

Character Education Based on Javanese Culture in Surakarta Palace at Kasatriyan Elementary School, Surakarta

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Abstract

The research aims to describe the management of character education based on Javanese culture of Surakarta Kasunanan Palace in Kasatriyan Surakarta Elementary School, with a descriptive qualitative research type, in the form of a single case study strategy. Data collection techniques used participatory observation, in-depth interviews, documentation, and field notes. The results of the study concluded that the management of Javanese culture-based character education of Surakarta Palace in the form and implementation of the program. In terms of program form based on: The vision, mission and goals of the school, that the school implements Javanese culture-based education. Through its vision, SD Kasatriyan Surakarta wants to produce students who are knowledgeable, faithful, devoted to God Almighty and have noble character. Through its objectives, it wants to preserve regional culture through Local Content of Regional Language and it is expected that 75% of students are able to speak Javanese properly and correctly. In the school's mission, which is to promote education and establish partnerships with related agencies in order to prepare quality resources for common welfare. The teaching program through character education integrates Javanese culture, such as intracurricular programs. Extracurricular programs: karawitan, dranband and kulintang. Habituation teaching programs, such as: neatness of dress, good manners, shaking hands, speaking Javanese to communicate, especially during Javanese language lessons.

Keywords: *Character, education, Javanese culture*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan manajemen pendidikan karakter berbasis budaya Jawa Keraton Kasunanan Surakarta di SD Kasatriyan Surakarta, dengan jenis penelitian deskriptif kualitatif, berbentuk strategi studi kasus tunggal. Teknik pengumpulan data menggunakan observasi partisipatif, wawancara mendalam, dokumentasi, dan catatan lapangan. Hasil penelitian menyimpulkan bahwa pengelolaan pendidikan karakter Keraton Surakarta berbasis budaya Jawa dalam bentuk dan pelaksanaan program. Dari segi bentuk program didasarkan pada: Visi, misi dan tujuan sekolah, bahwa sekolah tersebut menyelenggarakan pendidikan berbasis budaya Jawa. Melalui visinya, SD Kasatriyan Surakarta ingin menghasilkan siswa yang berilmu, beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. Melalui tujuannya ingin melestarikan budaya daerah melalui Muatan Lokal Bahasa Daerah dan diharapkan 75% siswa mampu berbahasa Jawa dengan baik dan benar. Dalam misi sekolah yaitu memajukan pendidikan dan menjalin kemitraan dengan instansi terkait dalam rangka menyiapkan sumber daya yang berkualitas untuk kesejahteraan bersama. Program pengajaran melalui pendidikan karakter mengintegrasikan budaya Jawa. Program ekstrakurikuler: karawitan, dranband dan kulintang. Program pengajaran pembiasaan, seperti: kerapian berpakaian, tata krama yang baik, berjabat tangan, berbahasa jawa untuk berkomunikasi terutama pada saat pembelajaran bahasa jawa.

Kata kunci: *Karakter, pendidikan, budaya Jawa*

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INTRODUCTION

In this era of globalization, many children behave far from the noble cultural values of the Indonesian nation. The behavior of children who go to school, not a few who often speak dirty, undisciplined, dare to teachers, brawl, drink alcohol, and some even hang out freely. While the expected behavior of students is behavior that reflects the noble ethical values of the Indonesian nation, namely behavior that emphasizes courtesy, discipline, obedience to parents / teachers, and love for others. For this reason, education for students who have noble character character as found in the culture of the Indonesian nation is very important, considering the development of an increasingly modern era, fearing that it will erode the culture of the Indonesian nation which is full of noble character character behavior.

The rapid flow of globalization driven by advances in information and communication technology has triggered moral degradation due to the loss of noble cultural values marked by the erosion of the old cultural values of the Indonesian nation such as hospitality, mutual cooperation, honesty, humility, mutual respect and other positive values. Integrating culture through culture-based education is one way to pass on cultural values without reducing the portion of education needed by students. It is important for Indonesia to implement culture-based education that prioritizes character building in accordance with the noble values of the nation's culture.

