

Develop A Love Culture Through Extracurricular Karawitan in SDN Slawi Kulon 1 Tegal Regency, Indonesia

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Abstract: One of the values of cultural love planting can be through extracurricular activities Karawitan Java. The purpose of this research is to know the role of extracurricular activities for engraft Java value Karawitan love culture on students in SDN 01 Slawi Kulon. This research used the qualitative approach with a descriptive method. Engineering data collection using the techniques of observation, interview techniques, field note, question form, and documentation. Data analysis through data reduction stages, presentation of data, and the withdrawal of the conclusion. Testing the validity of test data using the triangulation of the data. Extracurricular activities Karawitan Java has a role in instilling values in children's culture because love can achieve an average score of 17 indicators, with the percentage of 80% or with criteria very well. Form value love culture on children is also directly proportional to score the role of extracurricular activities, so that the musicians showed the role of extracurricular activities in Java Karawitan inculcate love of culture in children. Suggestions in this study is the teacher should be able to attract students to attend extracurricular Karawitan Java.

Keywords: extracurricular, karawitan java, love culture

I. INTRODUCTION

Extracurricular activities are very diverse, one of which is the art of karawitan. Karawitan is etymologically derived from the Cayenne, which means subtle, abstruse, complex, small and exquisite, as is the case with art that deals with the feeling of smooth (Order 1985). Cayenne, it means: smooth, soft, lung lit. Karawitan, meaning: the subtlety of flavor that is manifested in the art of gamelan. The science of karawitan, meaning: knowledge about kerawitan (Sumarto and Suyuti 1978).

In SDN 01 Tegal Regency of Kulon Slawi, extracurricular activities held art karawitan aims to introduce and provide an initial overview to students about the art of karawitan. Advance coach explained to the students that art is art that musicians performed in a group, a learning process that implements the co-operation in a team, so playing music instruments of gamelan students should be able working together. In addition, with the extracurricular activities of the arts students also invited musicians to learn the culture of the original Java so arising sense of love culture in children.

Researchers interested in conducting research in elementary karawitan 01 Tegal Regency of the province due to the consecutive winning at the musicians between SD 1 Tegal Regency, Javanese culture and attitudes in students SDN Slawi Kulon 01 very formed as polite manners and spirit of perpetuate of Javanese culture. Researchers want to understanding tactics SDN Slawi Kulon 01 in learner art musicians on their students. For that reason, deemed very necessary research about planting value love culture through extracurricular Karawitan SDN Slawi Kulon 1 Tegal Regency of

Province to help other teachers to improve the value of love culture on their students.

II. METHODS

This research used the qualitative approach with a descriptive method. Location research in the SDN Slawi Kulon 1 to 21 samples of students taken by using purposive sampling technique. The variable in this study is the implementation of extracurricular activities and the role of Karawitan extracurricular activities to instill values of Javanese musicians love the culture of SDN 01 Kulon Slawi. Engineering data collection using the techniques of observation, interview techniques, field note, question form, and documentation. Data analysis through data reduction stages, presentation of data, and the withdrawal of the conclusion. Testing the validity of test data using the triangulation of the data. The data source in this study is head master, students, teachers, and coaches Karawitan Java.

III. RESULTS AND DISCUSSION

In observing the extracurricular learning Java, researchers use Karawitan some indicators include: (1) understanding of the teacher against the peseta learners; (2) the design of learning; (3) the ability to develop the potential of learners; (4) the ability to motivate students in learning; and (5) the ability to manage learning.

1. Understanding Teachers Against Students

At first teachers understanding of the indicators against learners scored 10 with percentage of 83.33% so it is included in the criteria very well. The following table results of observation on teachers' understanding of the

indicators against the students. On this indicator are four descriptors i.e.: (1) the teacher helps students realize the strengths and weaknesses of the self; (2) teachers help students cultivate self-confidence; (3) teachers are open to the opinions of the students; and (4) teacher are patient in the teaching the difficult students studied gamelan. Although there is a descriptor that doesn't seem in the meetings the first and third (teachers help students realize the strengths and industry of students), this indicator has reached criteria good as it gets score 10 percentage scores 83.33%.

Table 1
Results of Observation on Teachers' Understanding of the Indicators Against the Learners

Indicator	Meetings 1				Meeting 2				The meeting 3				Total Score	The percentage of	Criteria
	1	2	3	4	1	2	3	4	1	2	3	4			
Understanding teachers against students	√	√	√	√	√	√	√	√	√	√	√	√	10	83.33%	Very Good

2. Designing Learning

On the design of this study of the indicators get score 12 with 100% percentage so that it gets the criteria very well. The following table results of observation on the second indicator. On this indicator there are four descriptors is: (1) teacher teaches hitting with the spirit, (2) teachers to teach the technique of holding the gamelan with passion, (3) teachers teach you how to sing the *gendhing* (song) with passion, and (4) teachers teach titin barrel with the patient.

