Independent Learning Curriculum, intracurricular learning activities are routine and scheduled activities based on structured lesson content and learning activities through projects to strengthen student profiles Pancasila. The profile of Pancasila students is the main goal carried out by educational developers, in this case the Ministry of Education and Culture which is listed in the Regulation of the Minister of Education and Culture Number 20 of 2020 concerning the Education and Culture Strategic Plan for 2020 -2024 (Imas Kurniawaty, 2022:02).

Extracurricular activities are activities outside of academic education that function to support academic activities and develop certain aspects of the existing curriculum. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014 Article 2 that, "Extracurricular activities are organized with the aim of optimally developing the potential, talents, interests, abilities, personality, cooperation, and independence of students in order to support the achievement of national education goals".

The function of extracurricular activities is to develop potential abilities and a sense of responsibility to provide opportunities for students to broaden social experiences in student career readiness through capacity building. Extracurricular activities are very diverse, one of the extracurricular activities in elementary schools is karawitan. Karawitan according to Sularso (2017: 5) is a form of human culture in terms of taste, the purpose of which is to fulfill human needs for a sense of beauty and as a medium for conveying noble values to society in a subtle way. Suhastjarja (Sulistyobudi, 2013:40) defines Karawitan art as Indonesian music with non-diatonic tunings (in slendro and pelog tunings) whose works already use a system of notation, color, sound, rhythm, have functions, pathet characteristics, and work rules. in the form of instrumentals, vocals and mixes, good to hear for himself and others.

Karawitan as an art consists of several kinds of branches. The term Karawitan has been standardized which only covers the art of music in general, but specifically music with a slendro or pelog (barrel) tone system, or non-diatonic scales that have developed or are still alive in Indonesia, as a legacy. local traditional music. (Dati Maryatun, 2018). Singh (2019: 1) states that character education is a scientific discipline that has recently developed with the aim of optimizing students' ethical behavior.

Karawitan as one of Indonesian cultures will give Indonesian cultural characteristics to strengthen national identity in students in facing the challenges of the industrial revolution 4.0. Music extracurricular plays a role in preserving Indonesian culture. This musical practice requires high discipline and punctuality. If one of the musicians is absent or late, it will affect the quality of the music. Therefore, discipline in managing time in practice is very important to harmonize the results of the karawitan art itself (Fatmawati & Kaltsum, 2022). It cannot be denied that in the era of the industrial revolution 4.0, character education in schools is fading, one of which is the character of love for the motherland. This is evidenced by students preferring modern music compared to traditional music. Mustari (2017: 160) expressed an opinion which is an indicator that nationalist characteristics or love for the homeland include respecting the services of national figures/heroes, wanting to use domestic products, appreciating the natural beauty and culture of Indonesia, memorizing the national anthem, choosing to travel abroad. domestic.

According to Nurhayati (2013: 7) indicators of love for the motherland are: 1) United Indonesia is a form of society to manifest mutual respect and mutual cooperation to strengthen national identity and character based on Pancasila, the 1945 Constitution, Unity in Diversity and the Unitary State of the Republic of Indonesia . 2) Preserving Indonesian culture, Koentjaraningrat in Triwardi (2014: 103) argues that cultural preservation is a large system that involves the community into the subsystems of society and has components that are interconnected with one another. 3) love for the motherland is a human attitude and behavior that can reflect; proud; against the nation; and country; in all cases; aspects such as; culture, language, economy, and social and; so on according to (Suryadi, 2013: 9).

Based on the background of the problems previously described, the researcher will focus on strengthening the character of loving the motherland through Javanese musical extracurricular activities. After making initial observations at Model Elementary School in Malang City, it is known that currently elementary school children don't like Javanese culture, because of the negative impact of social media and lack of appreciation for Javanese cultural events, for example. karawitan Therefore, through this research it is hoped that children can love Javanese culture more. From the results of interviews conducted by researchers to Dra. Anita Rosemaria, M.Pd as Principal of SDN Model Malang City, Mrs. Hamidah Al-Rasyid as Deputy Teacher Coordinator for Student and Extracurricular Affairs and Ayong Chavid Santoso as Karawitan Extracurricular Teacher at SDN Model Malang City.