Realizing the behavior of students who reflect noble character is not easy, there is a need for character education in students. Character education can be done through attitudes such as: exemplary, instilling discipline, habituation of good deeds, creating a conducive atmosphere, integration and internalization. Character education is interpreted as a behavior that in the implementation of education must be characterized and based on basic human character from moral values sourced from religion and consciously want to implement these values, both towards God Almighty (YME), self, others, the environment, and nationality. Therefore, character education and local cultural wisdom in the formal education environment, one of which is elementary school education, is very important (Setyawan, 2019).

Javanese cultural character as one of the local wisdom in Indonesia. Local wisdom according to Law No. 32/2009 is the noble values that apply in the community life system that aims to protect and manage the environment sustainably. Local wisdom is found in all aspects of life because it comes from cultural elements that exist in a particular region. Therefore, local wisdom can be used as an alternative solution in dealing with life problems. Local wisdom derived from regional cultural elements that have the ability to survive (Baskoro, 2010), namely (1) able to survive against outside cultures, (2) has the ability to accommodate outside cultural elements, (3) has the ability to integrate outside cultural elements into the original culture, (4) has the ability to control, and (5) is able to give direction to cultural development.

One of the objectives of national education as explained in Article 3 of Law No. 20 of 2003 concerning the National Education System that character building is one of the goals to be achieved in education to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Given the importance of character in building strong human resources (HR), it is necessary that character education is carried out appropriately and in accordance with the nature of national development is the development of the whole person.

Indonesia has a vast territory with various ethnic groups with each region having its own culture and characteristics. As in other regions, Javanese people also have diverse regional cultures. Culture is also the binder of the Javanese Tribe, especially Surakarta, which shows characteristics by prioritizing balance, harmony and harmony

in daily life. The binder has been neglected and become a difficult thing to find in this globalization era. Surakarta society today can be considered less attentive to its own cultural elements that have existed along with the times, for example, the decline in the mastery of Javanese language by Javanese people who are the owners of the language. The noble values of Javanese culture began to erode along with the rapid absorption of global culture that is negative and not in accordance with the character of the Indonesian nation.

Through the implementation of Javanese culture-based education, especially Surakarta Hadiningrat Sunanate in schools, especially elementary schools, noble values can be developed through the application of Javanese culture of Surakarta Hadiningrat Sunanate during learning. In addition, students can also know and participate in preserving the Javanese cultures of Surakarta Hadiningrat Sunanate given in a series of learning activities. Many ways can be done to develop culture-based education in schools, starting from the smallest things, for example teaching students to be tolerant with others and have good character so that they can be emulated. Furthermore, starting with developing traditional culture through extracurricular activities at school that can hone the ability of students to have skills and achievements.

During the era of the National Awakening, Ki Hadjar Dewantara established the Taman Student College which was full of national cultural content, especially Javanese culture in Surakarta. Through this college, Javanese culture began to be used as the basis of character building through the application of Javanese cultural virtues. Several elementary schools in Surakarta City have implemented Javanese Culture-Based Education, one of which is Kasatriyan Elementary School Surakarta.

The implementation of Javanese Culture-Based Education in SD Kasatriyan Surakarta through several intracurricular and extracurricular programs that adopt Javanese culture. This is done with the aim of improving the quality of students through the use of Javanese culture in the implementation of education so that students can have noble values upheld in Javanese culture. It can be seen from the many achievements of Kasatriyan Surakarta Elementary School students in the field of local culture such as karawitan, panembromo, macapat, dance and so on. The first observation conducted in November 2021 found that SD Kasatriyan Surakarta applies unggah ungguh, manners and various other elements of Javanese culture in the implementation of education.

The success of SD Kasatriyan Surakarta in becoming an elementary school that upholds Javanese culture and produces ethical students can be a model for other schools that will implement Javanese culture-based education, especially in Surakarta and surrounding areas. Through this research, it is hoped that there will be awareness from all educational institutions to restore the main purpose of national education through the implementation of education based on national culture, especially in basic education. Given that basic education is the foundation of learner development, it is appropriate for elementary school students to be equipped with Javanese culture-based education that upholds ethical values.

Research on the management of Javanese culture-based character education has been conducted by Siregar (2020) concluded that, the people of Yogyakarta have an inner bond to the leadership and the Yogyakarta Kraton but the government's vision optimally continues to support the preservation of Javanese culture in the people of Yogyakarta confirming Javanese culture is maintained until now.

