



# Preserving Cultural Values in Shaping the Character of Elementary School Students Through Ondel Ondel Betawi

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## Abstrak

Indonesia merupakan negara yang memiliki banyak budaya dan suku, salah satunya adalah suku Betawi, salah satu budayanya adalah boneka raksasa Betawi yang biasa disebut Ondel-Ondel, orang menganggapnya sebagai budaya sakral dan sangat tepat digunakan dalam upacara pemujaan leluhur. Menurut seorang pakar budaya, Ondel-Ondel, disebut juga barongan atau yang lebih baru lagi, sangat erat kaitannya dengan budaya Betawi. Oleh karena itu, menggali nilai-nilai kearifan lokal merupakan langkah strategis dalam upaya membangun karakter bangsa. Penelitian ini bertujuan untuk mengidentifikasi berbagai jenis budaya lokal Betawi yang dapat dimasukkan dalam materi tematik sekolah dasar. Materi tematik sekolah dasar di Betawi menjadi subjek penelitian ini, serta konteks dan muatan budaya lokal Betawi menjadi subjek penelitian. Penelitian ini mengumpulkan data melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa budaya lokal Ondel-Ondel dapat diintegrasikan dalam materi tematik di sekolah dasar di antaranya (1) ritual adat, (2) keberagaman suku, dan (3) jujur, (4) karya seni, (5) situs budaya, (6) memiliki sikap pemberani (7) kerajinan tangan. Hasilnya menunjukkan bahwa budaya lokal Betawi dapat dimasukkan ke dalam materi tematik di Sekolah Dasar.

## Abstract

Indonesia is a country that has many cultures and tribes, one of which is the Betawi tribe, one of their cultures is the giant Betawi doll which is usually called Ondel-Ondel, people consider it a sacred culture and very appropriate to use in ancestor worship ceremonies. spirit. According to a cultural expert, Ondel-Ondel, also called barongan or more recently. very closely related to Betawi culture. Therefore, exploring local wisdom values is a strategic step in an effort to build national character. This research aims to identify various types of local Betawi culture that can be included in elementary school thematic material. Elementary school thematic material in Betawi is the subject of this research, and the context and content of local Betawi culture is the research subject. This research collects data through observation and interviews. The results of the research show that local Ondel-Ondel culture can be integrated into thematic material in elementary schools including (1) traditional rituals, (2) ethnic diversity, and (3) honesty, (4) works of art, (5) cultural sites, (6) have a brave attitude (7) handicrafts. The results show that local Betawi culture can be included in thematic material in elementary schools

Keywords : Betawi, Character Education, local culture, Ondel Ondel

## Introduction

Cultural heritage is a valuable treasure that reflects history, identity and community values. In the midst of rapid globalization and modernization, many heritage and cultural sites throughout the world are threatened with extinction or experiencing a decline in their

original quality. An example is Ondel-Ondel , a rich and unique cultural tradition in Jakarta, Indonesia. Ondel-Ondel is a type of giant doll used in various ceremonies and traditional events in Jakarta. It is not just a cultural symbol but also a marker of the city's history and identity. However, in this modern era, Ondel-Ondel often faces challenges in maintaining its

characteristics. The importance of maintaining and preserving the authenticity of Ondel-Ondel , this is not only related to preserving cultural heritage but also increasing public awareness of its history and culture. In context, this research explains various initiatives that can be carried out to preserve and maintain the authentic values of Ondel-Ondel , with the main aim of increasing public awareness in modern times.

This study covers cultural education strategies, the role of local cultural education in shaping student character, collaboration with local communities, and the use of modern technology. All of this aims to ensure that Ondel-Ondel remains an integral part of Jakarta's cultural identity, while encouraging the public to better understand and appreciate its cultural heritage. With this method we can keep the values of Ondel-Ondel Authenticity alive and relevant in the ever-changing modern context. Cultural preservation in modern times requires a creative and integrative approach as well as the ability to integrate traditional elements in the context that has always existed. Additionally, supporting government, institutional culture, and society is critical to achieving goals.

