



## Preservation of Indonesian Culture through Indonesian Cultural Week

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### ABSTRACT

Many cultures in Indonesia are very necessary to be preserved, especially in Elementary School of Langkat Multinational School, where the majority of students are foreign nationals, so this school holds Indonesian Cultural Week activities to preserve Indonesian culture. This research aims to describe the preservation of Indonesian culture through Indonesian Cultural Week activities held at Elementary School of Langkat Multinational School. This research uses qualitative approach. The research was conducted at Elementary School of Langkat Multinational School. The samples in this study were principals, teachers, and students of 13 people determined by purposive sampling techniques. Data collection techniques using observation, interviews, documentation and field notes. Data analysis is done through data reduction, data presentation, and conclusion drawing. The results showed that the preservation of local culture at Elementary School of Langkat Multinational School was carried out very well through Indonesian Cultural Week activities with support from all relevant parties, namely principals, teachers, staff, students, and also parents, which was shown by the addition of students' level of knowledge about Indonesian culture. The conclusion of this research is that Indonesian Cultural Week activities can preserve local culture at Elementary School of Langkat Multinational School in the good category. The implementation of Indonesian Cultural Week activities includes efforts to maintain local culture, cultural preservation based on needs, and there are strategies for cultural preservation. Supporting factors for the implementation of Indonesian Cultural Week activities are starting from the preparation stage which includes the preparation of the draft activities, budget funds, place and time of implementation and preparation of committee, up to the stage of implementation of activities and post-activity evaluation.

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## INTRODUCTION

Culture is something superorganic, as it is transmitted from one generation to the next, even though individuals within a society are constantly changing due to birth and

death (Melville J. Herkovits in Soerjono Soekanto: 2006: 150). Culture is a tradition followed by a specific community, originating from ancestors that is still believed and accepted by the entire global community as a noble heritage. Every country in the world has diverse cultures as its identity. The culture in one country will differ from that in another. The diversity of cultures in various countries is not only a valuable asset but also a symbol of life within that country.

Indonesia is a rich country with diverse cultures. Being a nation with diverse races, ethnicities, religions, and nations, Indonesia will inevitably create diverse cultures as well. Article 32 of the 1945 Constitution states: "The state advances Indonesian national culture and explains that cultural efforts must lead to the progress of manners, culture, and unity without rejecting new materials from foreign cultures that can develop or enrich the nation's own culture and enhance the humanity of the Indonesian people." From this article, all Indonesian citizens are obliged to preserve Indonesian culture through various efforts. The entry of foreign cultures into Indonesia is not always negative; it can also have positive value if the foreign culture is properly selected and does not violate the ethics and culture inherent in Indonesia. Foreign cultures considered positive and in line with the cultural character of the Indonesian nation can enrich Indonesian culture.

Preservation is an effort based on factors supporting it, both from within and outside what is preserved. Therefore, the preservation process or action involves strategies and techniques based on the specific needs and conditions of what is being preserved (Chaedar, 2006: 18). Preservation cannot stand alone; it is always paired with development, in this case, the continuity of life. Preservation is an aspect of stabilizing human life, while the continuity of life reflects dynamism (Soekanto, 2003: 432).

Supported by Ashar Pratama's research (2014) titled "Efforts to Preserve Local Culture by Dewi Fortuna Learning Center through Culture-Based Cadre Training." The research results show that the younger generation in Danguran Village showed positive and negative responses to cadre training conducted by Dewi Fortuna Learning Center, which includes training in puppetry, dance, singing, traditional Javanese music, and tatakungging (traditional Javanese art form) through lectures and practical methods, with the evaluation of activities conducted through cultural art performances.

Research conducted by Ibnu Fatkhur Royana (2017) titled "Preservation of National Culture through Traditional Games in Physical Education." This research shows that the influence of the development of technology and social media has transformed the games of today's children from being group-oriented and active to being individual and passive. This research outlines how to preserve national culture through traditional games to reduce children's dependence on gadgets through physical education.

Ana Irhandayaningsih's research in 2018 titled "Preservation of Traditional Arts as an Effort to Foster Love for Local Culture in the Jurang Blimbing Tembalang

Community" discusses various issues related to the preservation of traditional arts in the Jurang Blimbing Tembalang community, examining art as a local identity, documentation as a preservation tool, the design of art preservation through multimedia packaging, the implementation process of preservation design, and local culture.

Research conducted by Gustiana Mega Anggita et al. in 2018 titled "The Existence of Traditional Games as the Cultural Heritage of the Nation" aimed to find out the presence, quantity, and types of traditional games in Langkat Regency. The results of this research show that there are ten traditional games in Langkat Regency, including bentengan, gobak sodor, sunda manda, bakiak, bintang bergilir, bola bakar, egrang, rok dodok, kucing tikus, and ular naga.

M. Hasan Al Ambari's research in 2018 titled "The Influence of Traditional Games on Children's Development in Kampung Dolanan" was conducted due to the increasing development of modern games and the influence of traditional games on children's development. The results of this research show the positive influence of traditional games on children's development in cognitive, emotional, physical, and psychosocial aspects. This influence is attributed to the educative values of traditional games, which differ from the believed negative effects of modern games on children's development.