Rohmah (2021) concluded that the character values of Javanese culture are religious, eling sangkan paraning dumadi, urip samadya, having a rereh character, ririh, ngati-ati, distancing oneself and hating the character of adigang, adigung, adiguna, aja dumeh, introspection, tepa slira, unggah-ungguh, honesty, harmony, hard work, responsibility, rumangsa melu handarbeni, and memayu hayuning bawana. These

values are integrated into the curriculum and lesson plans. By going through several stages including: learning/school planning, implementation, evaluation and development. The implementation of the cultivation of Javanese culture-based character values involves all school members, parents and the community, so that the cultivation of these values is perfect. In other words, students are able to know, love and do without coercion.

Astuti (2020) concluded that the Tri Hita Karana teachings are still applied in Surakarta Palace. Hinduism teaches three forms of good relationships to achieve harmony in life, namely what is called Tri Hita Karana, Human Relationships with God, Humans with fellow humans and Humans with Nature. These three relationships can be found in the Surakarta Palace Scope, which also contains elements of education, especially education about divinity. Behavior that is all moral, orderly, polite, virtuous, refined.

Surani et al. (2016) in their research concluded, 1) The management of Javanese culture-based character education in Surakarta State Pembina Kindergarten is carried out by adjusting to the curriculum and educational materials containing Javanese culture, integrating material on Javanese art, language and social cultural systems, delivering material with the values of honesty, humility, discipline, politeness, cooperation, care, and responsibility; and delivering material that instills the principles of respect, harmony of life, wise and honest character, introspection, humility, and forming good manners as a form of Javanese manners. 2) Supporting factors are the education office and local government, provision of facilities, committees and parents of students, school management, and students from Javanese communities. The inhibiting factors are the absence of standard guidelines for the implementation of educational programs containing Javanese culture, the interest of students in Javanese culture, as well as the lack of knowledge of educators to operate and the condition of learning media that is less supportive to be used.

Daryanto (no year) examined Character Education in Serat Sanasunu by R. Ng. Yasadipura II. The results concluded, Serat Sana Sunu contains messages about good behavior, noble character, instructing people to always work and study hard to get success in life and maintain harmony in life by preserving harmony with society and the environment.

The renewal in this current research is focused on the management of Javanese culture, especially Javanese Kraton Kasunanan Surakarta Haningrat, which is carried out on students at Kasatriyan Surakarta Elementary School. The interesting thing to research is how SD Kasatriyan Surakarta implements Javanese culture-based education is interesting to be studied and used as a reference in the development of national culture-based education implementation. Not all schools can arrange educational programs that are thick with local culture, even very few schools use local culture in the implementation of education. Planning, implementation and evaluation as well as how educators can direct students well in every Javanese culture-based education program at Kasatriyan Elementary School in Surakarta are the focus of the research conducted by the researcher.

The basic reason why the researcher chose SD Kasatriyan Surakarta is that the condition of SD Kasatriyan is now critical, where the number of students has decreased dramatically from previous years. While only Kasatriyan Elementary School uses Javanese-based local culture of Surakarta Hadiningrat Sunanate in the implementation of its education. Related to the description, this study aims to describe the management of character education based on Javanese culture of Surakarta Hadiningrat Sunanate Kasatriyan Elementary School in Surakarta.

METHOD

This type of research is descriptive research. Descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons, or connecting with other variables (Sugiyono, 2010). The design used in this research is descriptive qualitative research design, which is research based on the philosophy of postpositivism, used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive / qualitative and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2010). The description in this study is about the management of Javanese culture-based character education at Kasatriyan Surakarta Elementary School.

The research was conducted from Juny 2023 to July 2023. Data were obtained through oral information from the sources. The main data source (primary) is the educator who is the implementer of the Javanese culture-based education program of Surakarta Palace. Additional data sources (secondary) came from subject notes, program documentation, and written guidelines for program implementation. Data collection techniques were participant observation, in-depth interviews and documentation. The instrument was an interview guideline. The collected data were checked for validity by triangulation. Data analysis techniques used structural analysis using an interactive model developed by Miles/Huberman, namely data reduction; data presentation; and conclusion drawing (Miles and Huberman, 2014).