Local cultural values are values or traditions that are agreed upon and instilled in society. These cultural values must be maintained and preserved in such a way that they are maintained and remembered by future generations. (Wijiningsih et al., 2017) . Local wisdom in the community can be used to develop learning materials in elementary schools, especially materials related to social studies. Teachers can organize activities or assignments for students that are based on the local wisdom of the surrounding community (Rachmadyanti, 2017). From various explanations of local cultural values, local cultural values can be integrated into learning so that students can learn according to students' daily experiences. Teachers must be able to create a learning process that is integrated with education in the social, community and family environment. As stated by (Baka et al., 2019) teaching must be consistent with the child's informal education from the family and social environment, community or peers. Research findings ( Crosby , nd) show that the use of learning resources plays a major role in students' understanding of the material being taught. Quality learning resources are not only easy to obtain because of the close distance.

AECT (Association of Educational and Communication Technologies), a learning resource is any resource including data, people, and objects used by students individually or in combination, often in informal situations, to support learning. (Samsinar, 2019) Therefore, teachers must be able to develop and update the learning resources used to support successful learning that can equip students with concepts.

The erosion of local culture is a problem in Indonesia. Globalization through the development of digital technology is the main cause of acculturation and cultural assimilation in Indonesia. Therefore, a solution is needed in the learning process that can be implemented to instill in every student a sense of love and ownership of the rich values of local cultural diversity.

Cultural context can be integrated in several ways, namely through reading texts, supporting texts, exercises and assignments. All of this is part of the theme of this book, namely what can be done to integrate local context and culture. Culture is an important part of building education. Development culture is proven to be an objective form of public education, rooted in Indonesian national religious and cultural values and meeting the demands of changing times.

Education plays an important role in building quality human resources in Indonesia. To improve the quality of society, the aim is to create a national framework that will implement future development. The success of development is determined by a competent national framework called human resources. Therefore, one way to create quality human resources is through education (Baka et al., 2019) . Educational efforts are carried out consciously and planned to create an atmosphere and learning process in such a way that students can actively develop their potential to achieve religious spiritual strength and a good personality. self-control, noble character, intelligence, and skills needed by himself and society. Richey (2016) also expressed his opinion about the importance of education. According to him, education is about action in the broadest sense, improvement and preservation.

In accordance with Minister of Education and Culture Regulation Number 22 of 2016, teachers must prepare contextual learning materials. Context-based learning materials such as learning environments are learning materials that contain a collection of information about the material and its application in various fields.

Learning activities are interactions between teachers and students in learning a subject held in the program. The failure of educators in delivering teaching materials is not always caused by a lack of mastery of the material, but because they do not know how to deliver the material correctly and correctly so that students can learn in a fun and exciting atmosphere. In order for students to learn in a fun and exciting atmosphere, teachers must know effective and accurate teaching methods and techniques (Andri Afriani, 2018).

Dewey (Sarmi et al. 2015), students learn well if what they learn is related to what they already know and the activities or events around them. The contextual approach is a learning concept that helps teachers connect the material taught with students' real situations and encourages students to connect the knowledge they gain with its application in everyday life.

In his thoughts on cognitive development, Piaget explained the mechanisms and processes of human cognitive development from infancy, childhood to adulthood who are able to reason and think. He concluded that the organism are not passive agents of genetic development. Active genetic development occurs as a result of adaptation and interaction with the human environment (Agung et al., 2019).

Learning must come from the immediate environment, namely culture. According to the Big Indonesian Dictionary, culture is an idea, habit or reason. Grammatically, the meaning of culture comes from the word culture, which means the way people think. Culture as a human creation is a unique human world. Culture is what differentiates humans from animals. As historical creatures, human life is characterized by endless efforts to perfect themselves (Mustar et al, 2020). Education comes from the basic word didik. In the Big Indonesian Dictionary, the word education means the process of "maintaining and providing training (teaching, guidance, leadership) regarding morals and intelligence".

