Connectedness of Cultural Values and Learning in Primary School

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Abstract

The research is supported by the need to improve the quality of contextualised and relevant learning. In a cultural value-based learning model, students not only learn abstract concepts, but are also able to connect knowledge with real experiences in their cultural context. UPI Tasikmalaya Campus Laboratory Elementary School has a vision and mission that is relevant to the strengthening of cultural values. This research is to identify cultural values that are relevant to the learning process at UPI Tasikmalaya Campus Laboratory Elementary School, and analyse the impact of cultural values integration on character building. Data were collected through document analysis of the curriculum and school programme of SD Laboratorium UPI Tasikmalaya, and through interviews with several teachers and students at the school. The data generated from this study, some cultural values that are relevant in the context of learning include social values, manners, and good habits. The teachers use various methods and media that reflect local culture, such as practical activities and cultural observations, to help students internalise these values. They believe that teaching with cultural themes will improve students' understanding of academic material and make learning more effective. In addition, cultural values are also used as benchmarks to develop students' attitudes and behaviours, and increase their motivation and participation in class.

Keywords: connectedness; cultural values; learning in primary school.

INTRODUCTION

In the context of education in Indonesia, cultural values play an important role as a foundation in shaping individual and community identity. The formal education system not only aims to transfer knowledge, but also to preserve and instil cultural values to the younger generation (Hidayat et al., 2020). Cultural values include norms, traditions and beliefs that guide individual behaviour in daily life. In learning, the integration of cultural values can increase the relevance and meaningfulness of the learning process, which in turn strengthens the character of students as part of a multicultural Indonesian society (Mulyasa, 2022).

The challenges of globalisation and the development of digital technology have brought significant changes to socio-cultural life. Local cultures face the threat of homogenisation, where traditional cultural values are often marginalised by global popular culture (Sukmadinata & Sani, 2019). In the context of education, the curriculum tends to focus on academic achievement and pays less attention to cultural aspects as an integral part of learning (Dewantara, 2021). This raises concerns for the younger generation who are increasingly distant from their cultural roots.

The integration of cultural values in the learning process has been proven to have a significant impact on students' character development. Research conducted by Nurhadi and Wahyuni in 2018 showed that when cultural values are integrated into the curriculum, students not only gain academic knowledge, but also develop positive traits such as empathy, a sense of responsibility, and solidarity. This shows that learning that emphasises cultural values can create a supportive environment for students' character growth, helping them to better understand and appreciate differences, and build better

relationships with others. Thus, the integration of cultural values in education focuses not only on the cognitive aspect, but also on holistic character building, which is crucial in shaping a better generation that is more concerned about their social environment.

Elementary School (SD) Laboratorium UPI Tasikmalaya Campus is a concrete example of how educational institutions can integrate local cultural values into learning. With its vision as a modern school based on local wisdom and the environment, SD Laboratorium UPI Tasikmalaya offers an educational model that not only prioritises academic achievement, but also character development based on culture and environmental sustainability. This is in line with Tilaar's (2012) view that quality education must be able to build humans who are intellectually, emotionally, and culturally intelligent. In the midst of technological developments and massive social changes, the learning process at SD Laboratorium UPI Tasikmalaya can be a representation of how cultural value-based education can answer the challenges of the times. For example, Sundanese culture-based learning that emphasises the principles of *silih asih, silih asah, silih asuh* can strengthen students' characters in terms of cooperation, tolerance and respect.

Such a study is important because previous studies, such as those conducted by Rahmat and Setiawan (2018), show that the integration of cultural values in learning has a significant impact on strengthening student character. However, research on the relationship between cultural values and learning in primary schools, especially those based on local wisdom, is still limited. Existing research focuses more on programme implementation without thoroughly exploring how cultural values are internalised in daily learning activities. Therefore, this research tries to fill the void by analysing the connectedness of cultural values and learning at SD Laboratorium UPI Tasikmalaya.

The importance of this research lies in the urgent need to integrate cultural values into learning to face the challenges of the globalisation era. Education must be able to be a platform to preserve local culture while providing students with the ability to face global changes. In this case, analysing the connectedness of cultural values and learning becomes important to understand how culture can be a strategic element in education.

This research is relevant to the vision of national education to form Indonesian people with character and national insight. According to the National Education System Law No. 20 of 2003, one of the goals of education is to develop the potential of students to become human beings who are faithful, devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, and independent. These values are closely related to the cultural values that are the nation's heritage.

