



Analysis of Patriotism Character Through *Karawitan* Extracurricular

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ARTICLE INFO

Keywords:

Karawitan,

The character of Love for the

Country,

Extracurricular

ABSTRACT

Purpose -This research aims to know the implementation of gamelan activities, identify supporting and inhibiting factors, and evaluate the impact of these activities in forming patriotic character in students at Fransiskus Elementary School, Sragen Regency. The background of this research is motivated by concerns over students' declining interest in regional arts and culture or local culture, as seen from the dominance of foreign cultures such as K-Pop among students. This research focuses on how *karawitan* activities can be an effective means of instilling patriotic values in students.

Methodology -This study uses a descriptive qualitative method. The research sample consisted of fourth-grade students who participated in extracurricular *kara witan* activities. Data were collected through observation, interviews, and documentation.

Findings -The results showed that the *karawitan* extracurricular positively contribute to instilling patriotic values such as pride in one's own culture, appreciation of traditional arts, and increasing a sense of togetherness and discipline. Supporting factors for this activity include adequate facilities and infrastructure, while the inhibiting factor is students are still inclined toward foreign cultures.

Contribution - This study supports the development of local culture-based learning in elementary schools, by showing the effectiveness of *karawitan* extracurricular activities in instilling a sense of love for the homeland and strengthening the national identity of students.

Received 5 February 2025; Received in revised form 12 February 2025; Accepted 25 April 2025

Jurnal Eduscience (JES) Volume 12 No. 1 (2025)

Available online xx April 2025

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INTRODUCTION

Education is one of the main pillars in building the character of the nation. As stated in Law No. 20 of 2003 Article 3, national education functions to develop abilities and form the character and civilization of a dignified nation. Education not only makes students smarter but also fosters good character and polite attitudes. (Astalini et al., 2022). In line with the opinion Setiawan et al., (2017) Education has an effective role

in shaping a person's personality and character. In line with the opinion Rachmadtullah et al., (2020), the formation of a person's character who helps build a dignified nation is the goal of education in Indonesia. In Indonesia, education is not only aimed at making the nation's life intelligent, but also at forming individuals with good personalities, noble morals, and love for their country.

Love for the homeland is a character that needs to be formed in every citizen. A sense of love for the homeland is one of the components of the foundation of the nation's integrity. (Taqwim, 2018). Love for one's country is an attitude of pride, care, respect for language, and culture, and an attitude of not harming one's nation (Asrial et al., 2021). Love for one's country includes a sense of pride, belonging, appreciation, respect, and loyalty to the country in which one lives. (Amalia et al., 2020). Atika et al., (2019) Additionally, the importance of forming a character of love for the homeland must be instilled from an early age because the next generation of the nation can actively participate in social, national, and state life. The formation of a sense of love for the homeland will make someone appreciate, and be proud of what their country has including its culture.

However, in reality, there are still many students now who are more familiar with foreign cultures than local cultures. The increasingly strong current of globalization brings the influence of foreign cultures that are easily accessible through social media and technology, thus causing the erosion of the interest of the younger generation in Indonesian culture. (Ahmadin, 2023; Nahak, 2019). Technology helps information from various countries to be accessed and easily enter Indonesia. Globalization often results in the marginalization of local culture, which reduces appreciation for the nation's cultural history. (Arifah & Haryanto, 2019). The entry of foreign culture is not something that is prohibited, but not everyone filters and sorts the incoming culture first because not all of it is in accordance with Indonesian culture (Azima et al., 2021). The entry of foreign culture can cause the erosion of nationalism and love for the homeland. (Ali, 2022).

Based on the results of observations and interviews conducted at Santo Fransiskus Elementary School, Sragen Regency, researchers found a problem of decreasing love for the homeland due to the entry of foreign culture. Most of them currently prefer foreign cultures such as K-Pop and Kdrama. This can be seen from several students who bring merchandise such as photo cards, key chains, and photos of Korean idols. Some of them also admitted that they memorized foreign language songs better than regional or national songs. Students tend to be less enthusiastic about their own culture because they consider Indonesian culture to be old-fashioned or traditional. So this will certainly result in changes in students' characters, especially in the character of the ideals of the homeland, and reduce the love of the homeland for national songs, regional songs, and local culture.

