Analysis of Teachers' Difficulties in Integrating Culture in Primary School Learning

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Abstract - Culture is one of the national identities so it is important to be preserved throughout time. Cultural preservation can be carried out through activities of integrating culture in learning. Facts in the field show that teachers have not deliberately integrated culture into the learning process due to the various obstacles faced by teachers. This study aims to analyze the difficulties faced by teachers in integrating culture in primary school learning. A qualitative approach with a qualitative descriptive research design was used in this study. The study population consisted of 68 teachers who were members of the Kelompok Kerja Guru (KKG) Gugus Sudirman, Gajah Mungkur District, Semarang City. Purposive sampling technique was used to take samples and select 40 teachers. Data were collected through observation, questionnaires and interviews. The research instruments used were observation sheets, questionnaire sheets on google form and interview guides. The research data analysis was carried out by descriptive-qualitative. The results showed that the difficulties experienced by teachers included difficulties in understanding cultural concepts and implementing them in thematic learning as well as difficulties in making learning tools including culture-integrated lesson plans of 17.6%; culture-integrated teaching materials of 23.5% and culture-integrated learning media of 58.8%.

Keyword: teachers' difficulties, culture integration, primary school learning

1. INTRODUCTION

The implementation of the national education system in Indonesia consists of three levels, including basic education, secondary education and higher education. Formal education institutions in Indonesia are run by the government and the private sector. However, educational activities related to curriculum determination are entirely determined by the government (Awang, 2015). The world of education is required to prepare superior and competent human resources to be able to compete in line with rapid technological developments. Education has an important role in creating the nation's next generation.

The demands of 21st century education require that education be directed at increasing the skills of students to be able to compete in global competition. Thus the world of education must go through a good and strategic learning process so that it can keep up with the rapid development of technology and information.

Along with the rapid development of technology and information, there are also more challenges that arise, one of which is the problem of national identity. The national identity from time to time is decreasing due to pressure from many foreign cultures that have entered Indonesia. Culture visually attracts children's interest and attention because it is more contemporary and flexible. In addition, these culture are assumed being able to raise the social status of children in the social environment in their life. This situation requires the government to further instill the values of nationalism in students. This was done with the aim of increasing students' love for Indonesian culture. One of the efforts that can increase students'preference for Indonesian culture is by integrating culture in learning.

Culture comes from the Sanskrit language "buddhayah" which is the plural form of buddhi which means "mind" or "intellect". Culture is defined as "intellectual power" in the form of creativity, intention and taste, while culture is the result of creativity, initiative and feeling. Culture is a compound development of cultivation, which means the power of culture. So culture is a whole system of ideas, actions and human work in the context of community life which belongs to humans by learning (Koentjaraningrat, 2009). Culture is the whole way of life of society and not only about some of the ways of life which are considered higher and more desirable (Tasmuji, 2011). Culture refers to various aspects of life including ways of acting, beliefs and attitudes and the results of human activities that are specific to a particular society or population group.

Taylor (Soekanto, 1996) provides a definition that culture is a complex which includes knowledge, belief, art, morals, law, customs and abilities acquired by humans as members of society. Practically education cannot be separated from cultural values. Butts (1955), argued that education is an activity of receiving and imparting knowledge so that culture

can be passed on from generation to generation. Culture as the result of human mind in terms of its various forms and manifestations, has been known throughout history as human property which is not rigid, but is always developing and changing and fostering humans to adapt to cultural changes and the challenges of traditional times to enter modern times (Baka et al.., 2018).

Culture is a process that is always in a mode of transformation. Indonesian culture underwent a transformation due to the influence of Hindu-Buddhist, Islamic and western cultures. Culture is made up of complex elements including religious and political systems, customs, language, clothing, buildings, and works of art. Language is also a culture that is an inseparable part of humans, so that many people tend to think that it is genetically inherited (Salamah, 2018).

Culture is an interesting theme to develop in learning (Jackman, 2012: 67). This is because students can learn a lot through culture, learn with culture, and learn to use culture. But on the other hand, some of the knowledge of culture is abstract which is difficult to understand and is given in learning activities. Cultural packaging that will be used as learning materials or media should first trace the background, age, and experience of students (Maryatun et al., 2017).

Culture is categorized into two, namely external culture and internal culture. External culture is a cultural element that can be seen or observed. External cultural forms consist of two types, namely behavioral forms, such as language, gestures, customs, habits and literary forms, such as folklore, art, music, and artifacts. Internal culture is related to values, norms, beliefs, views of life, and other local wisdom values (Prihatini, 2015). Culture has 7 elements consisting of religious systems and religious ceremonies, social systems and organizations, knowledge systems, language, arts, livelihood systems, and technology and equipment systems (Koentjaraningrat, 2009). These seven cultural elements can be used as material and activity materials in learning in primary schools.