Table 2
Observations on The Design of Learning Indicators

Indicator	Meetings 1				Meeting 2				Pertemuan 3				Total Score	the percentage of	Criteria
	1	2	3	4	1	2	3	4	1	2	3	4			
Designing learning	√	√	√	√	√	√	√	√	√	√	√	√	12	100%	Very Good

3. The Ability to Develop the Potential of Learners

On the indicators of the ability to develop the potential of these learners get a score of 10 with percentage of 83.33% got the criteria very well. The following table results of observation on the third indicator. On this indicator there are four descriptor is: (1) teachers are glad to answer questions from students, (2) teacher gives students a chance to try out after giving examples, (3) teacher gives students the freedom to choose to play a gamelan, and (4) teachers give the spirit when the students playing musical instruments. At the first meeting of a descriptor does not seem to answer is the teacher question students.

At this first meeting of the teacher to teach focus looks at the rhythm of *gendhing* to be played and any students focus on what is being taught. So, the disciples didn't get to ask questions. At a meeting of the two descriptors do not appear when the teacher is giving pupils play musical instruments. This happens because the teacher focused listening to rhythm music games so that children forget giving spirit in children. In addition, teachers look forget giving spirit when children play because think of the results of examinations of the child

enough to overload the mind of guru. Then on the third meeting of the teacher can bring up all four descriptors so that arguably has increased from the previous meetings.

Table 3
Observations on the Indicator's Ability to Develop the Potential of Learners

Indicator	Meetings 1				Meeting 2				The meeting 3				Total Score	the percentage of	Criteria
	1	2	3	4	1	2	3	4	1	2	3	4			
The ability to develop the potential of learners	√	√	√	√	√	√	√	√	√	√	√	√	10	83.33%	Very Good

4. Ability to Motivate Students in Learning

On this third get the indicator score 10 percentage of 83.33% so got the criteria very well. The following table results of observation on the indicator 4. On this indicator there are four descriptors is: (1) teacher gives motivation in students who are difficult to understand learning, (2) teacher exemplifies the technique hit patiently, (3) teacher gives examples of *gendhing* sang with passion, and (4) teacher gives examples holding the gamelan patiently. At the third meeting of all the descriptors appear so in the ability to motivate students in learning, teachers can already be said very well.

Table 4
Observations on The Indicator's Ability to Motivate Students in Learning

Indicator	Meetings 1				Meeting 2				Meeting 3				Total Score	the percentage of	Criteria
	1	2	3	4	1	2	3	4	1	2	3	4			
Ability to motivate students in learning	√	√	√	√	√	√	√	√	√	√	√	√	10	83.33%	Very Good

5. The Ability to Manage Learning

On the indicators of the ability of managing the learning gets a score of 75% percentage of 9 with so it gets a good criterion. The following table results of observation on the fifth indicator. On this indicator there are four descriptors is: (1) teachers use a communicative language in the delivery of the material, (2) teacher excited in the lead the course of the song, (3) teacher patiently giving motivation against pupils who are bored, and (4) teachers use an interesting learning media students. To assess the form of cultural love child in extracurricular activities Karawitan Java researchers use techniques of observation, interviews and field notes.

In observation techniques using five indicators are: (1) the curiosity towards the local culture; (2) an appreciation of culture; (3) discipline in following activities; (4) the obligation of local citizens; (5) the awareness and the ability to preserve the culture. There are 18-character value is a must-have child now. Values that developed in the education of the culture and character of the nation identified from religion, Pancasila, culture, and national education. 18 the characters, among others, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, passion, love of the fatherland, to appreciate the achievements, friendly/communicative, peace-loving, an avid reader, care environment, social care, and responsibility.

Table 5
Observation on the Results of the Indicators of the Ability of Managing Learning

Indicator	Meetings 1				Meeting 2				The meeting 3				Total Score	the percentage of	Criteria
	1	2	3	4	1	2	3	4	1	2	3	4			
The ability to manage learning	√	√	√		√	√	√		√	√	√		9	75.00%	Good

IV. CONCLUSION

Based on the results of the research and the discussion that has been discussed in the previous chapter, researchers can draw conclusions as follows: (1) extracurricular learning Karawitan Java was instrumental in instilling the values of love of culture in students. This is indicated by a teacher who successfully fulfill some indicators include the understanding of teachers towards learners, learning Design, the ability to develop the potential of the learner, the ability to motivate students in learning, and the ability manage learning; (2) the form of the value of love culture on students in sight while extracurricular activities Karawitan Java among other students have the curiosity towards the local culture, students have an appreciation of local culture, students are discipline in the following activities, the students know

the obligation the obligation of citizens to preserve local culture, students have cultural awareness and preserve capability.

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