RESULTS AND DISCUSSION

Results

Kasatriyan Surakarta Elementary School in conducting Javanese culture learning activities of Surakarta Hadiningrat Sunanate is carried out through various things and maximizes it into the educational component, as well as the basic foundation for the implementation of Javanese culture-based education programs of Surakarta Hadiningrat Sunanate, namely the location of the school and its history. The teacher who teaches Javanese culture of Surakarta Hadiningrat Sunanate, stated.

Regarding the basic foundation in the implementation of the Javanese culture-based education program of Surakarta Hadiningrat Sunanate is none other than the history of the establishment of SD Kasatriyan Surakarta which involves Surakarta Sunanate (Interview result, July 12, 2023).

The form of Javanese culture-based education program of Surakarta Hadiningrat Sunanate seen from the guidelines in the implementation of education, shows that SD Kasatryan Surakarta is guided by the government program based on the Law of the Republic of Indonesia No. 20 Year 2003 on the National Education System. This is as expressed by the head of SD Kasatryan Surakarta, as follows:

The implementation of Javanese culture-based education at Surakarta Hadiningrat Sunanate is guided by government programs based on the Law of the Republic of Indonesia No. 20/2003 on the National Education System (interview result, 12 July 2023)

The management of character education based on the Javanese Culture at the Surakarta Hadiningrat Kasunanan Palace in Kasatriyan Elementary School is closely related to the school's vision and mission. The school emphasizes various arts such as *karawitan*, *mocopat*, dance, drumband, and more. Additionally, teachers consistently use Javanese Krama language in teaching to instill cultural values of politeness, mutual respect, and provide a strong foundation in proper Javanese language use. According to the head of Kasatriyan Elementary School, the school's vision, mission, and objectives integrate Javanese Culture-Based Education by highlighting arts like

karawitan, *mocopat*, dance, *dranband*, and more. In the learning process, teachers consistently use Javanese *Krama* language, aiming to instill noble values such as courtesy and mutual respect.

Kasatriyan Elementary School has a vision, mission, and objectives that reflect Javanese Culture-Based Education as one of its implementations. Through the school's vision, mission, and objectives implemented through the among system, Kasatriyan Elementary School aims to maximize education while preserving Javanese culture, especially that of the Surakarta Hadiningrat Kasunanan Palace.

The creation of the Javanese Culture-Based Education program at the Surakarta Hadiningrat Kasunanan Palace, as a form of the program at Kasatriyan Elementary School, aims to internalize local culture. This ensures that students not only accept but also affirm and align with their own cultural identity when facing external cultures.

The Surakarta Hadiningrat Kasunanan Palace culture preserved through education at Kasatriyan Elementary School includes elements such as Javanese language, *karawitan* art, dance, and more. The head of Kasatriyan Elementary School states that the elements of Javanese Culture-Based Education include Javanese language, arts like *karawitan* and dance, as well as noble virtues.

While the noble values inherent in the Surakarta Hadiningrat Kasunanan Palace culture are not explicitly conveyed during lessons at Kasatriyan Elementary School, they are subtly integrated into the learning environment and activities, both within and outside formal lessons. This includes displaying politeness towards peers and teachers, showcasing mutual respect, and maintaining courtesy.

In implementing cultural learning, especially the Javanese Culture of the Surakarta Hadiningrat Kasunanan Palace, Kasatriyan Elementary School consistently instills Javanese virtues by emphasizing cultural values such as politeness in speech, mutual respect, and tolerance. The head of Kasatriyan Elementary School and the Program Facilitator express that the school develops and highlights *Kraton* cultural values in language use, courtesy, and moral values of mutual respect and tolerance towards peers and the wider community, as taught in the school, such as shaking hands with all teachers and colleagues when entering the school, praying at the beginning of teaching and learning activities, polite greetings to teachers and peers, and appreciating friends who bravely present their learning outcomes (interview results, July 12, 2023).

Kasatriyan Elementary School delivers education by presenting Javanese culture, particularly the Surakarta Hadiningrat Kasunanan Palace, through various programs such as grammar, manners, and moral values of mutual respect and tolerance towards peers and the community. This cultural education program encompasses aspects of Javanese language, manners, and moral values, aiming to shape the character of students.

Javanese Culture-Based Education at the Surakarta Hadiningrat Kasunanan Palace, conducted at Kasatriyan, includes several program types, such as grammar, manners, and moral values of mutual respect and tolerance towards peers and the community. The preservation of Javanese Culture-Based Education at the Surakarta Hadiningrat Kasunanan Palace, as implemented at Kasatriyan Elementary School, involves elements such as Javanese language, arts like *karawitan* and dance, as well as noble virtues.