Culture is one aspect that must be preserved through the provision of cultural values in the learning process. As stated by Langgulung (2008), education includes two main interests, namely the development of individual potential and the inheritance of cultural values. So it is clear that education and culture are closely related to the view of life of the community or nation so that they cannot be separated because they need one another.

Based on the individual point of view, education is an effort to developindividual potential. From the social point of view, education is an activity of the inheritance of cultural values. According to these two views, education has two main tasks, namely increasing individual potential and preserving cultural

values. Humans as cultured creatures are the creators of the culture itself. The culture then increases along with the increase in human potential as the creator of the culture (Rudiansyah, 2020). This increase will be maximized by integrating culture in the learning process.

The integration of culture in learning will create meaningful learning because students learn according to their social environment. This makes cultural elements irreducible in designing learning in schools. In the 2013 curriculum framework it is also stated that in compiling and developing learning activities must pay attention to the principles of preparation and development in accordance with the conditions in the education unit both the initial abilities of students, interests, learning motivation, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/ or the environment of students (Kemdikbud, 2013).

Based on this explanation, the teacher must have the ability to integrate culture in learning. However, facts in the field show that teachers have not integrated local culture into the learning process. This is caused by various difficulties faced by teachers. Therefore, this study aims to analyze the difficulties of teachers in integrating culture in primary school learning.

2. METHODS

This study used a qualitative approach with a qualitative description research design. The research was conducted in the Gugus Sudirman school group, Gajah Mungkur District, Semarang City, which consisted of Petompon 01 Primary School, Petompon 02 Primary School, Petompon 03 Primary School, Gajah Mungkur 01 Primary School, Gajah Mungkur 03 Primary School, Al-Huda Primary School and Anargya Primary School. The study population consisted of 68 primary school teachers who were members of the Sudirman Gugus KKG (Kelompok Kerja Guru). Sampling was carried out by purposive sampling technique and obtained a sample of 40 teachers.

This research procedure was carried out starting from the preparation, implementation and completion stages. The data collection technique was carried out by observation, questionnaires and interviews. Observation is used to determine the initial conditions of the teacher in carrying out learning at school. Questionnaires are used to determine the difficulties of teachers in integrating culture in learning. Interviews are used to determine the difficulty of teachers in integrating culture in learning more deeply. The research instruments used were observation sheets, questionnaire sheets on google form and interview guides. Furthermore, the data that has been collected from the three instruments is analyzed. The analysis was carried out by finding the percentage of the questionnaire recapitulation results.

The percentage results are then described to determine the difficulties experienced by each respondent.

3. RESULTS AND DISCUSSION

The results of this study are questionnaire filling data and interview results. The data is then analyzed to determine teachers' difficulties in integrating culture in learning in primary schools. The data analysis begins with direct observation at the primary schools in the Sudirman cluster. Based on the results of the observations, it was found the initial conditions of culture integration in primary school learning. AA Primary School shows that there has not been an integration of culture in learning activities. BB PrimarySchool shows that the integration of culture has been carried out thoroughly at all grade levels. This also happens to CC Primary School which has integrated culture into every learning activity from grade 1 to grade 6.

The integration of culture in DD Primary School is only carried out in some classes, namely in grades 3 and 4. EE Primary School shows that culture integration is only carried out in low classes consisting of grades 1 and 2. Meanwhile, in private FF Primary School shows that the learning carried out has not integrated the culture at all, both in the low and high classes. Likewise, what happened to the private GG Primary School which showed that learning was carried out without integrating any culture.

Based on the preliminary data that has been presented, it shows that the number of schools that have not integrated culture in learning are more than the number of schools that have integrated culture in learning. This happens because the teacher experiences several obstacles and difficulties in integrating culture in learning. This difficulty has also been conveyed in Azizah and Surya's (2017) research that combining local material and culture is a challenge for teachers in learning English in primary schools.

Some of the difficulties experienced by teachers in integrating culture in primary school learning are described in the following explanation. The first difficulty experienced by teachers is that they do not understand the concept of culture that develops around the school. The teacher considers that cultural learning is sufficient to be carried out on local content subjects only so that it does not need to be done on other subjects. In fact, this culture must be integrated in thematic learning as an effort to preserve Indonesian culture so that it is not eroded by the times. The culture that develops around the school is very diverse. The school that is the subject of this research is in the city of Semarang. The culture that develops in the city of Semarang can be integrated into thematic lessons in primary schools such as: 1) traditional game; *engklek, gobag sodor,*

benthik, bekelan, egrang, 2) traditional musical instruments; a set of *gamelan,* 3) traditional dances; Gambang Semarang dance, Topeng Gecul dance, Sekar Rinonee dance, Denok Semarang dance, Warak Dugder dance, 4) folk songs; *suwe ora jamu, gundul gundul pacul, gambang suling, jamuran, padang wulan,* 5) traditional rituals; *dugderan,* sedekah bumi, nyadran, padusan, 6) Cultural sites; Lawang Sewu, Gereja Blenduk, Sam Poo Kong, 7) Folklore; Story of Punden in Peterongan Market, Story of a Giant Tamarind Tree in Peterongan, Hidden Story of Lawang Sewu, Story of Rawa Pening, 8) Typical food; lumpia, tahu gimbal, *lemet, sawut, tiwul*; 9) handycrafts; batik Semarangan, eceng gondok craft.