The decreasing sense of love for the homeland in students needs special attention. This shift in interest is a serious challenge in maintaining and preserving the nation's cultural heritage. If this is allowed, it is feared that the young generation of Indonesia will lose their national identity. This can be done by instilling character values in students with character education. Character education is a policy that has existed since 2010 and is implemented in schools (Saidek et al., 2016). Character education is an important part of the world of education (Iasha et al., 2020; Suherman et al., 2019). Character education needs to be done early on, especially for elementary school students. With character education, students will understand cultural values, and national character, and appreciate and love their culture more (Aningsih et al., 2022). The implementation of character education can be done through an approach that can be done by introducing and preserving traditional arts and culture in the school environment (Nova et al., 2024). Introduction to culture in schools can be done through local content learning, as well as developing talents and interests which are usually called extracurricular activities.

Extracurricular activities are part of education that are carried out outside of class hours and aim to support the development of students according to their potential, talents, and interests and build positive attitudes. (Susanto & Rigianti, 2023; Zakiyah & Munawaroh, 2018). This activity is organized specifically by students or educational staff who are capable and authorized at the school. (Supiani et al., 2020). Based on Permendikbud No. 62 of 2014, extracurricular activities are part of the curriculum that are carried out outside

of intracurricular and co-curricular study hours. The purpose of this activity is to develop the potential, talents, interests, skills, personality, cooperation, and independence of students in achieving educational goals. Muchtar et al., (2019).

Based on the results of interviews and observations conducted at Santo Fransiskus Elementary School, there are several extracurricular activities held. One of the extracurricular activities to maintain the character of students' love for their homeland, so that it is hoped that the identity of the nation will not be lost, is by holding extracurricular music such as *karawitan*. Extracurricular *karawitan* activities have become an inseparable part of the school program. Extracurricular music activities can be a concrete example of the initiative to preserve national culture. (Wulandari, 2016). From a conceptual point of view, Javanese music is referred to as "*karawitan*" (Sunarto, 2015). As one of the components of Indonesian culture, musical arts also help students face the challenges of the Industrial Revolution 4.0 era by strengthening their sense of national identity. (Prabowo et al., 2019). *Karawitan* is a traditional Javanese musical art that uses gamelan as the main musical instrument. This art not only displays aesthetic beauty but also contains moral values, discipline, cooperation, and appreciation for local culture. However, due to technological advances, the art of *karawitan* has become increasingly neglected. So that an initiative is needed from the school to direct students in a more constructive direction by fostering positive attitudes and behaviors through the existence of a *karawitan* art extracurricular program. In addition, *karawitan* art extracurricular activities can also support efforts to preserve Indonesian culture. *Karawitan* activities teach students about the importance of preserving the richness of Indonesian culture and instill a sense of pride in the nation's cultural heritage (Sari et al., 2023). By participating in this activity, students are expected to develop an attitude of patriotism, appreciate cultural diversity, and strengthen their national identity. However, even though the *karawitan* activity has been running for quite a long time, there are still challenges in its implementation. Factors such as the dominance of foreign culture, lack of appreciation for traditional arts, and limited student participation are obstacles to building patriotic character.

Previous research that supports this research is research conducted by Lita et al., (2024), in his research, namely forming children's character through regional songs, the results of his research showed that students involved in interventions using regional songs showed significant improvements in several aspects of character, such as respect for local culture, pride in their cultural identity, and increased ability to cooperate between friends. Furthermore, research by Marzuqi et al., (2025) In his research, *karawitan* music is a means of fostering love for the homeland in the Melikan art house. The results of his research show that *karawitan* art can play a role in preserving culture and making them appreciate the nation's identity more. Similar research conducted by Fatmawati et al., (2022) In his research, he showed that extracurricular *karawitan* activities develop discipline and can foster an attitude of pride in the traditional Indonesian arts that they possess.