The urgency of this research is also supported by the need to improve the quality of contextualised and relevant learning. In a cultural value-based learning model, students not only learn abstract concepts, but are also able to connect knowledge with real experiences in their cultural context (Rahmat & Darmawan, 2019). This is in line with the project-based learning approach that emphasises the exploration and application of local values in solving real problems.

In recent literature, various models of cultural value-based learning have been developed, such as local wisdom-based learning and the cultural approach (Suwandi, 2020). However, the implementation of these models often faces obstacles, such as teachers' lack of understanding of cultural values, limited resources and lack of policy support. Therefore, this study aims to provide a more comprehensive view of how cultural values can be integrated into learning effectively.

The main objective of this research is to analyse the relationship between cultural values and learning in the context of education in Indonesia. Specifically, this research aims to:
1) Identifying cultural values that are relevant to the learning process at SD Laboratorium UPI Tasikmalaya Campus.
2) Analyse the impact of cultural value integration on student learning outcomes,

both in terms of academics and character building.

This research also seeks to make a theoretical contribution to the development of a cultural value-based learning model that is appropriate to the context of Indonesian society. This model is expected to be a reference for educators in designing a curriculum that not only supports academic achievement, but also the preservation of local culture.

RESEARCH METHODS

The method used is descriptive qualitative method, which is a research approach that aims to provide an in-depth description or understanding of a particular phenomenon, event, or situation as it is, without manipulation or experimentation. This research focuses on collecting non-numerical data (such as words, experiences, or perceptions) to analyse phenomena in detail. Data is collected in the original or natural context without researcher intervention. The main objective is to describe the phenomenon in detail and in depth. It focuses on how individuals or groups understand and give meaning to a phenomenon.

Data were collected through document analysis of the curriculum and school programme of SD Laboratorium UPI Tasikmalaya, and through interviews with several teachers and students at the school. The reason for choosing SD Laboratorium UPI Tasikmalaya Campus is because the vision presented by the school is relevant to cultural values. Cultural values are strongly reflected in the vision. For data analysis, it is done through the process of reading, organising, and looking for patterns or themes. The analysis approach is thematic or narrative.

RESULTS AND DISCUSSION

The vision of UPI Tasikmalaya Laboratory School is "A Modern School Based on Local Wisdom and the Environment." From this vision, it has a close relationship with cultural values in learning. Here are some points that explain the relationship:

1) Respect for Local Wisdom. Local wisdom includes knowledge, practices and values that have been passed down from generation to generation within a community. By integrating local wisdom into learning, schools can help students understand and appreciate their own culture. This creates a sense of identity and pride in their cultural heritage.

2) Context-based Education. Local wisdom-based schools tend to adapt the curriculum that is relevant to the cultural context and the surrounding environment. This means that the cultural values present in the community will be integrated into the learning process, so that students can learn in a more meaningful and contextualised way.

3) Environmental Awareness. This vision also emphasises the importance of the environment. Cultural values often include traditional ways of protecting and preserving the environment. By teaching students about cultural values related to the environment, schools can shape students' awareness and responsibility towards nature conservation.

4) Character Development. The integration of cultural values in learning can help in the development of students' character. Values such as gotong royong, mutual respect, and social responsibility that are often found in local culture can be taught through various learning activities, so that students not only learn academically but also morally and socially.

5) Innovation in Learning. Modern schools that prioritise local wisdom can create innovative learning methods, such as project-based learning that involves the community. This not only makes learning more interesting but also relevant to students' daily lives.

6) Collaboration with the Community. Schools can establish partnerships with local communities to develop programmes that promote cultural values. This creates a synergy between the school and the community, where students can learn directly from the experiences and knowledge of the community.

The elaboration of the vision above is outlined in the school mission. The school mission is also closely related to cultural values in learning.

(1) Creating an innovative educational environment based on competence, IMTAQ, science and technology, local wisdom and the environment**.** This mission emphasises the integration of local wisdom and the environment into education. Cultural values are present through the preservation of local traditions, respect for customs, and adaptation of technology while respecting community culture. This teaches learners the importance of maintaining cultural heritage while utilising advances in science and technology (IPTEK).

(2) Develop a learning programme that is able to foster learners' knowledge and spiritual, intellectual and emotional intelligence according to their developmental level. The programme integrates cultural values through strengthening spiritual intelligence that refers to religious and moral values. In addition, the emotional intelligence developed can be based on cultural principles such as gotong royong, courtesy and mutual respect.

(3) Train learners' basic skills according to their competencies, interests, talents, and life skills needs based on local wisdom and the environment. Through local wisdom-based training, learners are equipped with life skills that are relevant to their respective regional cultures, such as traditional skills or knowledge of local ecosystems. This creates learning that is contextualised and relevant to the lives of the surrounding community.

