



CULTURAL HERITAGE PRESERVATION THROUGH INTRODUCTION OF INDONESIAN CHILDREN'S SONGS AT THE INDONESIAN REPUBLIC SCHOOL IN TOKYO

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ABSTRAK

Penelitian pengabdian masyarakat ini bertujuan untuk memperkenalkan dan melestarikan budaya Indonesia di kalangan siswa di Sekolah Republik Indonesia Tokyo (SRIT) melalui *sosialisasi* lagu-lagu adat anak-anak. Program yang dilakukan dari 13 hingga 18 Mei 2024 ini menggunakan pendekatan interaktif dan terstruktur. Kegiatan termasuk menyediakan buku panduan lagu, memperkenalkan alat musik tradisional, dan melakukan sesi menyanyi kelompok. Hasil penelitian menunjukkan bahwa pendekatan ini berhasil meningkatkan pemahaman siswa tentang identitas budaya Indonesia, memperkuat rasa nasionalisme, dan memperluas kesadaran budaya mereka. Selain itu, program ini mendorong pembentukan karakter dan meningkatkan apresiasi siswa terhadap warisan budaya Indonesia. Inisiatif ini sejalan dengan teori pendidikan karakter dan seni, serta kebijakan publik yang mendukung pelestarian budaya yang diamanatkan oleh Undang-Undang No. 5 Tahun 2017 tentang Pemajuan Kebudayaan. Program ini tidak hanya berperan penting dalam menjaga identitas budaya di tengah globalisasi, tetapi juga memperkuat hubungan antara pemerintah pusat dan perwakilan luar negeri dalam upaya pelestarian budaya.

Kata Kunci: Komunitas PKK, literasi dasar, pendampingan

ABSTRACT

This community service research aims to introduce and preserve Indonesian culture among students at the Indonesian School in Tokyo (Sekolah Republik Indonesia Tokyo - SRIT) through the dissemination of traditional children's songs. The program, conducted from May 13 to 18, 2024, employed an interactive and structured approach. Activities included providing song guidebooks, introducing traditional musical instruments, and conducting group singing sessions. The results demonstrated that this approach successfully enhanced students' understanding of Indonesian cultural identity, strengthened their sense of nationalism, and broadened their cultural awareness. Additionally, the program fostered character building and increased students' appreciation for Indonesia's cultural heritage. The initiative aligns with theories of character and arts education, as well as public policies supporting cultural preservation mandated by Law No. 5 of 2017 on Cultural Advancement. This program not only plays a vital role in maintaining cultural identity amidst globalization but also strengthens ties between the central government and its overseas representatives in cultural preservation efforts.

Keywords: Character Education, Cultural Identity, Dissemination, Cultural Preservation, Public Policy, Traditional Children's Songs.

PENDAHULUAN

Education is a conscious effort to realize a cultural inheritance from one generation to another (Rahman et al., 2022). According to Indonesian Law No. 20 of 2003 on the National Education System, "Education is a conscious and planned effort to create an environment and learning process that enables students to actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and skills needed by society and the nation." (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003) In essence, education aims to cultivate individuals holistically, creating well-rounded and competent members of society.

Based on this law, education does not solely focus on cognitive aspects but also encompasses three domains: cognitive, affective, and psychomotor. Fuadah, Respati, & Halimah emphasize the importance of guiding children to explore and understand concepts, discover and develop their potential, and build social relationships (Fuadah et al., 2017). Hamidayanti & Hidayat further argue that character education is a necessity, as education must not only foster intellectual abilities but also instill ethics and manners, making individuals meaningful contributors to society (Hamidayanti & Hidayat, 2020). Similarly, Irawana & Desyanri highlight that education equips individuals with knowledge, skills, and the ability to uphold social norms and positive regulations, focusing on character formation alongside intellectual growth (Irawana & Desyandri, 2019).

According to Riyanti, et al. The philosophy of education is basically an effort to apply philosophical analysis in the field of education which is then actualized (Riyanti et al., 2021). Including current educational problems and real improvement efforts must be made immediately, including educational problems that so far still seem to emphasize the instillation of knowledge elements and

minimal formation of national character based on the original Indonesian national culture (Nurdianah & Ixfina, 2024).