Research conducted by Murdiono Jarkasih in 2017 titled "The Influence of Javanese Culture on the Behavior Patterns of the Margolembo Village Community, Mangkutana Sub-district, East Luwu Regency" shows that the Javanese ethnicity influences non-Javanese ethnicities based on events related to Javanese culture, such as slametan, village cleaning, and rice field events. Non-Javanese people always participate and easily blend in, even adopting Javanese culture in their activities.

## **RESEARCH METHOD**

This research utilizes a qualitative approach. The qualitative approach is employed to investigate the natural conditions of the object, where the researcher serves as the key instrument, and the results emphasize meaning rather than generalization (Sugiyono, 2016: 15). Qualitative research aims to understand phenomena such as the subjects' experiences, behaviors, perceptions, motivations, and actions in a holistic manner, described in words (Moleong, 2012: 6). The use of a qualitative approach is justified as data analysis involves the reduction of data from various techniques with data validity ensured through triangulation. The researcher does not manipulate any activities, situations, or events during the research process. The descriptive method is chosen because this study aims to describe the preservation of local Indonesian culture through activities such as the Indonesian Cultural Week at Langkat Multinational School.

Throughout the research process, data is collected using various techniques, which are then condensed to be presented in the form of written descriptions. The objective is to provide a description of the preservation of local culture, students' activities during the implementation of the Indonesian Cultural Week, and the supporting factors for the execution of the Indonesian Cultural Week.

## **RESULTS AND DISCUSSION**

Results and discussion encompass the preservation of local culture at Langkat Multinational School through the Indonesian Cultural Week activities. The implementation of the Indonesian Cultural Week activities can preserve the local culture at SD Langkat Multinational School, as evidenced by cultural activities carried out by all students at SD Langkat Multinational School under the guidance of teachers. The cultural activities conducted vary according to the respective grade levels.

In Grade 1, activities include coloring the national flag, making dolls from wool thread attached to cardboard, and singing and dancing to the regional song from Central Java, "Cublak-cublak Suweng." Grade 2 focuses on understanding the traditional costumes from various regions in Indonesia, creating red and white-themed wall decorations, practicing a fashion show with traditional costumes, and using regional attributes. Grade 3 engages in activities such as coloring wayang (traditional puppet), playing bottle caps, playing dakon (traditional board game), performing movements and the song "Yamko Rambe Yamko," and learning about typical foods from different regions in Indonesia. Grade 4 involves coloring wayang, making dolls from flannel and batik fabric, playing hide and seek, and participating in the traditional Sundanese dance "sundamanda." Grades 5 and 6 engage in coloring wayang and a drama performance featuring the song "Naik Delman."

Supporting factors in the implementation of the Indonesian Cultural Week are evaluated through three indicators: 1) planning, 2) execution and organization, and 3) control, each with specific descriptors. In the planning indicator, there are four descriptors, including the presence of planning strategies for the Indonesian Cultural Week, the availability of resources supporting the implementation, a supportive environment, and clear objectives for the Indonesian Cultural Week. The execution and organization indicator consists of three descriptors: resource allocation during the Indonesian Cultural Week, well-organized work schedules, and coordination between units in the organizing committee. Meanwhile, the control indicator has three descriptors: the presence of evaluations after the Indonesian Cultural Week, risk control during the event, and a rehearsal as the final preparation for the performance.

The implementation of the Indonesian Cultural Week activities is assessed based on three observation indicators: 1) maintaining local culture, 2) cultural preservation based on needs, and 3) the presence of cultural preservation strategies, with each

indicator being well-executed. Teachers introduce Indonesian local culture to students by explaining various aspects such as traditional puppets, regional dances, traditional games, regional songs, local arts, and more. Additionally, teachers display interesting images related to Indonesian local culture. Students appear enthusiastic and highly interested in paying attention to the teachers' explanations. The cultural content introduced to students is adjusted according to their understanding levels. The school principal and teachers design a series of different activities for each class, sorted and arranged based on the level of difficulty in their implementation. The higher the grade, the greater the level of difficulty in the sequence of activities during the Indonesian Cultural Week. Teachers use cultural introduction strategies, arousing students' curiosity and interest before presenting cultural materials. Supporting factors in the implementation of the Indonesian Cultural Week are assessed through three indicators: 1) planning, 2) execution and organization, and 3) control. There is a planning strategy for the Indonesian Cultural Week. The interview results with the school principal regarding the planning of the Indonesian Cultural Week show that preparations start in March with the goal of effective planning, and the hope that the implementation of the Indonesian Cultural Week will be optimal. Resources, including human, financial, and material resources, are allocated maximally during the implementation of the Indonesian Cultural Week. Each budget is allocated according to needs and recorded by the event treasurer. Human resources are already assigned within the organizing committee. The scheduling of work during the Indonesian Cultural Week is well-arranged. An evaluation of the Indonesian Cultural Week is conducted after the event, where all organizing committee members hold a meeting to assess the process of the Indonesian Cultural Week implementation.

## **CONCLUSION**

The implementation of the Indonesian Cultural Week activities can preserve local culture at the Elementary School of Langkat Multinational School and falls into the category of good. The execution of the Indonesian Cultural Week activities includes efforts to maintain local culture, cultural preservation based on needs, the presence of cultural preservation strategies, and adaptation to the changing times. Supporting factors for the implementation of Indonesian Cultural Week activities begin with the preparation phase, which includes the arrangement of activity plans, budgeting, venue and timing, organizing committees, up to the execution phase of the activities and post-activity evaluation.

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