Learning must come from the immediate environment, namely culture. According to the Big Indonesian Dictionary, culture is an idea, habit or reason. Grammatically, the meaning of culture comes from the word culture, which means the way people think. culture as a complex that includes knowledge, beliefs, art, morality, law, customs and skills that a person acquires as a member of society. In practice, education cannot be separated from cultural values. In Law

of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is defined as: A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, independence and independence. control, personality, noble character. as well as the skills needed by himself, society, nation and state.

Meaningful learning is possible if children learn according to their social environment (Fogarty in Laksana 2015). So that cultural elements are not left behind in school education planning. In addition, The development of teaching materials has the goal of having the power it is unique and makes students not feel bored to learn content and knowledge contained in it (A, 2019).

The most effective process to preserve and preserve culture itself, to pass it on, is through education. These two things are very closely related. Education aims to preserve and always improve culture itself, through education we can pass on culture from generation to generation. Culture, which is the result of human culture in its various forms and manifestations, has been known throughout history as the characteristic of a person who is not rigid, but always develops and changes, and develops a person to adapt to cultural changes and world challenges. traditional era, modern era.

Culture-based education is an effort to make people aware that they must learn throughout their lives to face life's changing challenges. According to (I Ketut Tanu, 2016), the concept and application are similar to the community-based education model.

Culture-based learning is divided into three types, namely learning about culture, learning through culture, and learning through culture (Baka et al., 2019)

Learning about culture places culture as a scientific discipline. In addition, learning with culture occurs when culture is presented to students as a way or method of studying a particular subject. Learning with culture means using various cultural manifestations. When learning with culture, culture and its manifestations become the learning environment in the learning process. Then learning through culture is a method that provides students with

the opportunity to demonstrate their understanding or the meaning they create regarding a subject through various cultural manifestations. Learning through culture is a versatile method of presenting learning assessments. Learning through culture allows students to focus on the depth of thinking and enthusiasm for the concepts or principles studied in the subject, as well as their creative imagination in expressing their experiences. Learning through culture can be done in any subject at all levels of education. That a learning process that is not integrated or does not pay attention to the environment will not produce quality learning.

Therefore, students will have no difficulty understanding more complex concepts if teachers use real-world examples and phenomena around them when teaching. (Setiawan & Mulyati, 2020)

Learning through local culture is a method that provides students with the opportunity to provide examples of understanding or meaning of what they have learned in a subject through different cultural expressions. Learning through local culture is a form of assessing understanding in various forms. For example, when students study natural resources material, students can mention various natural resources in their environment, such as rice, palm oil, bamboo, sugar cane, and animals such as chickens, pigs, and buffalo. to remain in society from generation to generation.

By strengthening the character of adolescents based on local intellectual values, adolescents will understand their identity, understand ideologies, philosophies and the most basic ways of interacting with others, interact with technology and interact with the progress and development of the times. (Wibowo & Anjar, 2017)

"Implementation of local culture-based education in elementary schools". The research results show that elementary school teachers are administratively and mentally ready to carry out local culture-based learning and are supported by adequate facilities and infrastructure. Several studies related to this research examine the use of local culture-based media in science education to improve elementary school students' learning and understanding of science. The use of local community cultural values in social studies learning in junior high schools aims to meet all students' needs, including the inheritance of cultural values, intellectual development, and their preparation to become active citizens and

participate in their environment. (Dalam et al., 2024)

Apart from that, there is another research project, namely the development of thematic teaching materials based on local wisdom. Tirtaraharjda and Sula (Nafisah, 2016) define local content curriculum as subjects whose content and delivery media are linked to the natural environment, social environment, cultural environment and regional needs. The content here is the learning material and environment that is selected and used as a student learning program under teacher guidance in order to achieve local content objectives (Theresia M. Genggong et al., 2021).

## Method

In this research the author uses qualitative research methods, namely research that aims to find out and describe certain social phenomena and tries to analyze them according to the data obtained. Qualitative research is an attempt to present the social world, and its perspective on the world, in terms of concepts, behavior, perceptions and problems of the people being studied.