There are two problems that will be studied, namely, the first is how to strengthen the character of love for the motherland in a model elementary school through extracurricular Javanese karawitan music and the second is the inhibiting factors and supporting factors for extracurricular Javanese karawitan music in the model. elementary school in Malang. Extracurriculars have several objectives, namely: 1). Broaden, deepen knowledge and abilities or competencies relevant to the curricular program. 2). Provides an understanding of the relationship between subjects. 3). Channeling student interests and talents. 4). Bringing the knowledge gained closer to the needs and demands of society or the environment. 5). Perfecting the whole human development effort (Asep Herry H et al in Armia, 2014). Extracurriculars also have several functions as stated in the self-development guidebook Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Elementary and Secondary Education Units, namely: a) Development, namely the function of extracurricular activities to develop students' abilities and creativity according to their potential, talents , and student interests. b) Social, namely the function of extracurricular activities to develop students' abilities and sense of social responsibility.

From the description above regarding the objectives and scope of extracurricular activities, the researcher concluded that extracurricular activities aim to improve students' abilities both from cognitive, affective, and psychomotor aspects. The scope of extracurricular activities themselves are activities that can support and support intracurricular programs.

Forms of extracurricular activities can be in the form of: 1). Krida; includes Scouts, Elementary Student Leadership Training (LDKS), Youth Red Cross (PMR), Heritage Flag Raising Troops (Paskibraka), and others; 2). Scientific work; includes Youth Scientific Activities (KIR), scientific mastery activities and academic abilities, research, etc., 3). Talent training/achievement; includes the development of sports talent, arts and culture, love of nature, journalism, theatre, information and communication technology, engineering and others, 4). Religion, for example: boarding schools, recitation, reading and writing the Koran, retreats or, 5). Other forms of activity. (Dati Maryatun, 2018)

While the definition of extracurricular according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 62 of 2014 is extracurricular activities carried out at school outside of school hours by students and: carried out or developed under the guidance and supervision of educational units. Extracurricular activities are activities carried out outside of class hours (Dati Maryatun, 2018). Karawitan can be said as the art of playing the gamelan. The word "gamelan" comes from the word gamel which means to hit or beat and is given an ending that makes it a noun. (Dati Maryatun, 2018:59). Karawitan comes from the word rawit which has the prefix ka and the ending an. Rawit means smooth, lunglit. This subtlety is like the art of dealing with subtle feelings. Karawitan means the subtlety of taste embodied in gamelan art. Knowledge of music means knowledge of musical instruments (Dati Maryatun, 2018). The essence of effective character education is a strong partnership between parents and schools. (Dati Maryatun, 2018) "Character education is defined as a conscious and planned effort in knowing the truth or goodness, loving it and doing it in everyday life". Character education according to Amin (Dati Maryatun, 2018) is the will (intention) as the beginning of the occurrence of morals (character) in a person if that will is realized through character education. Decisions and policies taken must be able to direct students positively.

The noble values of character education can be found in Indonesian culture. Noble values originating from local customs and culture must be prioritized to be internalized to students through character education (Agus Wibowo, 2013: 14). From the explanation of the experts above, it can be concluded that the value of character education is found in Indonesian culture. These character values have been obtained into several aspects that contain positive things. These character values are given to students through character education. The purpose of character education is for changes to occur that can lead to better quality. These changes do not only cover the cognitive, affective, psychomotor domains, but can improve the quality and unique personality: which can be applied in everyday life.

According to Suyadi (2013: 9) explains that love for the motherland is an attitude and behavior that reflects a sense of pride, loyalty, care and respect for language, culture, economy, politics and so on, so that they are not tempted by offers from other nations that can harm their own people. The lack of students' understanding of the preservation of musical instruments is one of the factors that influence the attitude of love for the motherland. This can be seen from the enthusiasm of students when participating in music extracurricular activities held by the school. One way to foster a sense of love for the country for students is through the education process at school, but not just sitting on a school bench but practicing directly with the musical instruments provided by the school.

Mustari (2017: 160) expressed an opinion which is an indicator that nationalist characteristics or love of the country include respecting the services of national figures or heroes, wanting to use domestic products, appreciating the natural beauty and culture of Indonesia, memorizing the national anthem and choosing to travel. local. Astutik in (Subadar 2017: 83-84) Strengthening Character Education (PPK) is part of education in schools to strengthen student character. The part of education in question is the alignment of ethics, aesthetics, literacy, and kinesthetics. This is of course inseparable from the support and involvement of the community and collaboration between schools, families and communities (Atika et al., 2019). Nugrahaningsih & Martaningsih, (2021) state that the implementation of character education in the school curriculum can be carried out in three ways, namely subject integration, through local content and through self-development.

