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The Role of Elementary Schools in Preserving Traditions through Art and Cultural Learning

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ABSTRACT

The background of this research is a tradition that continues to be promoted to be preserved, especially in elementary schools. This study aims to describe the role of elementary schools in preserving traditions. The research methods used are qualitative. Data were obtained from interviews with classroom teachers, principals, and students. Observations were made during the learning process of arts and culture, student activities inside and outside the classroom, and tradition preservation activities organized by schools. Data analysis techniques were carried out using the Miles & Huberman model which consisted of data reduction, data presentation (tables and narratives), and conclusion making. Data validity was carried out through source triangulation and triangulation techniques to obtain data validity. The results: students at SD Muhammadiyah Karangturi preserve traditions by utilizing local tools and materials, the taught art and cultural practices through drawing, coloring, and learning tools such as handmade canting (A); The goal is for students to get used to activities that contain traditional values such as using the Javanese language, applying *upload-ungguh* or ethics, and expressing themselves in presentations with *ngapudesign* (G); it focuses on the preservation of batik traditions by integrating its philosophical values into the use of traditional clothing every "Kamis Pon" day at school. Students are guided to combine motifs and colors of fabrics (I); and *aims* to maintain the value and meaning of tradition in elementary schools; and regeneration is carried out through learning activities and related programs (L).

Keywords
AGIL Concepts
Arts and Culture Learning
Elementary Schools
Qualitative Research
Tradition

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Introduction

Primary schools are formal educational institutions designed to provide a platform for students to learn about art and culture, and this is outlined in the school curriculum. The inclusion of arts and culture in primary schools is often underappreciated and is considered only as a complement. Given that humans have two hemispheres, it is necessary to balance and optimize the role of both. The benefits of art and culture should receive more attention and not just be considered as complementary to school lessons. Education that focuses on rational aspects often leaves students feeling tired due to an overemphasis on one of the functions of the human brain [1].

In addition, previous research has shown that learning art in elementary school is not only interpreted as a way to practice drawing, dancing, or singing, but as a medium to instill life values contained in the local culture. When art learning is integrated with local cultural values, the learning process is not only skill-oriented but also gives a deeper meaning to the student's identity [2]. Elementary schools located in specific areas are strongly linked to traditional life. Local culture-based education can increase awareness of social identity and diversity, where local traditions in education foster students' pride and attachment to local culture. Integrating local culture enriches the learning process and fosters appreciation for traditional social values. Local cultures, such as traditional ceremonies, traditional games, and folklore, can be a source of learning that is relevant to students' lives and rich in social value [3].

The Special Region of Yogyakarta (DIY) is one of the provinces that remains deeply rooted on its customs and traditions. This tradition is still often treated on certain days. Historically, sociologically, and culturally, the region is the main bastion of Javanese culture. The special status of DIY provides a constitutional mandate for local governments to actively preserve and develop culture as a key pillar of the region's development. Yogyakarta's rich traditions, including traditional ceremonies; arts such as classical and contemporary dance, "karawitan" ("gamelan"), "macapat" (traditional Javanese music); traditional games; even the philosophy of batik, forming an invaluable cultural identity [4]. Traditions are not only a legacy of the past but also continue to be actively preserved and practiced throughout the government and cities of Yogyakarta. These traditions include *Grebeg* Cultural parades, shadow puppet

shows, and batik festivals are routinely held as part of major holiday celebrations and community cultural activities. In Bantul Regency, *Baritan Praon Ccups* The tradition and cultural parade of the "Tourism Village" are maintained as rituals that strengthen social ties in the village community. Sleman Regency preserves traditions such as *Tirhut Tirto Wening* traditional ceremonies and gamelan performances on local cultural stages. Meanwhile, Gunungkidul Regency continues to hold *Nyadran* ceremonial performances and traditional arts, which are an integral part of the local cultural calendar. Similarly, in Kulon Progo Regency, *Stuttgart* Festivals of tradition and folk arts continue to be maintained through regular celebrations involving the younger generation and the local art community. The continuous practice of these traditions shows that communities and governments in each region of Yogyakarta are actively seeking to preserve and develop local culture as part of a vibrant cultural identity.

