



Exploring the Values of Local Wisdom of *Angklung Buhun* Arts to Develop the Materials of Ethnic and Cultural Diversity in Social Studies Lessons at Class IV Elementary School

Usmaedi

usmaedichalid@upi.edu
Universitas Pendidikan Indonesia

Nana Supriatna

nanasup@upi.edu
Universitas Pendidikan Indonesia

Erlina Wiyanarti

erlina_@upi.edu
Universitas Pendidikan Indonesia

Puji Siswanto

puji.stkip@gmail.com
STKIP Setiabudhi

Abstract: The value of a culture is a precious national heritage. The local wisdom of certain areas contains values that need to be explored and preserved. *Angklung Buhun* is one of the arts that is quite famous from Lebak Regency – Banten. The values contained in the art of *Angklung Buhun* need to be explored further. Therefore, they can be used as material for the development of material for ethnic and cultural diversity in the subjects of Social Studies at the Class IV elementary school level. Implementing the values of local wisdom in the art of *Angklung Buhun*, the students are expected to understand and practice the values of regional culture while still upholding the sense of unity and belonging to the regional culture. This study aims to determine the values of local wisdom in the art of *Angklung Buhun*, which is used to develop material on ethnic and cultural diversity in elementary school subjects. This study uses a qualitative descriptive approach that seeks to describe a symptom, event, event that is happening now. The work steps to describe an object, phenomenon, or social setting are summarized in a narrative form of writing. This study indicates that the values of local wisdom in the art of *Angklung Buhun* can be used to develop material on ethnic and cultural diversity in social studies subjects for grade IV elementary schools, namely: leadership, aesthetics, and cooperation.

Keywords: Local wisdom, *angklung buhun* art, ethnic and cultural diversity.



Introduction

Value is abstract, but it becomes a guide for people's lives. Suyatno (2008) states that value is the ability that is believed to exist in an object to satisfy humans. Value is an essential measure in human life as a guide for every human behavior as a social being. Culture and art contain values that are very important for people's life. In that essence, a developed country is a country that can balance technological progress while maintaining its cultural values as well. It is a society that stands firmly with its resources, natural wealth, and cultural diversity so that it is firmly rooted in its independence and self-confidence. A society should be serious about developing its local potential or advantages to become a developed one. The conditions of each region must develop the potentials that exist in each region.

The West becomes the orientation when the government runs with a centralized system. It marginalizes the wealth of local potential that should be developed as a superior product that plays an important role and is following the community's traditions. However, the happening changes have had a significant impact on all aspects of the life of the Indonesian people because of changes in politics and governance that were centralized initially to decentralize. One of them is decentralization in the field of education. Currently, the function and authority of local governments are more significant in making policies. While implementing it following the variations in the potential and development interests of their respective regions due to the conditions and potentials of the regions in Indonesia is pretty diverse. Regions need to be explored, improved, and promoted their potential through education in schools (Asmani, 2012).

Teachers as education actors can develop and explore local excellence by linking them with the appropriate subject matter. Local excellence is a process and realization of increasing the value of a regional potential to become a product or service or other work with a high value that is unique and has a comparative advantage (Asmani, 2012). The local excellence of each region is significantly varied. With the diversity of regional potentials, the development of regional potentials and advantages needs special attention from local governments so that local children are familiar with their regions and understand their potential, values, and regional cultures well. One of the local wisdom forms from Kab. Lebak is the art of Angkung Buhun. The values



contained in the Angklung Buhun need to be explored further so that they can be used as material for material development in Social Studiess subjects.

Human beings have a system of values that are embraced and believed to be based on their subjective feelings. This value is referred to as the individual value. While the values that humans embrace en masse in society based on the views and sizes of many people are called social values. Every society has guidelines or standards that limit its behavior. The values that are held between one society and another are different, and this is because everyone has a different view of something. Values are used to reference how a person should behave so that he is not said to be a deviant in his community. Value is the quality of something useful for human life, both physically and mentally. Values are abstract, can only be understood, thought about, understood, and lived by humans (Nurcahyo et al., 2011).