Theoretically, the benefit of this research is to increase knowledge in the aspect of education which focuses on the implementation of music art extracurricular activities in SD Model in instilling the values of the character of love for the motherland. And practically for teachers, the results of the current research are expected to add insight and consideration for teachers to develop extracurricular music arts and can provide suggestions for developing facilities for instilling the character of loving the motherland to students. For other researchers, the results of the current research can provide knowledge or references in developing education and teacher training, especially those related to character value analysis of love for the motherland in the implementation of extracurricular music arts activities.

Researchers use a qualitative approach, namely an approach that aims to obtain data and facts from the phenomenon under study. A qualitative approach is also an approach that produces descriptive data in the form of written or spoken words from the person or behavior being observed. In qualitative research researchers must follow the correct procedures, methods and techniques both in obtaining data, analyzing and interpreting so as to produce the correct

conclusions. This study uses a descriptive method that is used to discuss a problem by researching, processing data, analyzing and describing with regular and systematic discussion. The descriptive method was used by researchers to analyze the description of Javanese Karawitan extracurriculars at Model Elementary School in Malang City. The presence of researchers in qualitative research plays an important role in observing activities in the field. The researcher is the main key instrument in expressing meaning as well as a data collection tool (Adnan Mahdi, 2014). This research functions as an instrument as well as a data collector. This research was conducted in the even semester of the 2022-2023 academic year starting December 2, 2022-March 10, 2023 at SDN Model Malang City by following schedule that has been determined for the implementation of extracurricular Javanese Karawitan. This research was conducted at SDN Model which is located at Jalan Raya Tlogowaru No.03, Tlogowaru, Kec. Kedungkandang, Malang City, East Java Province.

The data source is from where the source in the form of data acquisition subject is obtained. For primary data, researchers conducted observations and interviews with the principal of Dra. Anita Rosemaria, Extracurricular Coordinator Teacher Ms. Hamidah Rasyid, and Extracurricular Teacher Ayong Chavid Santoso. As for secondary data, this study used documents in the form of photos from observations and interviews with school principals, extracurricular coordinating teachers and during interviews with extracurricular teachers. In this study, researchers used data collection techniques through observation, interviews and documentation to collect data for the needs of researchers. In the research instrument the researcher uses observation sheets, interview sheets and documentation.

Data analysis is the process of finding and compiling coherent data that has been obtained from the results of data collection so that it can be easily understood by researchers, and research can be informed to other people and further researchers (Sugiyono, 2017: 244). Researchers used the steps of analysis, namely data collection, data reduction, data presentation and then drawing conclusions. In testing the credibility of researchers using data trust in research data conducted by triangulation (triangulation of techniques and sources) and reference materials. Using techniques with triangulation will be more powerful than using one approach (Sugiyono, 2017). The techniques used by researchers are observation, interviews, and documentation.

The stages of research are steps that will be carried out by researchers in a research conducted starting from an overview of the planning, implementation of data collection, analysis, and interpretation of data to writing reports (J. Moleong, 2014). In this study, researchers used 3 stages, namely the pre-field stage, the field work stage and the reporting stage. The Malang City SDN model is located on Jalan Raya Tlogowaru, Tlogowaru Village, Kedungkandang District, Malang City which is a city expansion area. On Jalan Raya Tlogowaru Number 3, the construction of a Kindergarten and Public Elementary School of International Standard began in 2005. SDN Model Malang City has a library with a smart library, 30 classrooms, 1 laboratory room, 17 student sanitation, a healthy canteen and a healthy UKS .

The teacher said students were taken from all children, because first the results of the selection of children's interests and the decision of the extracurricular supervisor. Second, because there are only 8 gamelan members. Musical instrument extracurricular teacher is Ayong Chavid Sasongko. Started teaching at SDN Model Malang City since 2018. The gamelan extracurricular teacher said "Apart from this Model SDN, I also teach extracurriculars at Widya Dharma Turen Vocational School. There it is very clear that the difference in the character of love for the motherland between Model Elementary School students and Vocational High School students. This happened because elementary school students were able to quickly master the Gending of the Bapang Dance in 4 meetings every Friday, but even Vocational School students could not because the tempo of the Bapang Dance apart from being fast also had to be thorough, especially when used to accompany dances." In addition to what was conveyed by the karawitan extracurricular teacher, there were also inhibiting factors and supporting factors for the course of the karawitan extracurricular" When I asked they asked why they were interested in getting into karawitan, that initially they joined a dance extracurricular and they said that they wanted to become artists who were not only good at dancing but could also play karawitan, because this dance could be learned alone without playing karawitan. The students' parents also support them because some of the students' parents are indeed artists but students whose parents are not artists really support this music extracurricular, because a lot of western culture has entered Indonesia from the parents who opened their arms wide. because this karawitan extracurricular activity at SDN Model and her daughter realized that there had to be karawitan so that Javanese culture would not become extinct."