Javanese Culture-Based Education at the Surakarta Hadiningrat Kasunanan Palace, as conducted at Kasatriyan Elementary School, incorporates various elements, values, and Javanese virtues. These are conveyed implicitly or explicitly to students, with educators drawing on their experiences to develop materials presented to students.

Discussion

The foundational basis for the implementation of the character education program based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace, as a form of character education management for students at Kasatriyan Elementary School in Surakarta, is inherently tied to the location and history of the establishment of Kasatriyan Elementary School, which is inseparable from the role of the Surakarta Hadiningrat Kasunanan Palace. Additionally, the educational program is underpinned by government initiatives referencing the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System.

The character education based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace serves as a means to convey Javanese cultural content to students through educators. This educational program facilitates the communication of various elements, values, virtues, and the development of interests and talents of students in Javanese cultural arts. The concept of character education based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace supports the formation of students' characters by enhancing knowledge accompanied by the cultivation of virtues and Javanese cultural values. Moreover, this education is a manifestation of the preservation of Javanese culture by introducing it to students from an early age. The Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace emphasize behavior aligned with noble virtues, consistent with Astuti's (2020) assertion that human life, behavior, and speech should adhere to noble virtues based on the cultivation of inner and outer manners.

Character education involves the cultivation of virtues encompassing cognitive, emotional, and behavioral aspects. It is a deliberately designed effort to build and develop moral values and behaviors. Moral teachings have long been introduced and conveyed by the Javanese community through Javanese cultural products. The Javanese community has been imparting moral teachings to the current generation for character development. These moral teachings are not only conveyed through verbal language but are also communicated through various Javanese cultural symbols (Daryanto, n.d.).

Kasatriyan Elementary School demonstrates the implementation of character education based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace through various educational aspects. This aligns with Dewantara's (2011) perspective that culture is the fruit of various noble virtues, diverse yet unified under the umbrella of decency, beauty, utility, nobility, providing a sense of peace, joy, happiness, and more. These characteristics serve as guidelines for the noble life of the Indonesian people. These cultural qualities, as outlined, are evident in the recognized and practiced cultural values of the Javanese community to this day.

Furthermore, in the implementation of the character education program based on Javanese culture at Kasatriyan Elementary School, there is an effort to impart not only the preservation but also the advancement and development of culture while maintaining its inherent characteristics. This is evident in the school's educational practices. The Javanese *Kraton* cultural elements, considered as local cultural wisdom, are utilized to fulfill students' needs in alignment with their natural disposition, extending beyond general knowledge.

Kasatriyan Elementary School employs an educational system where teachers, serving as supervisors or observers, provide learning without coercion, allowing students to develop naturally along the right path. This approach resonates with Dewantara's (2011) notion that education should not involve coercion. The concepts of "*opvoeding*" or "*paedagogiek*" embody the idea of nurturing, guiding, and supporting. These principles underpin Kasatriyan's educational philosophy. The practical application does not enforce coercion, but rather, teachers act as guides, intervening

only when students engage in inappropriate behavior, such as using offensive language or being disrespectful to others.

The implementation of character education based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace at Kasatriyan Elementary School is also instilled through the habituation practices of teachers within the school environment. Teachers act as leaders during the instructional process, as friends providing motivation, and as observers supporting students when applying acquired knowledge. This approach aligns with Purwanto's (2011) proposition that, in a character education system based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace, every teacher, as a leader in the education process, is required to embody the following principles: 1) "*Ing Ngarsa Sung Tuladha*," meaning that when a teacher or educator is in a leadership position, they should provide exemplary role models to their students; 2) "*Ing Madya Mangun Karsa*," implying that if a teacher or educator is in the midst of students, they should encourage the students' desires and initiative, and 3) "*Tut Wuri*," conveying the idea of following from behind, and "*Handayani*," meaning to push, motivate, or inspire.

The character education system based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace at Kasatriyan Elementary School is a student-centered system, where all educational efforts aim for the maximal development of students' abilities. This system is manifested in various aspects, including: 1) Application to the school's vision, mission, and objectives; 2) Adjustment to the curriculum and educational materials; 3) Teaching through educational programs; 4) Modeling and habituation by educators; and 5) Conditioning of school facilities and the environment.