Meanwhile, according to Djahiri, value is the price, meaning, content, and message, spirit or soul expressed and implied in facts, concepts and theories so that they are functionally meaningful (Nurcahyo et al., 2011). Meanwhile, Suyatno (2008) explains that value is the ability that is believed to exist in an object to satisfy humans. Something is said to be valuable if it is meaningful, helpful, trustworthy, beautiful, sound, and so on. The same thing is stated by Asmani (2012), who argues that value is a standard of behavior that has been believed and psychologically has been integrated with a person, for example, the standard of teacher behavior in learning. The values are the distinct boundaries between good and evil, right and wrong, or appropriate and inappropriate. Values are fundamental things, and each person's values vary according to what a group of people or society believes.

From an ecopedagogy perspective, students must be empowered to view sustainable development and limited natural resources critically. They must acquire the ability to adapt and sustain the increasingly changing environment so that inherent power does not make them become victims of the hegemony of other groups (Supriatna, 2012). Eco pedagogy-based social studies are learning aims to prepare students for ecological competence or intelligence. The intelligence in question is in the form of an understanding of sustainable development, an understanding of the increasingly limited natural resources, the ability to adapt or live in harmony with the environment that upholds justice to prepare future generations who will be faced with ecological



problems (Supriatna, 2012). Regarding the opinion of Goleman (2012) in (Supriatna, 2013) that to develop ecological intelligence (Eco literacy), suggests the importance of developing empathy for all forms of life; anticipating unintended consequences; embracing sustainability as a community practice); and understanding how nature sustains life. Local wisdom has pedagogical value to regulate behavior that is beneficial to the community's common interest (Tilaar, 2015). Local wisdom is a cultural product in the past that can continuously be used as a guide for life aimed at the community's welfare. The position of local wisdom is essential in the life of the nation and society because it is a force that can withstand elements that come from outside and can develop in the future. The loss or destruction of local wisdom in the community also means waning the community's personality. In contrast, if local wisdom can survive and be developed, it also shows the community's strength as a whole. So, it becomes essential for disseminating and developing local wisdom in community life, including people's lifestyles, patterns and attitudes to life, public perceptions, and community orientation (Poespowardojo, 1986).

Ethnic and cultural diversity is the variety of ethnic groups and cultures in Indonesia, which causes our country to become rich in culture, arts, customs, and regional languages. Indonesian society consists of various ethnic groups. A large number of islands is the wealth of the Indonesian, so that the Indonesian people are very diverse. Each ethnic group has its customs and culture. We can find regional culture and customs in everyday life and particular events.

Social Studies is a subject that studies social life whose studies integrate the fields of social studies and humanity (Sumaatmadja, 2008). Social studies can indeed be obtained in everyday life, but naturally, social knowledge is not enough. Therefore formal education, especially social studies at schools, is a demand that cannot be ignored. Social Studies education aims to foster students to become good citizens who have the knowledge, skills, and social care that are useful for themselves, society, and the country. Social studies as education provide students with knowledge that burdens them and equips them with valuable social knowledge that can be applied in their daily lives (Sumaatmadja, 2008: 19). Because social studies study social life, and social studies cannot be separated from values and life in society—especially the values contained in the local wisdom of the Angklung Buhun.



Value is an essential measure in human life, and value is a guide for every human behavior as a social being. Culture and art contain values that are very important for people's life. The reality that appears now is the lack of awareness of the younger generation about the importance of values from local culture and arts, so it is not very good if the younger generation cannot use these values as provisions for their lives. One of them is the value in the art of Angklung Buhun, the values contained in the art of Angklung Buhun need to be explored so that they can be implemented into the subject matter. Educators can develop and instill these values in students by implementing them with the appropriate subject matter. One of them is implementing the material on ethnic and cultural diversity, social studies subjects for grade IV Elementary School. It is hoped that from implementing the values in the art of Angklung Buhun to the material of ethnic and cultural diversity, students can apply these values in their daily lives and be a provision as well as a filter along with the many foreign cultures.