Therefore, this study needs to be conducted to analyze more deeply and evaluate the effectiveness of *karawitan* extracurricular activities in instilling the values of patriotism in loving the country through *karawitan* extracurricular activities at Santo Fransiskus Elementary School, Sragen Regency. This study aims to determine the implementation of *karawitan* activities, identify supporting and inhibiting factors, and evaluate the impact of these activities in forming patriotic characters in students. The results of this study are expected to contribute to the development of local culture-based learning models in elementary school environments.

METHODOLOGY

Research Design

This study uses a descriptive qualitative method. According to Sugiyono, (2019), qualitative research is a research approach that originates from the post-positivism or interpretative paradigm, which is used to investigate the natural conditions of the subject, where the researcher acts as the main instrument. According to Bogdan and Taylor in (Moleong, 2017) Defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

Qualitative analysis produces data in the form of words and not a series of numbers. (Miles & Huberman, 2007) For the problems explained above, a qualitative descriptive method approach is used. As expressed by Ashar, (2024) Descriptive qualitative research interprets and describes data related to the current situation, attitudes and views that occur in society, relationships between variables, influence on a condition, and so on. Andaryani et al., (2019) Additionally, the descriptive qualitative approach method, namely the discussion of the problem is carried out by describing or depicting the conditions that occur in the research object.

So the use of descriptive qualitative methods in research will be based on the need to understand in depth how extracurricular *karawitan* activities at Santo Fransiskus Elementary School, Sragen Regency can shape the character of love for the homeland in students in detail and systematically. With this method, research is expected to provide a comprehensive understanding of the role of *karawitan* in shaping attitudes and behaviors of love for the homeland based on data collected during research systematically regarding facts, and then produce descriptive data in the form of written or spoken words from students regarding the influence of extracurricular *karawitan* in shaping the character of love for the homeland or patriotism located at Santo Fransiskus Elementary School, Sragen Tengah District, Sragen Regency. For the allocation of time, this research was carried out for three months of full observation for one week to conduct observations, interviews, observations, and data collection. Starting from December 2024 to February 2025. The subjects of this study were fourth-grade students of Santo Fransiskus Elementary School who actively participated in *karawitan* extracurricular activities. Fourth-grade teachers and *karawitan* extracurricular trainers.

Data collection

The data collection method is a very important stage in research because its main objective is to obtain data (Nashrullah et al., 2023). Data were obtained through three main techniques, namely observation, in-depth interviews, and documentation. Observations were carried out by researchers during the extracurricular *karawitan* activities at Santo Fransiskus Elementary School Sragen Regency to directly observe the implementation of activities and observe interactions. Between students, student involvement, and how the values of patriotism are internalized through these activities. Interviews were conducted with related parties such as class teachers, *karawitan* instructors, and 19 fourth-grade students who participated in extracurricular activities to obtain diverse views on the role of *karawitan* in instilling a character of love for the homeland. The interview was conducted for 1 hour 20 minutes, in the interview the researcher asked several questions to the resource persons related to the character of love for the homeland of students formed through *karawitan* extracurricular activities, as well as factors that support or hinder the implementation of *karawitan* extracurricular activities according to the interview guide that had been prepared in a structured manner. Documentation includes photos of activities, videos of activities, and records of *karawitan* activities as supporting evidence in data analysis. The instruments used in this study are research interview guidelines and questionnaire sheets. The research instruments, questionnaire sheets, and interview sheets will be validated first by the supervising lecturer before being distributed. The following is a grid of research instruments.

From the questionnaire and interviews conducted, the following answers/data were obtained from respondents: class teacher, gamelan instructor, and fourth-grade students. Then to test the credibility/trustworthiness of the answers/data conducted by the researcher is to use source triangulation techniques and triangulation of credibility testing techniques. Source triangulation is carried out by checking data that has been obtained through various sources (Sugiyono, 2019). Source triangulation is a way to ensure the validity of information by checking the level of trustworthiness of data collected from various times and instruments in qualitative research. In this study, researchers checked data obtained from students, teachers, and extracurricular *karawitan* coaches. Then triangulation techniques to test the credibility of the data are carried out by checking data to the same source with different techniques (Sugiyono, 2019). In this study, the researcher checked interview data with students, teachers, and extracurricular coaches, as well as student observation data.