(4) Shaping students to have an intact personality with national character that is able to uphold the noble values of regional and national culture. This mission directly integrates cultural values in the formation of national character. An intact personality means that learners are formed to respect regional and national cultural values, such as tolerance, hard work, politeness, and love for the country.

(5) Implement innovative models of education services based on research and community service. By being based on research and community service, cultural values can be applied through approaches that involve local communities. This enables the reintroduction of cultural traditions and practices into the educational process, as well as providing local culture-based solutions to various social challenges.

From the vision and mission, the Education Unit Curriculum (KSP) was born which guides the implementation of education in the SD Laboratorium UPI Tasikmalaya environment. This KSP document is also part of the documents reviewed and analysed. Analysis of documents containing the curriculum of SD Laboratorium UPI Tasikmalaya shows a strong effort to integrate cultural and ethnopedagogic values into the learning process. The following is an analysis that relates the contents of the document to cultural and ethnopedagogic theories:

1) Organising Learning and Curriculum

This document explains that the curriculum is developed by considering regional potential, school capabilities and learners' backgrounds. The learning organisation developed in this KSP consists of: (1) Intracurricular Activities: there are general subjects, regional language subjects, and self-development; (2) Extracurricular Activities, which are supporting activities at SD Laboratorium UPI Tasikmalaya as a supplement in education to improve the intelligence and skills of students according to their talents and interests as well as school choice mulok and other competencies. This extracurricular consists of study clubs, sports, arts and culture, and organisation. There are also excellent programmes such as inclusive school programmes, schools of champions, schools based on excellence and local wisdom, collaborative teaching, DTA-based religious programmes, reciting the tilawati method, strengthening the student profile of Pancasila. Another thing that supports the strengthening of cultural values is the

actualisation of school culture that must be instilled by teachers, students and parents. Habituation activities are school cultures that are carried out every day as an educational effort to shape the character of students as the implementation of the Pancasila Learner Profile. The activity aims to train and guide learners to behave by instilling good character values so that it becomes a habituation that is internalised in the hearts and souls of learners. This is in line with ethnopedagogic principles that emphasise the importance of cultural context in education. According to Sanjaya (2016), ethnopedagogics is an approach that integrates local cultural values into the learning process, so that students can learn in ways that are relevant to their daily lives.

2) Regional Language Education

Teaching Sundanese as a compulsory subject at SD Laboratorium UPI Tasikmalaya reflects an effort to preserve and appreciate local culture. Hofstede (2011) states that language is one of the important elements in culture that shapes individual and group identity. By teaching Sundanese, schools not only teach the language, but also the values and local wisdom contained in it.

3) Personal Development and Extracurricular Activities

Self-development activities that include English, ICT and art, as well as extracurricular activities such as scouts and cultural arts, demonstrate the commitment to shaping students' diverse characters. Banks (2016) in his theory of multicultural education emphasises the importance of developing a positive cultural identity through inclusive and diverse education. These activities help students to understand and appreciate cultural differences and develop the social skills needed in a diverse society.

4) Inclusive Programme

The implementation of the inclusive programme at SD Laboratorium UPI Tasikmalaya shows attention to diversity and the needs of all students. Ainscow (2016) argues that inclusive education not only provides access to education for all children, but also creates a learning environment that respects differences. This is in line with the values of Pancasila, which prioritises diversity and mutual cooperation.

5) Strengthening the Profile of Pancasila Students

The document also emphasises strengthening the Pancasila Learner Profile through project-based learning that integrates Pancasila values. Nussbaum (2010) in his theory of education for global citizenship emphasises the importance of education that forms individuals who not only understand local values but are also able to contribute in a global context. Projects that raise the theme of local wisdom and global diversity reflect efforts to form critical and creative students.

6) School Culture and Character Building

Habituation activities carried out at school, such as a culture of dress, respect for time, and polite behaviour, are part of the students' character building efforts. Lickona (1991) states that character education should be an integral part of the curriculum. By instilling good character values, students are expected to become responsible and ethical individuals.

7) Technology Literacy and Independence

The development of technological literacy in learning also reflects an important modern cultural value. Hague & Payton (2010) state that digital literacy is an essential skill in today's information age. By integrating technology in learning, students not only learn academic content but also skills relevant to the world of work and daily life.