Through education that emphasizes character building, children are expected to grow into individuals of quality and integrity who can contribute positively to society (Ixfina et al., 2023). Abin, (1996) the assessment of student learning outcomes is classified into three domains, namely: (1) cognitive domain (knowledge or which includes language intelligence and logical-mathematical intelligence), (2) affective domain (attitudes and values or which include interpersonal intelligence and intrapersonal intelligence, in other words emotional intelligence), and (3) psychomotor domain (skills or which include kinesthetic intelligence, visual-spatial intelligence, and musical intelligence). Based on the explanation above, the researcher concludes that in the world of education, students not only get academic and cognitive knowledge, musical intelligence is an important thing in assessing student learning outcomes that must be considered by educators. Irawana & Desyanri suggest that musical intelligence in students can be enhanced through activities like introducing music in class, listening to music, and creating instrumental music (Irawana & Desyandri, 2019).

Furthermore, preserving cultural heritage is a collective responsibility for all Indonesian citizens. As stipulated in Indonesian Law No. 5 of 2017 on Cultural Advancement, cultural preservation involves efforts to strengthen cultural resilience and enhance Indonesia's contributions to global civilization through the protection, development, utilization, and guidance of cultural assets. Introducing regional songs is one of the strategies to maintain and strengthen Indonesian cultural identity, especially among students in foreign educational institutions. In line with this law, introducing regional songs is not only aimed at preserving Indonesian cultural heritage, but also fostering a strong sense of friendship and patriotism. Previously, the researcher asked the Principal of SRIT, Mrs. Ari D,

asking what challenges educators at SRIT faced. She said that character education with cultural and Pancasila insights is always present in the academic atmosphere at SRIT as an effort by educators to continue to instill Indonesian cultural heritage for students at SRIT.

The Indonesian School in Tokyo (Sekolah Republik Indonesia Tokyo - SRIT) plays a strategic role in cultural preservation as a representative of the Indonesian government abroad. By fostering close collaboration between the central government and SRIT, policies supporting the introduction of traditional children's songs can be effectively implemented in the curriculum. This initiative is part of the government's broader efforts to maintain Indonesia's cultural identity and national pride amid increasing global connectivity.

METHOD

This community service program will be implemented at the Republic of Indonesia School Tokyo (SRIT), located at 4-4-6 Meguro Meguro-ku, Japan, from May 13 to 18, 2024. The activities designed are to introduce and preserve Indonesian cultural heritage through traditional children's songs. The program will include interactive sessions such as lectures and focus group discussions (FGD) for 45 minutes attended by 5 teachers and 20 students, a 15-minute class visit, and hands-on activities where students learn to sing traditional songs and engage in traditional games for 15 minutes.

To support the implementation, materials such as slide presentations, guidebooks containing song lyrics and explanations, and informational brochures about the importance of cultural identity will be used. Feedback questionnaires will be distributed to students, teachers, and staff to gather responses about the program's effectiveness. Activities were also documented using cameras and recording devices to capture moments of interaction and learning for students at SRIT, from which researchers concluded that all students at SRIT used an approach aimed at

preserving culture. This combination of lectures, discussions, and practical activities ensures a comprehensive and engaging approach to cultural preservation.

RESULTS AND DISCUSSION

According to Putra The forms of heritage referred to are 1) tangible or material cultural heritage, such as: historical sites or buildings, archaeological sites, museum collections, fine arts, vernacular architecture, technological heritage, ancient literary collections, temples, forts and others 2) intangible or immaterial cultural heritage, but can be captured by the five senses outside of touch, such as: oral traditions, traditional music and dance, religious practices and rituals, traditional agricultural techniques, traditional performing arts and theater, traditional languages, traditional craft skills and others (intangible cultural heritage) (Putra et al., 2022).

From May 13 to 18, 2024, the Universitas Nasional's community service team conducted activities at the Indonesian School in Tokyo (Sekolah Republik Indonesia Tokyo - SRIT). The program aimed to introduce and preserve Indonesian cultural heritage through traditional children's songs. Students, ranging in age from 10 to 16 and from elementary, middle and high school grades, participated enthusiastically. The program began with ice-breaking games using familiar songs like "Burung Kakatua" and "Pelangi-Pelangi" to create a relaxed and engaging environment.

The structured sessions were tailored to the students' age groups and included multimedia presentations to showcase the uniqueness and history of Indonesian children's songs. The team introduced songs such as "Ampar-Ampar Pisang," "Yamko Rambe Yamko," and "Apuse," explaining their origins and cultural values. Traditional instruments like tifa, angklung, and rebana were also presented, enriching the cultural learning experience and emphasizing the artistic and historical elements of the songs.

Interactive discussions allowed students to ask questions about the songs,

fostering deeper engagement. A memorable moment occurred when a student inquired about the song "Apuse," leading to an in-depth explanation of its historical and social significance. The enthusiasm extended to hands-on activities, where students were provided with guidebooks containing lyrics and cultural insights, enabling them to understand and memorize the songs more effectively.