Table 1. Research Instrument Grid

Aspect	Indicator
1. Patriotism Character Analysis	1. Proud of the work of the nation's children 2. Preserving Indonesian arts and culture 3. Using domestically produced media and learning aids 4. Exploring the noble values of the Indonesian nation 5. Demonstrate a love for Indonesian culture, ethnicity, religion, and language
2. Factors Influencing the Implementation of <i>Karawitan</i> Extracurricular Activities	1. Supporting Factors 2. Inhibiting Factors
3. Impact of <i>Karawitan</i> Extracurricular Activities	1. Increasing Knowledge of Local Culture 2. Pride in Cultural Heritage 3. Respect for Cultural Diversity 4. Character Development and Discipline 5. Spreading Patriotism through Art

Data analysis

Data analysis techniques are carried out after all data from all respondents and other sources are collected. In this study, researchers will conduct qualitative data analysis based on the interactive analysis model according to Miles et al., (2007) where data analysis will be carried out through several stages, namely as follows,

The first stage is data collection, where at this stage the researcher will collect all data from various sources such as journals, articles, and other information to be processed and classified according to the researcher's topic, namely related to extracurricular activities in Elementary Schools. At this stage, the researcher will also collect the results of direct interviews with the researcher and the informants to be used as the main data in this study. The next is data reduction. At this stage the researcher will summarize all data that has been obtained from various sources and interview results to be transcribed and focused on research objects that are by the researcher's topic, the data summarized and analyzed is all data related to the character of love for the homeland through extracurricular *karawitan* activities at Santo Fransiskus Elementary School, Sragen Regency. The researcher chose informants who had wide access and adequate information related to *karawitan* extracurricular matters at the elementary school, namely *karawitan* extracurricular trainers/mentors, class teachers, and students.

The next stage is the data presentation stage. At this stage, all collected data, including the results of interviews and observations that occurred in the field about the character of love for the homeland through extracurricular *karawitan* activities at Santo Fransiskus Elementary School, Sragen Regency, are presented and arranged systematically so that they are easy to understand., will be presented in the form of a narrative description and written in a research report. And the last is concluding or verification. At this stage, all data that has been written in the form of a report will be concluded based on the results of interviews and observations that have been carried out by researchers in the form of a character of love for the homeland through extracurricular *karawitan* activities at Santo Fransiskus Elementary School, Sragen Regency.

FINDINGS

This study discusses the analysis of the character of love for the homeland in *karawitan* extracurricular activities. The character of love for the homeland is a crucial element in forming the character of a nation that has strong morality, humanity, and culture. The purpose of this study is to achieve indicators of the character of love for the homeland through *karawitan* extracurricular activities, where the indicators are appreciating the achievements of works from one's nation, playing an active role in efforts to preserve Indonesian art and culture, singing songs that inspire the spirit of struggle, using resources and learning tools produced

domestically, exploring values that start from Indonesian culture as the main foundation in the formation of Indonesian people as a whole and showing a sense of love for the diversity of culture, ethnicity, religion, and Indonesian language.

Students’ Patriotism Character in Planning Extracurricular *Karawitan*

This planning was conducted by teachers and instructors to ensure that activities did not interfere with academic learning. Observational data showed that fourth-grade students were punctual and highly enthusiastic about participating in this extracurricular activity. They enjoyed learning to play the gamelan and appreciated local cultural arts.

Table 2. Summary of Student Patriotism Character Data in Planning *Karawitan* Extracurricular

Observation Data	Interview Data	Questionnaire Data
Based on theoretical and practical observations conducted on fourth-grade students, they were present and happy to participate in the <i>karawitan</i> extracurricular activities according to the set schedule, which is every Tuesday from 10.45 AM to 12.45 PM.	In interviews conducted with classroom teachers and <i>karawitan</i> extracurricular instructors, it was mentioned that students seemed happy to participate in the <i>karawitan</i> extracurricular activities according to the schedule, which is every Tuesday from 10:45 AM to 12:45 PM. They were also enthusiastic about playing the gamelan, which helped them memorize the existing <i>karawitan</i> musical.	In the survey given to fourth-grade students, they strongly agreed that one way to show patriotism is by participating in <i>karawitan</i> extracurricular activities according to the schedule, which takes place after school hours so that it does not interfere with academic learning. Learning and playing the gamelan in the <i>karawitan</i> extracurricular activity is one form of preserving Indonesian arts and culture.