The vision, mission, and objectives of Kasatriyan Elementary School indicate the school's commitment to Javanese culture-based education. The vision emphasizes the production of knowledgeable, faithful, and devout students with noble virtues. The objectives aim to preserve regional culture through Local Content (*MULOK*) in the regional language, expecting 75% of students to proficiently speak Javanese. The school's mission outlines steps to achieve these objectives, emphasizing the advancement of education and establishing partnerships with relevant institutions to prepare quality resources for mutual prosperity.

The vision, mission, and objectives of Kasatriyan Elementary School are relevant to Islamic perspectives. Character or morality is understood as habitual will, signifying that if one habitually expresses a statement or action, it is considered character, hence character can be interpreted as the manifestation of universal human behavioral values encompassing all human activities. These include relations between humans and God (*hablumminallah*), relations between humans (*hablumminannas*), and relations between humans and their environment (Amin, 2012).

The school's vision, mission, and objectives are essential components in the implementation of education at the school, guiding various other aspects. This is relevant to Kneller's (2009) assertion that cultural values are the highest ideals worth pursuing, such as honesty, humility, orderliness or discipline, morality, politeness, patience, cooperation, tolerance, responsibility, justice, care, confidence, integrity, hard work, perseverance, diligence, leadership, and resilience.

The vision, mission, and objectives of Kasatriyan Elementary School also bear relevance to the Mataram Kingdom, which continued through to the Surakarta Hadiningrat Kasunanan Palace, recognized as the center for the birth and development of culture, particularly the spiritual culture of Java. Therefore, the Surakarta Hadiningrat Kasunanan Palace community emphasizes that culture is a manifestation of noble virtues, diverse yet united in decency and finesse, forming the foundation of human nobility and excellence, including inner and outer virtues, based on the principles of

The Almighty or “*Pangeran Inkgang Maha Agung*”. This illustrates the religious nature of the culture of the Surakarta Hadiningrat Kasunanan Palace (Astuti, W. 2020).

Kasatriyan Elementary School adapts its curriculum and educational materials to be more conducive in delivering Javanese cultural content. This adjustment is made to the 2013 Curriculum and the *Merdeka* Curriculum with the addition of class hours for intracurricular and extracurricular activities related to the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace. Moreover, Kasatriyan Elementary School maximizes the delivery of Javanese cultural content through various subjects, integrating Javanese cultural values into all subjects. This aligns with Endraswara's (2016) statement that Javanese cultural values are instilled and learned from an early age, starting from the family and the surrounding environment through the cultivation of virtues.

The aspects conveyed through the character education program are predominantly dominated by Javanese cultural arts. The special role of Javanese cultural arts is not intended solely to support general education or teaching, but also to enhance the development of individuals, incorporating not only educated reasoning or knowledge but also the beauty and finesse of Javanese cultural arts. This aligns with Dewantara's (2011) perspective that the arts used as an educational tool at Kasatriyan Elementary School aim to influence the development of children's souls towards beauty, especially in connection with nobility and finesse, providing a suitable foundation for civilized and cultured living. Additionally, aspects of language and social systems are also conveyed through the educational program, delivering Javanese language knowledge and etiquette. This program enhances students' knowledge and understanding of Javanese culture, especially the Javanese language, serving as a form of cultural preservation. Language plays a crucial role in defining the identity of a culture, including Javanese culture. While the school supports the use of local languages such as Javanese, it also encourages the learning of other languages such as Indonesian and English to broaden students' knowledge and perspectives.

The Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace conveyed through the educational program are primarily focused on values such as honesty, humility, discipline, politeness, cooperation, care, and responsibility. These values are emphasized through the interpretation of Javanese philosophy found in song verses, folk tales, dance movements, and various learning activities related to the curriculum. The noble values of Javanese culture emphasized are consistent with the cultivation of virtues and the instillation of moral education to students through various strategies. These values are also reflected in the national cultural values, consisting of 18 values: honesty, humility, orderliness or discipline, morality, politeness, patience, cooperation, tolerance, responsibility, justice, care, confidence, integrity, hard work or perseverance, diligence, leadership, and resilience.