The integration of traditional values into arts education not only hones artistic skills but also deeply roots students in the formation of their character and social identity; this potential becomes particularly relevant when applied in the Special Region of Yogyakarta, a region that values the preservation of cultural heritage through daily artistic practices and traditional rituals. Therefore, the importance of integrating local culture—such as traditional arts, folklore, and traditional ceremonies—into art learning in elementary schools aligns with the socio-cultural reality of Yogyakarta society, which consistently makes local traditions a pillar of social life and a medium for cross-generational education.

Yogyakarta, despite its status as a city of culture, also faces serious challenges due to the rapid flow of globalization and modernization. Exposure of primary school children to foreign popular culture through large, unfiltered digital media often leads to the erosion of values and their diminished interest in their own cultural heritage [5]. This problem can be seen from the declining frequency of children interacting with arts and traditions, preferring entertainment based on foreign technology [6]. Concerns about the extinction of certain traditions arise if there is no systematic effort to pass them on to the younger generation. These concerns can arise in a variety of contexts, such as language extinction, loss of local identity, and lack of awareness of cultural heritage among younger generations [7]. This situation emphasizes that cultural preservation efforts no longer depend solely on the role of communities or art studios, but must be intervened through formal educational channels.

Primary schools play an important role as formal institutions responsible for instilling cultural character and values in children from an early age. They serve as the main gateway for children to interact with their environment in a structured way, including traditions. In this context, teachers strongly hope that students will understand their culture and strive to preserve it [8]. Primary schools that consistently integrate local arts and culture into their

teaching and learning processes have shown success in fostering cultural awareness, respect, and active participation in local traditions [9]–[10].

Preserving ancient cultures is not only about protecting the heritage of the past, but also contributing to the development of a nation's character and identity. Therefore, education plays an important role in instilling cultural awareness from school age [12]. Traditions have long been practiced and are an integral part of community life, a true reflection of the spirit of unity of Indonesian society. In interacting with the environment, humans experience different types of experiences, customs, traditions, and cultures [13]. Therefore, each tradition must be preserved in the local wisdom practices of the community. Innovation in balancing modern demands with the preservation of tradition is key to maintaining cultural continuity in society [14]. Preserving traditions in schools is a conscious effort to maintain and pass on noble cultural values so that they remain alive and understood by the younger generation in the midst of globalization [15].

One of the subjects that plays a strategic and potential role in carrying out this cultural preservation function is art and culture. Art and cultural learning in elementary schools not only aims to develop artistic skills but, more importantly, serves as a means of cultural development that utilizes art as a tool to preserve and strengthen the local entity of a culture [16]. Elementary schools in the Special Region of Yogyakarta (DIY), through the implementation of a curriculum that integrates traditions, such as the introduction of Yogyakarta batik, traditional songs (*Swimming Toys*), as well as extracurricular activities such as dance and *Düsseldorf*, is expected to foster a sense of love, pride, and awareness in preserving ancestral traditions. Primary schools that consistently integrate local arts and culture into their learning have shown success in fostering cultural awareness, appreciative attitudes, and active involvement of students in regional traditions [17]. This condition is also reflected in elementary schools in the special area of Yogyakarta, especially Muhammadiyah elementary schools that incorporate Islamic values with local traditions through arts and cultural learning and other supporting activities.

Efforts to preserve tradition can be done by applying the concept of AGIL (Adaptation, *Goal Achievement*, *Integrations*, and *Latency).* Thus, it is hoped that the community, especially the young generation of elementary school age, understands the importance of preserving traditions because the traditions around them are the identity of the community and have been designated as cultural heritage [18]. The concept of AGIL explains that there are certain functions or needs that must be fulfilled by the system for its preservation. The concept of adaptation (A) of the system is carried out to adapt to urgent and external circumstances; the concept of purpose (G) means that every human behavior has the desired achievement; the concept of integration (I) means the need for the system to coordinate and create relationships

between the other three functions; and pattern maintenance (L) means that a system must complement, maintain, and enhance the motivation of individuals and cultures that create and support motivation [9]–[11].

Schools play a strategic role in introducing and teaching local wisdom values for students from an early age [19]. Elementary schools are an ideal place to instill environmental values and local wisdom in children from the early stages, building character and awareness in the face of the ever-changing challenges of globalization. This is because basic education should be the first stage in instilling life values, especially through education about the environment and local wisdom [20].