Methods

The approach used in this research is descriptive qualitative. According to Noor (2011), descriptive research is research that seeks to describe a symptom, event, event that is happening now. Descriptive research focuses on the actual problem as it was when the research took place. Researchers try to describe events and events that are the center of attention through descriptive research without giving special treatment to these events. The work steps to describe an object, phenomenon, or social setting are summarized in a narrative form of writing. The report contains quotations from data or facts revealed in the field to provide a complete illustration and support what is presented.

According to Sutopo (2002), qualitative research is research whose case studies lead to detailed and in-depth descriptions of the condition portrait of what happened in the field. Qualitative research is explored and deepened from a social phenomenon or a social environment consisting of events, actors, and time. Qualitative research is conducted to explore data that cannot be quantified. Qualitative research is not only an attempt to describe the data, but the results of the description come from collecting reliable data. So it can be concluded that qualitative research produces descriptive data in the form of written or spoken words from people and observed behavior. The data is collected, observed, and described. The qualitative descriptive approach in this

study was carried out by describing the data in line with the research objectives that had been determined. This study seeks to obtain as complete information as possible about the values contained in the art of Angklung Buhun. The selection of this qualitative descriptive approach is based on extracting the values contained in the Angklung Buhun art, which is used to develop the material on Ethnic and Cultural Diversity. The type of research used in this research is grounded theory research.

Research design

The research design is analogous to the researcher conducting research based on the problems and objectives to be achieved and functions as a research design. This research design scheme shows how the researcher's thinking flow. The researcher started his thoughts because he wanted to know how the local wisdom values of Angklung Buhun were incorporated into social studies learning. The following is the design of this research:

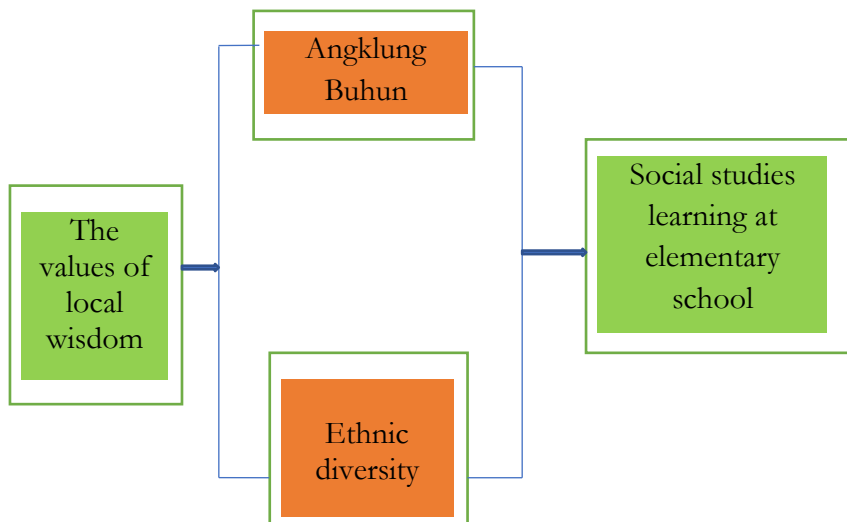


Figure 1. The design of this research

Findings

Developing Ethnic and Cultural Diversity Materials for Social Studies Subjects for Class IV Elementary School. Teachers have an obligation, and it is to educate students at schools. Equipped with the teaching material alone is not enough. Teachers



need to instill character to shape students' personalities. Character inculcation in students can be started at an early age through the learning process in elementary school by incorporating values into the subject matter. There is a relationship between the values of local excellence in Angklung Buhun Art and subsection materials on ethnic diversity and culture. The value of art and culture is a precious national heritage. Therefore the wealth of values of a culture should be explored to be used as material in material development. Moreover, for elementary school-age children, teachers will find it easier to instill values from culture if children know the conditions of that culture.