Based on the results of observations, interviews, and questionnaires that have been conducted, in the planning of extracurricular *karawitan* activities, several characters of patriotism are seen, namely students who appreciate the nation’s work and play an active role in preserving Indonesian cultural arts. In *karawitan* extracurricular activities, schools together with teachers and coaches have set a schedule for *karawitan* extracurricular activities as a way to foster the character of patriotism. Musical extracurricular activities at Santo Fransiskus Elementary School Sragen Regency are held every Monday, from 10.45 AM until 12.45 PM.

Students' Patriotism Character in the Implementation of *Karawitan* Extracurricular

In its implementation, the character of patriotism seen at this stage is students singing folk songs before starting *karawitan* extracurricular activities, using domestic media and props, and exploring the noble values of the Indonesian nation. This is in line with the data contained in the results of observations, interviews, and questionnaires documented in Table 3 below:

Table 3. Summary of Students' Patriotism Character in the Implementation of *Karawitan* Extracurricular

Observation Data	Interview Data	Questionnaire Data
Students can sing <i>karawitan</i> songs with correct pronunciation, such as <i>Gundul-Gundul Pacul and Suwe Ora Jamu</i> .	Students can sing <i>karawitan</i> songs, or explain <i>Gundul-Gundul Pacul and Suwe Ora Jamu</i>	Students participating in extracurricular <i>karawitan</i> activities can sing <i>karawitan</i> songs such as <i>Suwe Ora Jamu and Gundul-Gundul Pacul</i> .
Students utilize other sources of information to find information about <i>karawitan</i> activities from the internet and books. Then, they apply the values learned from <i>karawitan</i> extracurricular activities in their daily lives, such as maintaining cooperation with friends and helping each other.	Students utilize books and the internet to learn about <i>karawitan</i> extracurricular activities. In daily life, they cooperate with schoolmates and work well together in groups. They also learn to control their emotions, stay focused, and avoid selfish behavior.	Students use other sources to find information about <i>karawitan</i> activities and the values within them, such as through books, and the internet (YouTube, Google, etc). By participating in the <i>karawitan</i> extracurricular activity, students learn teamwork, and emotional control, and focus on their tasks,

Based on the findings of observations, interviews, and questionnaires that have been carried out, in the implementation of extracurricular *karawitan* activities, several characteristics of patriotism are seen, namely, students singing struggle songs, using media and tools of domestic products, and exploring the noble values of the Indonesian *karawitan* extracurricular activities as a means of shaping the character of loving the country of students can be proven by the results of observations that have been made, namely the trainer always invites students to actively practice gamelan and Javanese *Gending* supported by class teachers who always slip Javanese *Gending* in *karawitan* between lessons, for example, *Gundul-Gundul Pacul*, *Suwe Ora Jamu*, *Padang Bulan*. So that children can memorize and sing folk songs, especially Javanese songs.

Supporting Factors of Students' Patriotic Character in *Karawitan* Extracurricular

In the context of *karawitan* extracurricular activities, the support can come from the students themselves, the school, and the teachers or trainers. To investigate these supporting factors, the researcher asked to what extent individuals around the students provided support. The following are the results of observations, interviews, and questionnaires related to the supporting factors of *karawitan* extracurricular activities at Santo Fransiskus Elementary School Sragen Regency, which are presented in Table 4.