This research is also objective, valid and relevant. research that is analyzed or studied based on existing facts, not subjectively by researchers, and is related to existing problems. It is important to approach this research with a deep understanding of Ondel-Ondel culture and its social context. In addition, involving local stakeholders in research and cultural preservation is a very important step to ensure the sustainability of these preservation efforts in the modern era. Steps we took while conducting this research:

### 1) Literature search

The first process that researchers carry out when making observations is collecting literature studies, to facilitate research, increase our knowledge about Betawi culture, and make it easier for us in the data collection process. The process involves identifying sources such as scientific journals, books, research reports, and online articles related to the topic of interest. The purpose of a literature search is to gain a better understanding of the topic under study, gain new

insights, support an argument, or find empirical support for a claim.

## 2) Observation

The next process we carried out when collecting data was direct observation. The location we chose to carry out this research observation was Ondel-Ondel Village , Jagakarsa , South Jakarta. In a scientific context, observations of research objects can involve direct observation of organism behavior, environmental dynamics, social interactions, or other natural events. For example, in biological research, one may observe the feeding behavior of birds in the wild. In social research, observations can be made to understand interactions between individuals in groups.

Important steps in observing research objects include planning observations, developing observation instruments (if needed), observing, recording data carefully, and analyzing findings. Observations of research objects can be carried out directly, without the intervention of the researcher, or through observations that involve the researcher interacting with the object or subject being observed. Direct observation was carried out by researchers attending an event or involving Betawi Ondel-Ondel activities , we saw directly what activities would be held at the event, and how to introduce ondel-ondel to the local community and children.

## 3) Interview

Data collection method that involves direct conversation between researchers and respondents. The goal is to obtain in-depth information about a person's experiences, views, attitudes, or knowledge regarding a particular topic. Interviews can be conducted in a variety of contexts, including academic research, journalism, or market surveys. With 2 trusted sources, Betawi ondel-ondel activists and cultural lecturers. The interview process includes several steps, including planning questions, selecting the right respondents, determining the time and place, building a good relationship with the respondent, and taking notes or making notes about the interview. Analysis of interview data usually involves coding interview transcripts and identifying particular patterns or themes.

## Results and Discussion

Indonesia is a country that has many cultures and tribes, one of which is the Betawi

tribe, one of whose cultures is the giant Betawi doll which is usually called Ondel-Ondel , people consider it a sacred culture and very appropriate to use in ancestor worship ceremonies. spirit. According to a cultural expert, Ondel-Ondel, also called barongan or more recently, is very closely related to Betawi culture. Included in the eight Betawi cultures regulated by the Governor in Governor Regulation Number 11 of 2017 concerning Betawi Cultural Icons. Based on these regulations, it is stated that philosophically Ondel-Ondel means a symbol of strength that can maintain security and order and is tough, brave, firm, honest and anti-manipulation.

The system of knowledge, experiences, beliefs, values, attitudes, and meanings that are passed down from generation to generation through the efforts of individuals and groups is known as culture. The Ondel-Ondel culture in the Betawi village on Jalan Pasar-Senen, Central Jakarta, is similar. Ondel-Ondel is a Betawi cultural tradition that has been passed down from generation to generation. But as time goes by. Ondel-ondel is no longer used for offering rituals and is not considered a sacred object. Ondel-ondel is used in Betawi life and is no longer just decoration.

Education is a process of human civilization so that culture cannot be separated. The aim of education is the development of human abilities as a whole and as members of society. Culture is an important part of civilized human life and is taken from all knowledge which is considered important for the interpretation of all life. This is the basic capital needed for adaptation and maintaining survival.