Schools, as formal institutions, have a responsibility to prepare students to have a mindset and behavior that is ready to face social and cultural changes due to today's rapid global currents so that every student can develop a variety of skills to survive. The function of education as a tool to preserve culture can begin in schools, both in teaching activities and learning outside the classroom. Here are some steps schools can take to preserve local culture. Efforts to preserve traditions in the context of education include learning and the use of regional languages In the school environment, the use of teaching materials that prioritize local wisdom, extracurricular activities aimed at preserving local culture, and holding cultural events regularly in schools [21].

The role of elementary schools includes educational, social, and cultural functions. Educational functions are related to learning, social functions shape students' attitudes, and cultural functions transmit cultural values. Primary schools effectively instill cultural values in students [22]. The role of schools as agents of the preservation of traditions involves the responsibility not only of the family and the community, but also of formal educational institutions. Primary schools serve to preserve cultural values in the midst of globalization. Schools introduce traditions, encourage cultural practices, and instill cultural values in everyday life [9]–[11]. The role of Muhammadiyah Elementary School in the Special Region of Yogyakarta (DIY) is to integrate Islamic values, Muhammadiyah values, and traditions into education. Yogyakarta Traditions *Stuttgart*, dancing, *Toy Songs*, and gamelan is used for character education that is in harmony with Islamic values. Teachers act as facilitators and role models, while schools support the preservation of traditions. Muhammadiyah Elementary School produces students with Islamic morals and attention to tradition [23]. The activities carried out at the school are a form of habituation and instillation of local wisdom values, particularly in Yogyakarta. This is in line with previous research, which stated that local wisdom is a characteristic of a society that helps build civilization through ethics, norms, actions, and daily behavior. Local wisdom in character education can produce individuals who

conform to societal norms. It is important to produce a young generation that is adaptive and wise in facing rapid changes in the era of disruption by prioritizing local wisdom[24].

In education, arts, and culture are taught in schools to meet individual, social, and cultural needs. Arts and culture education in elementary schools teaches art skills and traditional values [25]. Art and culture learning provides opportunities for students to appreciate different cultures, build empathy, and respect differences. This encourages them to become inclusive and tolerant individuals. Arts and culture education supports the formation of strong character through an understanding of values such as empathy, creativity, and tolerance. With an interactive approach, students develop positive character through exploration, collaboration, reflection, and hands-on experience. They not only learn art techniques but also understand themselves, others, and the world, and learn to appreciate diversity and the creative process [26]. The learning of arts and culture in elementary schools is essential for preserving local traditions. Art is a form of cultural expression that is easy for students to understand and use, making it an effective way to introduce and maintain traditions and community identities [27].

Based on the results of initial observations at SD Muhammadiyah Karangturi, Baturetno, Banguntapan District, Bantul Regency, Special Region of Yogyakarta, it shows that art and culture learning has been carried out very well and structured. This is proven by arts and culture learning that combines videos, hands-on practice, and school culture has proven effective in preserving traditions and shaping students' character. Concrete experiences such as batik-making or cultural visits help students grasp the material more easily while strengthening their emotional attachment. This values-based learning model has the potential to be applied to other subjects in elementary education, as long as it is adapted to the conditions of each school. Art and culture learning is not only carried out intracurricular through dance, music, and visual arts materials, but is also strengthened through extracurricular activities such as traditional dance, *Düsseldorf*, and other traditions. This implementation shows a fit between learning planning, classroom implementation, and school policy support in preserving traditions through formal education. These findings are in line with the results of previous research that showed that strengthening the role of schools is needed in integrating local wisdom values into learning, especially in local materials or arts and culture subjects [28]. Previous research focuses the discussion on how *the learning process based on local wisdom (ethnopedagogy)* can shape character formation, tolerance, and community involvement in early childhood. Meanwhile, this research focuses the discussion on the *systemic role of elementary school institutions (using AGIL theory)* in preserving and passing on the traditions of arts and culture in Yogyakarta so that they are not eroded by the era of modernization/globalization. Thus, the application of art and culture learning that runs

very well in elementary schools becomes a strong foundation for conducting research on the role of elementary schools in preserving traditions through art and cultural learning. The formulation of the problems in this study includes the following: What is the role of elementary schools in preserving traditions through arts and cultural learning?

