

ETHNOPEDAGOGIC LEARNING CONCEPT TO PRESERVE BETAWI CULTURAL VALUES FOR STUDENTS IN SCHOOLS

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Abstract

This study aims to explore the concept of ethnopedagogical learning as a means of preserving Betawi cultural values in schools. The method used was library research, reviewing various relevant literature on ethnopedagogy, local wisdom-based education, and the integration of Betawi cultural values into formal educational contexts. The results indicate that ethnopedagogical learning serves as an effective approach to instilling Betawi cultural values in students. This process not only strengthens local identity but also develops students' character through internalizing the values of religiosity, mutual cooperation, politeness, and tolerance that are characteristic of Betawi culture. Thus, ethnopedagogical learning plays a crucial role in preserving local culture while supporting national education goals oriented toward strengthening character and diversity.

Keywords: Ethnopedagogy, Betawi culture, cultural preservation, students, local wisdom-based education

1. INTRODUCTION

Education plays a fundamental role in maintaining the sustainability of national culture. As a vehicle for transforming values, education aims not only to transfer knowledge but also to instill local wisdom, which serves as a community's identity. In the context of national education, efforts to preserve local culture are an integral part of national character development. This aligns with the goal of education, which is not merely to produce knowledgeable students but also to produce students rooted in cultural values and capable of facing global challenges with a strong sense of identity. One relevant approach to supporting this goal is ethnopedagogy, an educational concept grounded in local wisdom.

Ethnopedagogy seeks to integrate cultural values, traditions, and social practices into the learning process at school. Through this approach, students not only gain academic competency but also understanding, appreciation, and experience in preserving culture. Ethnopedagogy-based education is expected to shape a generation with national identity, tolerance, and a love for their own culture. Betawi culture, as one of the riches of the Indonesian archipelago, possesses noble values that deserve to be preserved. Betawi culture encompasses language, art, traditions, cuisine, and values that convey messages of morality, religiosity, and togetherness. However, the rapid flow of globalization and modernization often leads to the marginalization of Betawi culture, especially among the younger generation, who tend to be more familiar with global popular culture.

If this situation is allowed to continue, there is concern that cultural degradation will occur, causing the next generation to lose their connection to their cultural roots. Schools, as formal educational institutions, have a crucial role to play in addressing this challenge. By integrating Betawi culture into the curriculum and learning activities, students can be introduced to, educated, and accustomed to understanding and internalizing the noble values contained within. Ethnopedagogical-based learning offers a significant opportunity to revitalize Betawi culture in students' daily lives. For example, through the introduction of Betawi music and dance, learning Betawi language and literature, or through the values of local wisdom such as mutual cooperation, simplicity, and tolerance inherent in Betawi society. The integration of ethnopedagogical learning into learning also aligns with government efforts to strengthen character education.

Local culture-based education is believed to be able to develop students who are not only intellectually superior, but also have noble morals and are concerned about their socio-cultural environment. In other words, the application of ethnopedagogy to Betawi culture is not only beneficial for the preservation of the culture itself, but also contributes to the formation of a whole Indonesian person with personality and competitiveness. Therefore, a discussion of the concept of ethnopedagogic learning in preserving

Betawi cultural values for students in schools is very important and relevant. This study is expected to enrich the treasury of academic literature while providing practical contributions to the world of education, particularly in developing contextual learning strategies, rooted in local wisdom, and oriented towards strengthening the nation's cultural identity amidst the rapid influence of globalization.

2. RESEARCH METHODS

This research is a qualitative research with descriptive analysis techniques through a literature review (library research). This research attempts to describe existing phenomena, both current and past. This article focuses on ethnopedagogic learning to preserve Betawi cultural values. Tahmidaten & Krismanto (2020) stated that there are steps in using this literature review research, including: 1) deepening and seeking general discussions related to the topic discussed 2) looking for interesting problems related to the topic discussed 3) narrowing the research discussion and organizing research materials 4) searching for and determining reference sources in the form of books, articles and scientific journals 5) conducting studies and seeking solutions to these problems and 6) conducting research.