Based on the results of observations made by researchers, extracurricular teachers have carried out sequences and methods that are considered effective in supporting music extracurricular activities. Some indicators that support strengthening student character through extracurriculars include love for Indonesian culture, love for the motherland and preserving Indonesian culture. Triangulation was carried out by researchers by drawing conclusions from the results of interviews conducted by researchers with music extracurricular teachers at SDN Model Malang City, observations

and documentation were appropriate and declared valid. Based on the focus of the research put forward by the researcher which consisted of 2 variables, namely, first how to strengthen the character of loving the motherland in Model Elementary School Malang City through Javanese musical extracurricular activities and secondly what are the inhibiting factors and supporting factors for Javanese music extracurricular activities at SD Model Malang City. In accordance with the indicators of the character of love for the motherland, namely 1). Loving Indonesian culture, 2). The attitude of love for the motherland, 3). Preserving Indonesian culture. In research conducted by researchers, extracurricular teachers have instilled these 3 indicators in students when they entered the music extracurricular. This is evident from the results of observations, interviews and reinforced by the results of the documentation, that this has been able to increase the character of students' love for the motherland. In accordance with the karawitan extracurricular indicators from various sources, the extracurricular has 3 indicators, including: 1). Cooperation, 2). Liveliness, 3). independence. In research conducted by researchers, extracurricular teachers have instilled these 3 indicators in students, so that these 3 indicators can be carried out properly. This is evidenced by the results of observations, questionnaires and supported by documentation, that the application of music extracurricular indicators can support the strengthening of their love for their homeland through music extracurricular activities.

Based on the results of the study, that in the process of implementing the character of love for the country carried out by extracurricular music teachers have implemented 3 indicators that exist in the character of love for the country. From the results of research on loving the motherland, teachers are able to make students understand the meaning of the songs they play because there are so many songs that must be learned and students are also able to explore the meaning of the songs.

On the indicator of preserving Indonesian culture, the teacher is able to develop an attitude of love for Javanese culture, namely through karawitan. Not only hitting balungan, the students also participate in preserving karawitan through certain events by singing beautiful gending tones. On the indicator of loving Indonesian culture, the teacher is able to emphasize that the current millennial generation must be a generation that does not forget its culture.

only because it was eroded by western culture that entered Indonesia. Karawitan is an extracurricular activity that is rarely of interest because it is considered old-fashioned. However, the presence of students who still take part in extracurricular Javanese musical instruments at Model Elementary School proves that there are still students who are aware that basically Javanese culture must be loved and preserved.

In strengthening the character of love for the motherland, not only the 3 indicators mentioned above. The character of love for the motherland which is studied by researchers through Javanese musical extracurriculars also has 3 indicators, namely, cooperation, activeness and independence. In the indicator of teacher cooperation, it has been able to make students work well together while participating in extracurricular activities. This cannot be separated from each student who is able to play in groups even though they are beaten differently. On activity indicators, teachers are also able to control students one by one. This also gets feedback from students by paying close attention to the material being taught when the extracurricular teacher provides an introduction to the material to be taught. Students are already able to carry out extracurricular activities and memorize the questions that are being worked on which is a good thing, with this students already meet the indicators of activity. On the independence indicator, the teacher is able to make students master the instruments and music that are taught with good independent concentration. But this does not make students become closed if there are things they don't understand about the notes or pieces being studied. This makes students explore their abilities well, both in terms of memorization and understanding.

Judging from the inhibiting factors and supporting factors for music extracurricular activities at SD Model Malang City, there are several factors that the researchers found. The inhibiting factors include the existing infrastructure when extracurricular activities take place, while the supporting factors for music extracurricular activities include the will of the students themselves and the most important are the students' parents.

## 2. CONCLUSION

From the results of the study it can be concluded that through extracurricular Javanese karawitan music is able to strengthen the character of love for the motherland for students at Teladan Elementary School in Malang City. An attitude of loving the motherland, preserving Indonesian culture and loving Indonesian culture can increase cooperation, independence and good activity. So extracurriculars are very appropriate to improve the character of love for the motherland in students.

Suggestions for teachers are expected to be able to develop extracurriculars as a means of strengthening the character of loving the motherland in children at school and for future researchers it can be used as a reference in strengthening the character of loving the motherland of students through the Javanese language. extracurricular music karawitan.

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