Materials and Methods

Data analysis techniques using the Miles & Huberman model consist of data reduction, data presentation, and conclusion-making. Data reduction is carried out by observing learning processes, student activities, and school programs related to the preservation of traditions [29]. The presentation of situation or problem data is presented in the form of a table, and arguments are collected [30]. The presentation of data is categorized and presented in a table with narratives and arguments for systematic interpretation. Conclusions are drawn based on data from three data collection techniques that have been reduced. Conclusions include sub-categorization of themes and verbatim excerpts from interviews to answer research questions [31].

In this study, data validity was tested using source triangulation and technical triangulation. Source triangulation examines data from various informants. The researcher also collected data from various informants [32]. In this study, the informants referred to are teachers, principals, and students to increase data credibility. Technical triangulation means using different data collection methods for the same data source [33]. In technical triangulation, the author used data from interviews, observations, and documentation. Interviews were conducted in a semi-structured manner with the three informants to obtain abundant and in-depth data. Observations were non-participatory in all activities at SD Muhammadiyah Karangturi related to traditional arts and culture learning. Meanwhile, documentation was obtained from activity photographs.

Observations were made to observe art and culture learning activities, especially fine arts and batik making, at SD Muhammadiyah Karangturi. Data were collected from student activities in the classroom (singing traditional songs before going home, when teachers explained the materials and works on display) and outside the classroom (cultural parades; museum visits; wearing traditional clothes on certain days; teaching values Courtesy and "*plan";* bending over while walking in front of an older person). This interview explored the students' understanding of traditions, which was initially minimal. After the teacher's explanation, students gained a better understanding of the importance of preserving the culture and characteristics of Yogyakarta's traditional clothing. The interviews also sought data on school programs to preserve traditions. Meanwhile, data from the documentation review complemented the observation and interview methods in the qualitative research. Using documentation techniques, the researcher collected data in the form of photos of

learning activities, textbooks, as well as the school's vision and mission. To calculate the sources used, the researcher conducted interviews with the principal and teachers of grades (4 and 5) to identify problems more openly and asked questions about the implementation of art and culture learning as well as the implementation of traditional preservation activities at SD Muhammadiyah Karangturi [34].

The type of research used is qualitative research that depends on the views of the participants. Data collection consists of the words of the participants, describing and analyzing the text as a theme [35]. The research was conducted at SD Muhammadiyah Karangturi in Baturetno, Banguntapan District, Bantul Regency, Yogyakarta Special Region Province. The research subjects consisted of 4 students and 5th grade teachers, principals, and 4th and 5th grade students at school. The purpose of this research is the preservation of traditions in the learning of art and culture. Data collection techniques include interviews, observations, and documentation reviews, with semi-structured interviews [36]. The interviewed subjects consisted of 4th and 5th grade teachers, school principals, and 4th and 5th grade students at SD Muhammadiyah Karangturi. The observation technique used was non-participatory observation in which the author was not involved and only acted as an independent observer [37]. Observations were conducted to collect data from arts and culture learning, student activities (both inside and outside the classroom), and traditional preservation programs in schools. Documentation served to supplement observations and interviews with diaries, drawings, and recordings, including photographs and interview results [38]. The documentation mentioned in this study includes Arts and Crafts learning modules ("SBdP"), arts and culture learning activities, student work, the school's vision and mission, photographs of interview activities, and school archives related to traditional preservation.

Results and Discussion

The results of research on the role of elementary schools in learning traditional arts and culture are presented in Table 1 below.

A. The role of primary schools includes educational, social, and cultural functions in preserving traditions

Table 1. Description of the Role of Elementary Schools in Preserving Traditions

No	Educational	Social	Culture
1.	It is reflected in Arts and Culture learning activities at school.	Elementary schools play the role of agents of preserving traditions (applying *upload-ungguh* in daily life).	Learning activities outside the classroom such as visits to pottery industry centers and museums.
2.	Learning in grades 4 and 5, especially fine arts materials, has integrated the preservation of tradition into the material	Polite use of Javanese.	Get used to wearing traditional Javanese

No	Educational	Social	Culture
	by utilizing various media such as videos that introduce local traditions such as *Sekaten* and *Grebeg* as well as practical activities.		clothes every Thursday, Pon.
3.	The form of preserving tradition is carried out through daily habits and learning activities including the use of Javanese when communicating with teachers, polite attitudes such as *ngapurancang* during presentations, pointing with the thumb.	Activities that are integrated into the curriculum such as making batik.	Hold cultural parades that are routinely held during student job fairs/co-curricular activities
4.	Activities of singing regional songs.		
5.	Students are also introduced to batik tools and materials, parts of "canting", and various terms in the batik process.		