This is in line with Susylowati's (2019) assertion that language usage reflects courtesy and respect for others. In the Surakarta Hadiningrat Kasunanan Palace community, individuals are bound by rules and norms in behavior, clothing, and communication. Communication within the *Kraton* uses the Javanese language as a form of respect for the speaker and the listener. This is evident in the use of first, second, and third-person forms, such as *kula*, *sampeyan*, *panjenengan*, *sira*, *manira*, *pakenira*, and *jengandika*, indicating mutual understanding and respect for others.

The implementation of character education based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace at Kasatriyan Elementary School instills principles of respect, harmonious living, wise and honest behavior, self-awareness, humility, and the formation of good etiquette and manners. These principles represent the values held by the Javanese culture to shape noble characters and morals as a form of moral education in Javanese society. The principle of respect, especially towards parents, is highly valued in Javanese culture. The subsequent

principle of harmonious living refers to social harmony based on mutual respect. Attributes like wisdom, honesty, self-awareness, and humility represent the cultivation of virtues towards a virtuous life for the Javanese community. Additionally, etiquette and manners represent a set of rules that must be applied to instill politeness in Javanese society (Endraswara, 2016).

The implementation of the character education program based on the Javanese cultural values of the Surakarta Hadiningrat Kasunanan Palace includes various educational programs that are running well and effectively convey the intended meanings, values, and virtues contained in the materials. However, some programs are primarily oriented towards knowledge, skills, and competitions, although they indeed present opportunities for character education. For example, the *gamelan* music program could incorporate various virtues and values of Javanese cultural wisdom from its history, purposes, and functions. Yet, as an introduction to Javanese culture from an early age to foster a love for the nation's culture, the school maximizes the available resources through these programs.

The implementation of education based on the Javanese cultural values of Surakarta Hadiningrat Kasunanan Palace is also ingrained through the teachers' habitual practices within the school environment, guided by the principles of *unggah-ungguh*, etiquette, and Javanese cultural values. Teachers actively engage in direct modeling, focusing on aspects such as attire neatness, courteous behavior, and eloquent speech. Furthermore, educators exemplify punctuality and the exchange of handshakes when interacting with students, parents, or guardians, serving as the initial steps in habituation. This aligns with the perspective of Endraswara (2006), emphasizing the necessity of clear figures and examples from preceding generations in cultural heritage, values, and ethical socialization. Through emulation and captivating media, individuals inherently absorb ethical concepts, subsequently applying them in practice.

CONCLUSION

The management of character education based on the Javanese cultural values of Surakarta Hadiningrat Kasunanan Palace at Kasatriyan Elementary School is intricately tied to the programmatic framework and its practical implementation. Examining the programmatic aspects, the execution of character education rooted in Javanese cultural values relies on: 1) alignment with the school's vision, mission, and objectives; 2) adaptation within the curriculum and educational materials; 3) instructional methodologies embedded in educational programs; 4) habitual practices demonstrated by educators; and 5) the conditioning of school facilities and the surrounding environment.

The vision, mission, and objectives of Kasatriyan Elementary School underscore its commitment to implementing Javanese cultural-based education. Through its vision, the school aspires to nurture knowledgeable, faithful, and virtuous students. The objectives further emphasize the preservation of local culture through Regional Content (MULOK) in the local language, with an aim for 75% of students to proficiently communicate in Javanese. The outlined mission entails advancing education and fostering partnerships with relevant institutions to prepare high-quality resources for collective well-being.

Teaching programs incorporating Javanese culture include: a) Intracurricular programs in Javanese dance and language arts; and b) Mandatory extracurricular programs in Javanese language, optional extracurricular programs in traditional music *karawitan*, drum band, and *kulintang*. Instructional practices, guided by teacher habits reflecting Javanese culture, include: a) Direct habituation, emphasizing neat attire, courteous behavior, and eloquent speech; and b) Encouraging students to apply Javanese cultural values through activities such as handshakes and the use of refined

Javanese language, particularly during Javanese language lessons and other minor interactions.

Based on this, the Kasatriyan Foundation is expected to facilitate the school in the implementation of the instructed education program, especially for educator training and learning facilities. In addition, SD Kasatriyan Surakarta, should maximize its potential in the implementation of character education based on Javanese culture of Surakarta Kasunanan Palace.

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