Table 4. Summary of Supporting Factors for Students' Patriotic Character Through *Karawitan* Extracurricular

Observation Data	Interview Data	Questionnaire Data
Management for scheduling and scheduling extracurricular activities is already in place.	Scheduled and conducted outside of regular study hours.	This is a routine activity with a clear schedule and division of tasks.
The principal, teachers, extracurricular gamelan instructors, and students are committed to being responsible for the facilities and infrastructure.	The principal, teachers, extracurricular gamelan instructors, and students are committed to being responsible for the facilities and infrastructure.	The principal, teachers, extracurricular gamelan instructors, and students are committed to being responsible for the facilities and infrastructure.
Support from students' parents in extracurricular <i>karawitan</i> activities is very good.	Students are enthusiastic about participating in extracurricular <i>karawitan</i> activities because they are supported by their parents.	Parents motivate students so that students are enthusiastic about participating in activities.

Referring to the findings of observations, interviews, and questionnaires that have been conducted, the supporting factors for students' love for their country through extracurricular music activities are several things, including: supporting facilities and infrastructure, commitment (students, teachers, coaches, and principals), routine schedules/activities, students have high enthusiasm and parental support for students in extracurricular music activities.

Inhibiting Factors of Students' Patriotic Character in *Karawitan* Extracurricular

In addition to the supporting factors, there are still inhibiting factors. With the existence of inhibiting factors, stakeholders can have a means to evaluate extracurricular activities. The following Table 5 results from observation, interviews, and questionnaires related to inhibiting factors of extracurricular activities at Santo Fransiskus Elementary School Sragen Regency.

Referring to the findings of observations, interviews, and questionnaires that have been conducted, there are several inhibiting factors for extracurricular *karawitan* activities, including there are several devices that need to be repaired, there are several students who are less enthusiastic because their extracurricular schedule is after school and there is no support from the *karawitan* community.

Table 5. Summary of Inhibiting Factors of Students' Patriotic Character Through *Karawitan* Extracurricular

Observation Data	Interview Data	Questionnaire Data
Some devices need improvement.	Some devices need improvement.	The devices can already support all students, but some devices need improvement.
Some students are less motivated because they are physically tired.	Some students are less motivated due to the schedule being after school hours, making them physically exhausted	They are students who are less enthusiastic because of the schedule for when lessons finish, so the child becomes tired.
There is no support from any community yet.	There is no support from any community yet.	There is no support from any community yet.

The Impact of *Karawitan* Extracurricular on the Patriotic Character

In addition to supporting factors and inhibiting factors. In addition, there is also the influence of extracurricular music activities on students' patriotic character. The following is Table 6 which presents the results of interviews and questionnaires related to the influence of extracurricular music activities on students' patriotic character at Santo Fransiskus Elementary School Sragen Regency.

Table 6. Summary of the Impact of Character *Gamelan* Extracurricular on Students' Patriotic Attitudes

Interview Data	Questionnaire Data
Students better understand traditional musical instruments and their functions.	Students have a better understanding of <i>karawitan</i> musical instruments compared to their peers.
Understanding traditional songs increases their pride in their own culture.	Students better understand the meaning of the song and feel prouder of their national culture.
Students appreciate the diversity of regional music and want to learn more about it.	Playing <i>karawitan</i> musical instruments increases awareness of Indonesia's cultural diversity.
Teaches discipline, responsibility, and teamwork in group practice.	Improve student discipline, teamwork, and responsibility towards
Students invite their friends to learn traditional music and share the joy of playing <i>karawitan</i> .	The students were enthusiastic about introducing gamelan to their friends, thus increasing interest in this cultural heritage.

Referring to the findings of the interviews and questionnaires that have been conducted, the impact of extracurricular *karawitan* activities on the character of love for the homeland in students is in several ways, including increasing knowledge about regional culture, a sense of pride in cultural heritage, appreciating cultural diversity, forming character and discipline, and spreading the love for the homeland through art.

DISCUSSION

The results of a research study of extracurricular gamelan activities at Santo Fransiskus Elementary School, Sragen Regency showed significant findings in forming a character of love for the homeland in students. The implementation of this activity is not only an artistic activity but also a means of learning national values through the preservation of traditional culture. The most prominent finding is the high enthusiasm of students in participating in this activity, as seen from their regular attendance, punctuality, and enthusiasm for learning and playing gamelan and singing Javanese songs. More than just participation, they show real appreciation for regional arts and culture by trying to memorize musical instruments and regional songs and practicing these skills outside of class hours, including looking for additional references through books and the internet to deepen their understanding (Rosala, 2016).