From the results of interviews conducted at SD Laboratorium UPI Tasikmalaya related to cultural values integrated in learning, the results obtained:

1) Objectives and Approach. Teachers try to integrate local cultural values in teaching and learning activities to help students understand and appreciate their culture. "*The integration of cultural values in learning helps improve students' understanding of the subject matter*" said one teacher. They believe that learning with cultural themes is more effective and can improve students' understanding of academic material. The integration of cultural values such as eating and drinking culture that is in accordance with Islamic customs and Eastern culture, familiarises

students to have good character when eating or drinking, they are used to reading prayers first, eating with their right hand, not while standing.

2) Methods and Media. Teachers use a variety of media and methods that reflect local culture, including practical activities and cultural observations. *"We have a pengling (introduction to the environment) programme conducted at the Brigif and a visit to Kampung Naga."* said the curriculum supervisor. They engage students in hands-on experiences to internalise cultural values. For example, there is a school programme to *Kampung Naga*, and an environmental introduction activity held at *Brigif*. For activities to the *kampung naga*, students are taught to directly get to know the culture in the traditional *kampung naga*, such as loving the environment, respecting the *kapamalian* applied in the traditional environment, understanding the persistence of indigenous people who have to walk up and down stairs when going to activities outside the village. "*residents in kampung naga are great, they can go up and down stairs every day, they don't get tired*", said one of the students.

From the environmental introduction activities carried out at Brigif Raider 13 Galuh Kostrad Tasikmalaya, they are directed to be disciplined, responsible, and cooperate, because in this Brigif they are directly fostered by the TNI. "*The soldiers are good and we have to be on time*."

Another programme is the labschool diary. This programme is in the form of giving notebooks to students as a form of evaluation and reflection of students and teachers, and also a form of collaboration with parents. In this book there are records of students' daily activities such as prayer activities, reciting the Koran, doing good deeds, and records of students' feelings on that day. From this book, there are so many things that can be utilised by teachers, especially seeing the development of students and reflecting on the learning they have provided. There is an example of a case, a student who looks gloomy and silent, but when asked the student does not want to answer, but with the help of the diary book the teacher can find out what is happening to the child. From reading what the child is feeling, the teacher can take action like what can be done to the child. From this labschool diary, the cultural value applied is that students can appreciate what they get and do every day.

3) Challenges. Some of the challenges faced include difficulties in linking cultural values to subject matter, limited resources, and a central curriculum that does not explicitly support the integration of cultural values. There is also a need for further training for teachers. Teachers' insights into cultural values need to be improved, as there are still teachers who think that cultural values are limited to traditions or arts, and can only be applied to certain subjects, such as Sundanese language which is a local content subject, and sports which can be integrated in traditional local cultural games. Whereas all subjects can incorporate cultural values into it.

4) Positive Impact. Integration of cultural values is reported to increase students' motivation to learn, participation in class, and positive changes in students' attitudes towards local culture. Teachers noted that students who implemented cultural values showed better behaviour and more respect for manners. For example, there was a child who was initially very unruly, in certain lessons he often did not want to go to class. The teacher tried to take various approaches including telling the story of the lazy Kabayan. From one of these efforts, gradually there was a change in attitude shown by the child.

5) Evaluation and Recommendations. Some teachers conduct non-test evaluations to assess how cultural values are connected to learning. Teachers look more at the changes in attitudes shown by students. The parameters of success are done gradually, and continuously from one level to the next. The teachers recommended that the institution should support the integration of cultural values by providing

adequate facilities and facilities, as well as always supporting the collaboration of all school elements, especially teachers, students, and parents.

Cultural values are principles, norms and beliefs shared by a group of people that reflect their way of life, traditions and identity. In the context of education, cultural values serve as a foundation for shaping students' character and behaviour. The integration of cultural values in learning can help students understand and appreciate their cultural heritage, as well as develop positive attitudes such as empathy, a sense of responsibility and solidarity.

CONCLUSIONS

SD Laboratorium UPI Tasikmalaya has a vision that reflects an effort to create an education that is not only oriented towards academic achievement, but also on the formation of student characters who care about local culture and the environment. From the context provided, teachers at SD Laboratorium UPI Tasikmalaya show that they try to integrate local cultural values in teaching and learning activities. They believe that teaching with cultural themes will improve students' understanding of academic material and make learning more effective. In addition, cultural values are also used as a benchmark to develop students' attitudes and behaviours, and increase their motivation and participation in class.

Some of the cultural values that are relevant in the learning context include social values, ethics and good habits. Teachers use various methods and media that reflect local culture, such as practical activities and cultural observations, to help students internalise these values. Although there are challenges in linking cultural values with subject matter, the positive impact of integrating cultural values is seen in students' changing attitudes towards local culture and the improvement of their critical thinking skills and creativity. Cultural values contribute to shaping students' character and personality, and support better achievement of learning competencies.

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