Practical singing sessions were held in the school's main hall, where students performed songs accompanied by simple musical instruments provided by the team. These sessions also included movements like clapping and swaying, further enhancing the students' confidence and cultural appreciation. The activities revealed leadership potential among students, as seen when a shy student confidently led the group in singing "Yamko Rambe Yamko."



Figure 1. Indonesian Regional Children's Song Books Used for Socialization

Based on the theory proposed by Fuadah, Respati, & Halimah, interactive and continuous music learning materials play a crucial role in introducing music education to elementary school students (Fuadah et al., 2017). At SRIT Tokyo, this approach was realized through the provision of song guidebooks that not only included lyrics but also cultural explanations and illustrations of

traditional musical instruments, offering students a comprehensive learning resource.

Hamidayati & Hidayat emphasize the importance of character education through music as a response to moral degradation often observed among students (Hamidayati & Hidayat, 2020). The teaching of traditional children's songs at SRIT Tokyo goes beyond artistic aspects to address moral and national values embedded in the songs. This dual focus on music and character education aligns with efforts to instill pride and respect for Indonesian cultural heritage.

Furthermore, Irawana & Desyanri argue that music education enhances students' cognitive, affective, and psychomotor skills. At SRIT Tokyo, the activities involved not only theoretical learning about regional songs but also practical singing and instrument-playing sessions (Irawana & Desyandri, 2019). Students were introduced to traditional instruments such as gendang and angklung, which they used to accompany the songs. This hands-on approach allowed students to develop musical skills and motor coordination. Additionally, the interactive dialogues during the sessions improved communication abilities and boosted students' confidence, demonstrating how integrated music education can provide a holistic developmental experience for students.

The program successfully integrated theory and practice in cultural education, creating a holistic learning experience for students. However, ensuring the program's long-term impact requires further collaboration among SRIT, parents, and the Indonesian diaspora community in Japan. Additionally, developing supplementary materials, such as interactive videos or digital platforms for learning regional songs, could expand the program's reach.

As a concrete implementation of Indonesia's Law No. 5 of 2017 on Cultural Advancement, this program serves as a vital model for connecting young Indonesians abroad with their cultural roots. Through its interactive and comprehensive methods, the

program not only had an immediate impact but also opened opportunities for strengthening Indonesian cultural identity in a global context.

According to Hasibuan, Anwar and Nazirwan Education is very important for us, because through education we can know good, bad, and through education we also know culture (Hasibuan et al., 2021). Education cannot be separated from culture. Because between education and culture there is a very close relationship in the sense that both are related to the same thing, namely values. Thus there is no educational process without culture and there is no education without culture and society.

CONCLUSION AND SUGGESTIONS

The community service activities conducted at the Indonesian School in Tokyo (Sekolah Republik Indonesia Tokyo - SRIT) successfully enhanced students' understanding of Indonesian cultural identity through the introduction of traditional children's songs. The interactive and comprehensive socialization approach provided a holistic learning experience, engaging students' cognitive, affective, and psychomotor domains. Students not only gained knowledge about regional songs and culture but also had the opportunity to practice them directly. These activities instilled a sense of pride and nationalism among the students and raised awareness about the importance of preserving cultural heritage in the face of globalization.

This program aligns with the mandate of Law No. 5 of 2017 on Cultural Advancement, which encompasses the protection, development, utilization, and nurturing of culture. The activities at SRIT Tokyo demonstrated the relevance of arts education in shaping students' character and deepening their cultural understanding. Thus, the initiative contributes not only to the preservation of Indonesian cultural heritage but also serves as a strategic means of strengthening the identity of young

Indonesians abroad.

It is recommended to expand cultural programs at SRIT Tokyo by incorporating elements such as traditional dance, games, and visual arts to enrich students' experiences and broaden their understanding of Indonesian heritage. For example, a weekly cultural immersion class could be organized, where students learn and perform traditional dances or engage in workshops to create traditional art pieces. Developing culture-based learning modules integrated into the curriculum would provide comprehensive and accessible resources for students.

A potential approach is to include thematic lessons, such as a "Cultural Heritage Week" in which subjects like history, art, and music are integrated to highlight specific Indonesian traditions. Strengthening collaboration between the central government and overseas representatives is essential to ensure the effectiveness of cultural preservation efforts.

For instance, a partnership could involve sending Indonesian cultural experts to conduct workshops or providing grants for cultural program development. Additionally, regular evaluations should be conducted to assess the program's impact and guide future improvements, such as surveys of student and parent satisfaction or periodic performance reviews of cultural activities.

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