Based on Table 1, the preservation of tradition in SD Muhammadiyah Karangturi is analyzed through its educational, social, and cultural functions. **Educational function:** Art and culture learning helps students understand regional decorative arts of Indonesia, especially from Yogyakarta, such as *batik* and *puppetry*. Teachers use videos to support understanding and provide practical exercises (not just theory) such as line thickening and coloring batik. Students are given creative freedom, and their work is exhibited in class to honor traditions and show appreciation and reinforce traditional values [39].



Fig. 1. Video Screening to Explain the Material

(Source: Aditama, 2025)

Social function interviews with school principals reveal the application of *upload-ungguh*, or etiquette, to shape students' attitudes. The function of learning culture can be seen from interviews with students. They gain a better understanding of regional traditions, improve their Javanese language skills, and apply the values of discipline, responsibility, and cooperation. Students are also more enthusiastic about practicing and learning outside the classroom, which helps preserve the local culture. This is because participating in practical activities and learning outside the classroom provides hands-on experience in understanding and preserving the local culture. These activities serve as a manifestation of the heritage of cultural values and traditions.



Fig. 2. Portraits of Student Works Displayed on the Classroom Wall
(Source: Aditama, 2025)



Fig. 3. The Process of Coloring Batik Motifs by Students
(Source: Aditama, 2025)



Fig. 4. Cultural Parade Activities (*Cultural Carnival*)
(Source: Aditama, 2025)



Fig. 5. A Visit to the Ceramic Industry Center
(Source: Aditama, 2025)

B. Preservation of Traditions by Elementary Schools based on the AGIL Concept (Adaptation, Purpose, Integration, and Latentness)

The results of research on the role of elementary schools in learning traditional arts and culture are presented in Table 2. Adaptation Concept (A) at SD Muhammadiyah Karangturi, they preserve traditions by utilizing local tools and materials like traditional musical instruments, batik, regional stories. Students are taught art and cultural practices through drawing, coloring, and learning tools such as handmade canting. Concept of Goal Achievement/Goal Achievement (G) The goal is for students to get used to activities that contain traditional values such as using the Javanese language, applying unggah-ungguh or ethics, and expressing themselves in presentations with ngapurancang.

Table 2. Preserving Tradition with the AGIL Concept

No	The Role of Elementary Schools			
	A (Adaptation)	**G (Goal Achievement)**	**I (Integration)**	**L (Latency)**
1	Utilize tools and materials	Javanese Language Habituation	The richness and philosophical value of some activities in elementary school	Preservation of values and the delivery of the meaning of tradition
2	Cultural arts practice	Etiquette application		

The Concept of Integration (I) focuses on the preservation of batik traditions by integrating its philosophical values into the use of traditional clothing every Thursday on Pon day at school. Students are guided to combine motifs and colors of fabrics [40]. The Concept of Pattern Maintenance/Latency (L) aims to maintain the value and meaning of tradition in elementary schools. Regeneration is carried out through learning activities and related programs. Regeneration is demonstrated through arts and culture learning, supporting the preservation of traditions and character building for students. Effective learning is influenced by the use of video media and practical experiences [41]. Students more easily grasp material through videos and practices such as batik-making, which strengthens their understanding and emotional attachment to local culture. Preserving traditions is achieved through learning, familiarization, and direct experience. Schools play a crucial role in creating a supportive environment. Positive responses from students indicate an increased understanding of traditions. This learning model can be applied to other arts and culture fields and requires consideration of school conditions for effectiveness.

Conclusion

The role of elementary schools in preserving traditions in arts and cultural learning, especially in the Yogyakarta area, is very important, especially by implementing and integrating educational functions, social functions, and cultural functions with the concept of AGIL (*Adaptation*, *Goal Achievement*, *Integration*, *Latency).* This is because synergy is needed so that values, meanings, and activities to preserve traditions can continue to be applied and embedded in elementary school students. In addition, the strategic role of elementary schools as a medium for preserving traditions is to follow the demands of the modern era to maintain cultural continuity in society. Preserving traditions in elementary schools is a conscious effort to maintain and pass on noble cultural values so that they still exist and be understood by the younger generation in the midst of the globalization of behavioral and thought processes

Conflict of interest

The authors state that there is no conflict of interest.

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