3. RESULT AND DISCUSSION

1. Education as a Vehicle for Preserving Betawi Culture

Betawi culture is a cultural heritage rich in local wisdom, ranging from language, dance, music, to social traditions. However, globalization and the flow of popular culture often shift the role of Betawi culture in urban society. In this context, education presents a strategic means to instill cultural values from an early age to students. Thus, recent research shows that the integration of Betawi culture into education not only strengthens local identity but also forms multicultural awareness in students. Nurfaziah et.al (2025) emphasized that education oriented towards ethnopedagogy allows local cultural values to transform into behavioral guidelines, making it relevant amidst the challenges of modernization.

2. Cultural Identity of Students in an Ethnopedagogical Perspective

Students' cultural identity can be built through learning that integrates local values into classroom activities. Jannah et al. (2025) explain that the Betawi people are able to maintain their traditions through social practices, community, and cultural rituals. If this pattern is passed down through the education system, students will grow up with an awareness of their origins and pride in their own culture. This aligns with the theory of cultural identity formation, which states that children's cultural identity is formed through direct experience and meaningful learning. Therefore, Betawi culture-based ethnopedagogical learning in schools can foster collective awareness while fortifying children against global cultural homogenization.

3. Betawi Traditions as a Medium for Character Learning

Betawi traditions have great potential as a medium for character education in schools. For example, Palang Pintu is not just a martial arts performance and pantun (pantun), but is also imbued with values of politeness, cooperation, and religiosity (Alifa & Gumala, 2024). These values can be internalized through interactive learning, where students not only watch but also practice these traditions in school activities.

Likewise, Ondel-Ondel art can be used as a teaching material to foster the values of togetherness, courage, and respect for ancestors (Fatmawati et al., 2024). This application demonstrates that traditional arts and culture have a strong educational function, aligning with the goals of national character education.

4. Integration of Betawi Culture in School Curriculum and Activities

Betawi cultural integration isn't limited to extracurricular activities but can be incorporated into the thematic curriculum. Ratna Dewi et al. (2024) demonstrated that learning by introducing traditional Betawi songs, folklore, and art can enhance students' understanding of local culture. This integration can even enrich Indonesian language, social studies, and arts and culture subjects.

Furthermore, cultural-based project activities such as making Betawi crafts, holding school cultural festivals, or inviting Betawi cultural figures as speakers can be concrete forms of the independent curriculum that emphasizes project-based learning.

5. Creative Media in Cultural Preservation in Schools

In the context of the digital generation, creative media is essential for the enjoyment of local culture. Miswanti et al. (2023) provide an example of a Betawi-themed mural created by students at SMA Negeri 51 Jakarta. Through this activity, students not only learned fine arts but also deeply internalized the meaning of Betawi culture. However, in addition to murals, digital media such as short videos, animations, or digital storytelling can be used to introduce Betawi culture. This also aligns with the spirit of a technology-based curriculum that prioritizes local culture as its primary content.

6. Synergy of Islamic Values and Betawi Culture in Education

The majority of Betawi people are Muslim, so Islamic values are deeply embedded in their traditions. Baihaqi et al. (2025) emphasize the importance of synergy between Islamic teachings and local traditions in fostering cultural resilience. In schools, this can be implemented through teaching that links religious norms with Betawi cultural wisdom, such as honesty, tolerance, and togetherness.

Thus, Betawi ethnopedagogy not only preserves culture, but also strengthens religious character education that is relevant to students' daily lives.

7. Challenges and Prospects of Betawi Ethnopedagogy in Schools

Despite its significant potential, the implementation of Betawi ethnopedagogy in schools faces several challenges, including limited learning resources, a lack of educators who understand Betawi culture, and minimal attention from schools. Nevertheless, the prospects remain promising, provided there is support from local governments, collaboration with cultural communities, and the use of digital technology to document and disseminate Betawi culture. Thus, ethnopedagogy-based education has the potential to become an adaptive, humanistic, and contextual learning model. Therefore, it must be developed sustainably, so that this learning becomes a solution to the cultural identity crisis facing today's young generation.

4. CONCLUSION

The concept of ethnopedagogical learning has proven to be highly relevant in efforts to preserve Betawi cultural values in schools. By integrating cultural values into learning, students not only learn about and appreciate local cultural heritage but also develop character traits rooted in tradition, religiosity, mutual cooperation, and politeness. The application of ethnopedagogical learning provides contextual learning experiences while strengthening students' cultural identity amidst globalization. Thus, ethnopedagogical learning can be a sustainable educational strategy to preserve Betawi culture while building multicultural awareness in the school environment.

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