Values cannot be instilled only with children thinking abstractly. Angklung Buhun contains very diverse values. Not all values from Angklung Buhun can be used as material for developing materials at elementary schools. To make values as development materials, they are adjusted to the age and mindset of elementary school-age children. In contrast, the values that are not educated and do not follow the material for the sub-chapter of ethnic and cultural diversity in social studies subjects (such as romanticism values) develop sub-chapter material on social studies' ethnic and cultural diversity subjects. In the sub-chapter material on ethnic diversity and culture of social studies subjects, children will be introduced to their own culture to think concretely. The values of self-sacrifice, solidarity, discipline, aesthetics, togetherness, and cooperation are closely related to the material for the subsection of ethnic and cultural diversity in social studies subjects. The relationship between the values of local excellence in Angklung Buhun art and the sub-section of ethnic and cultural diversity is explained as follows:

- 1) In leadership in everyday life, children cannot be separated from their surroundings and peers. Children need to be introduced to the world of leadership through the election of class president, class vice president, and treasurer. The spirit of leadership needs to be instilled in children from an early age, hoping that they can become good and responsible leaders when they grow up.
- 2) Aesthetics can also be called beauty. The beauty that is meant here includes neatness and balance. With the beauty presented, it is hoped that others can enjoy this beauty. The diversity of ethnic groups and cultures is one of the beauties of the Indonesian nation. The existing beauty is expected to foster a sense of pride in students.
- 3) All groups must do cooperate to achieve the goals.



Likewise, with the Indonesian people, the Indonesian people have goals that must be realized. The cooperation of all Indonesian people is needed to achieve the targets. In addition to realizing goals, good cooperation can also minimize the occurrence of divisions in Indonesian society along with technological advances and the diversity of ethnic groups and cultures in Indonesia. Angklung Buhun has been known by all circles, both in the Lebak Regency area and abroad. When children know these conditions, they will grow a sense of belonging and pride in the culture. This movement is the beginning of the cultivation of these values.

Considering the increasing number of foreign cultures entering Indonesia, the cultivation of these values will be able to form a strong character in each student so that it can be a filter and provision for him when faced with an inappropriate culture. For inculcating values in elementary school-aged children, of course, some limits are appropriate to be used as material for material development. The development must also be adjusted to the competence and Basic Competencies standards. With the proper development, the instilling of these values will be easier to be understood by students. These values can be included in the appropriate material, namely the material on ethnic and cultural diversity. These values are suitable to be instilled in elementary school-aged children within the scope of learning. Instilling values from an early age helps inculcate a strong character in the students. Therefore, the threat of shifting values in society due to advancements in studies and technology can be minimized.

Discussion and Recommendations

Based on the results of research and discussion, it can be concluded: (1) the values contained in the art of Angklung Buhun are: romanticism, leadership, aesthetics, and cooperation; and (2) the values contained in the Angklung Buhun can be used to develop Social studies subject with material on ethnic and cultural diversity at grade IV elementary schools. The values that can be used to develop material on ethnic and cultural diversity in that level are leadership, aesthetics, and cooperation.

Based on the conclusions above, the authors provide several recommendations that can be useful for several parties in improving the quality of social studies learning. The recommendations submitted are for the Ministry of Education



and Culture to expand the repertoire of education by implementing the value of local excellence into teaching and learning activities at the educational institutions concerned. For the community of art, artisan should continue to work and contribute in preserving the nation's culture.

A deeply internalized culture in society becomes a filter along with the many foreign cultures that enter our country. For school principals, the development of school potential can be balanced with potential local conditions. Therefore, students will not forget the wealth of their respective regions. Moreover, the principal plays an essential role in making decisions regarding improving the quality of education. The quality of schools lies in the policy decision in line with the potential and uniqueness of each school. This matter is due to the researchers predicting that each region has local superiors whose values need to be explored and can be used to develop appropriate teaching materials.

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