The integration of culture in learning is essential since meaningful learning can be obtained if children learn according to their social environment (Laksana 2015). This is because by using traditional beliefs or views in the thematic learning process, conflicts that exist in students about differences in traditional views and scientific views will not continue to be carried by students. It aims to make students understand more about scientific concepts. Furthermore, UNESCO (Prihartini, 2015) argues that integrated learning must mix and connect the values of local wisdom with global insight. The integration of culture in learning is by mixing, connecting and incorporating values, norms, traditions and other cultural contexts. According to Baka et al. (2018), the local cultural context can be integrated in various ways, namely through reading (Baka, *et al.,* 2018) texts, supporting texts, exercise items, and task items. The importance of integrating culture in learning is in accordance with the research carried out.

The second difficulty experienced by teachers is that they have difficulty in integrating culture into learning tools. The teacher who is the object of this research comes from the Javanese tribe. The teachers are familiar with the culture that has developed around the school and in the neighborhood. However, the results of the questionnaire submitted through the google form application showed that 57.5% had never integrated culture in learning while teachers who had never integrated Javanese culture consisted of 10 teachers from GG private primary school, 3 teachers from FF private primary school and 4 teachers from AA primary school at 17.5% never integrated culture, namely 4teachers from BB primary school and 3 teachers from CC primary school, 25% sometimes integrating culture in learning consisting of 5 DD primary school teachers and 5 primary school teachers EE. The recapitulation of the questionnaire results can be seen in Figure 1.
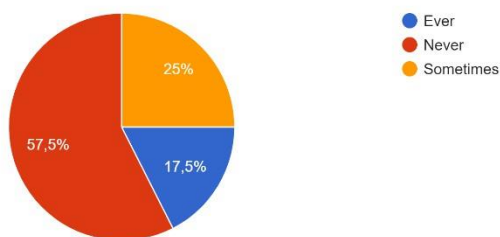
Figure 1.. Recapitulation of the Results of the Cultural Integration Questionnaire

Teachers who have difficulty integrating culture in learning include difficulties in making lesson plans, difficulties in choosing and using media, and difficulties in making teaching materials. Recapitulation of difficulties in integrating learning tools can be seen in Figure 2.
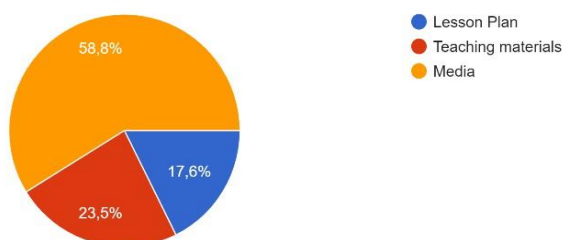

Figure 2. Recapitulation of difficulties in integrating learning tools

Based on Figure 2, it is known that there are 3 teachers who have difficulty in making lesson plans, 10 teachers who have difficulty in selecting and using media, and 4 teachers who have difficulty in making teaching materials. This data is also supported based on the results of interviews which show that teachers have difficulty integrating the culture in making lesson plans due to the limited time allocation available for each subject including theme lessons. For example, the integration of traditional games in theme 2 my hobby. The time for cultural games takes a long time, while the time available is limited. In addition, teachers must also prepare teaching aids as learning media that are not available in schools. Teachers also have difficulty preparing teaching materials that are appropriate to the culture used. This is due to the limited available teaching materials. The majority of schools only provide textbooks and worksheets. The two teaching materials are not necessarily in accordance with the culture integrated into learning. Some of these things make it difficult for teachers to integrate culture in primary school learning.

The difficulty of making culture- integrated teaching materials is in line with research conducted by Wijiningsih et.al (2017) which shows that the textbooks published by the Ministry of Cultural Education (Kemdikbud) in 2014 as the main learning resource for students have not integrated the culture according to the area where the school is located. Good learning should use teaching materials that accommodate and use real and cultural situations that occur in the student environment so that it can make learning practices meaningful for students' lives (Akbar, 2015).

4. CONCLUSION

Based on the research that has been done, it can be concluded that teachers have difficulty in integrating culture in learning, namely difficulties in understanding cultural concepts and implementing them in thematic learning. In addition, teachers also have difficulty in making learning tools including culture- integrated lesson plans by 17.6%; culture-integrated teaching materials of 23.5% and culture-integrated learning media of 58.8%. Through this research, teachers are expected being able to integrate culture into learning themes and create interesting teaching methods and materials so thatstudents can develop knowledge and insights about Indonesian culture.

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