Education is an effort to civilize and socialize humans as we know the process of enculturation (civilization) and socialization (the process of forming a child's personality and behavior to become a member of society so that the child's existence is recognized by the society concerned). Teaching materials are materials or learning materials that are arranged systematically, which are used by teachers and students in the learning process (Baka et al., 2019) . Looking at this explanation, we can see that the role of a teacher in designing teaching materials really determines the success of the teaching and learning process through open materials. Teaching materials can also be interpreted as all forms of teaching materials that are arranged regularly, so as to enable students to

learn independently and arranged according to the applicable curriculum. With the help of learning materials, teachers are more consistent in teaching the material to students and achieve all the competencies that have been determined. One culture that can be used as an example in building student character is Betawi ondel-ondel, because Betawi ondel-ondel has deep meaning and characteristics for the people of Jakarta and its surroundings. For example, a male mask with a red cross means men must be brave, while a female mask means they must maintain purity. Not only that, in Ondel-Ondel's makeup there are also possible meanings that can be role models for students, for example: As a symbol of power, able to maintain security and order, tenacious, brave, honest, and rejecting manipulation. . Therefore, 21st century learning requires highly innovative and creative teachers who are able to integrate this educational culture into everyday learning. Apart from that, in the current era of regional autonomy, it is appropriate for education maintenance to also pay attention to cultural aspects in education maintenance, such as the concept of life skills in education to improve students' skills after the study period is complete. The cultural approach is the right way to improve the nation's moderate to low moral education, because culture includes various aspects such as religion, ethics and the environment. As cultural creatures who try to survive individually, in groups and in society as a whole, community education aims to demonstrate their behavior as creatures capable of socializing and adapting to their environment. School is a place to develop other internal media, such as family and other social institutions. This educational context is what is called the process of humanizing humans, Hartoko .

Art is the result of human artistic works that contain expressions of soul and culture. Every region in the archipelago certainly has different arts and these arts are usually called traditional arts. Like the ondel-ondel art which comes from the Betawi tribe in the DKI Jakarta area. Ondel-Ondel is a relic of an ancient tradition that has mystical and magical nuances because its function is related to supernatural things. Ondel Ondel is an Indonesian performing art in the form of objects

A system of knowledge, experiences, beliefs, values, attitudes, and meanings that is passed down from generation to generation through the efforts of individuals and groups is called culture. An example is the Ondel-Ondel

statue in Kampung Betawi, Jalan Pasar Senen, Central Jakarta, which is a Betawi Tolk cultural performance that has been passed down from generation to generation. However, in the end, Ondel-Ondel was no longer considered sacred and was no longer used for offering rituals.

Culture is an important part of civilized human life and is the core of all knowledge which is considered absolutely essential and very necessary for the interpretation of all life. Education is part of human civilization so it cannot be separated from culture. The aim of education is to develop the abilities of society as a whole and as members of society.

### Conclusion

Human civilization develops through the educational process. Therefore, culture and education cannot be separated. The aim of education is to improve human abilities as members of society and as individuals. Culture is an important part of civilized human life and its elements are taken from all sciences which are considered very important and indispensable in the interpretation of every life. Learning materials are materials or subjects that are arranged regularly and used by teachers and students in learning. Looking at this explanation, it can be seen that the teacher's role in designing learning materials is very important for the success of learning through open materials. Available learning materials are also defined as all learning materials that are arranged regularly so as to enable independent and structured learning according to the applicable curriculum. With the help of learning materials, teachers are more consistent in teaching learning materials to students and achieve all the specified competencies. The cultural approach is the right way to advance the nation's moderate moral education, because culture includes various aspects such as religion, ethics and the environment. The aim of education is to form something common. To demonstrate the actions they take as cultural creatures, namely the ability to interact with other people and adapt to their environment, teachers should prepare contextual teaching materials. Contextual-based teaching materials as learning media are teaching materials that contain a collection of information about a material and its application in various fields. The need for contextual learning to be applied in learning considering that so far education is still dominated by the view that

knowledge is a collection of facts that must be memorized. With a contextual approach, teaching materials are linked to the real world of students as learners. The results of this research can be used as a reference for elementary school

teachers in the Betawi area to develop learning tools based on local culture. Apart from that, it can also be used as an assessment guide for teachers

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