In addition, this activity has an impact on the formation of character, discipline, responsibility, and cooperation. (Nuryanto, 2017). Through the lecture and demonstration of learning methods applied by the trainers, students not only learn to play musical instruments but also develop social skills, such as controlling

emotions, maintaining cohesiveness, and helping each other. This approach allows them to experience firsthand the importance of maintaining harmony within the group, which is in line with the Javanese cultural values taught.

The implementation of extracurricular *karawitan* activities uses a structured approach consisting of three stages, namely opening activities, core learning, and closing arts (Mahendra, 2020). The learning methods used include lecture and demonstration methods. Learning is also carried out in the form of group work, namely, students learn to play in groups in one ensemble unit that emphasizes the values of cooperation and discipline. By playing gamelan and singing regional songs, learners not only learn musical skills but also understand the cultural values passed down by their ancestors.

The success of the implementation of extracurricular *karawitan* activities is supported by several main factors (Nugraha & Rahmatiani, 2019). First, the availability of adequate facilities and infrastructure, such as complete gamelan equipment provided by the school, so that students can access quality musical instruments. In addition, the commitment of the principal, teachers, and supervisors to preserving Javanese culture also supports the sustainability of the program. The enthusiasm of students is also a significant supporting factor, as seen from the large number of students who show great interest in learning *karawitan*, thus creating a positive learning atmosphere. In addition, a regular and well-scheduled practice schedule also strengthens students' understanding and appreciation of traditional music.

However, there are several inhibiting factors in the implementation of this activity. One of them is the problem of musical instrument maintenance, where several gamelan instruments are damaged. In addition, student fatigue after attending lectures is also an obstacle, because some students experience decreased motivation to participate in extracurricular activities (Meria, 2018).

Extracurricular *karawitan* has a positive impact in forming students' love for their homeland through several aspects (Meria, 2018). First, students gain a deeper understanding of Indonesian traditional music, including the types or names of gamelan instruments and the functions of gamelan instruments. Thus, students become more appreciative and understand the richness of Indonesian culture. In addition, participation in performances and competitions at school increases students' sense of pride in their regional culture. Students realize the uniqueness of their culture and feel responsible for preserving it. Exposure to Javanese music also increases students' interest in exploring other regional cultures in Indonesia, thereby fostering tolerance and appreciation for the diversity of art.

Routine practice in this extracurricular activity teaches students to be more disciplined and cooperative because playing gamelan requires good synchronization between players (Fatmawati & Kaltsum, 2022). In addition, many students share their experiences with friends and family, appreciating a broader interest in traditional Indonesian music. Supported by previous research that proves that through extracurricular *karawitan* activities, students can develop a deeper appreciation and pride in Javanese cultural heritage, especially in the context of *karawitan* art and this activity produces very good results, students show their admiration for Indonesian art, it is seen that students become accustomed to listening to music that has elements of gamelan, and they show interest in this type of music. This effort is effective in fostering a sense of love for culture and discipline in the school environment. In essence, participating in extracurricular *karawitan* activities fosters a sense of love for the homeland, especially in the realm of Javanese culture (Nafiah & Wiratsiwi, 2024). Strengthened by research conducted by Fatmawati et al., (2022) stated that this activity not only fosters a sense of discipline and love for the homeland in students, allows students to get to know local culture, but also allows them to participate in preserving the culture of their ancestors directly.

From the results of this study, new insights emerged on how traditional art activities can be an effective medium in instilling patriotism values. For further development, it is recommended that further research explore more innovative and interactive learning methods to increase students' learning motivation. Another method that can be used by teachers in teaching extracurricular *karawitan* is the drill method. The drill method in teaching aims to train students on the material that has been taught so that they can master what they have learned and have dexterity and skills. (Wahyu Santoyo et al., 2019). Practice can be started by playing the

gamelan slowly with a predetermined song after the demonstration method is finished. It is expected that by playing the gamelan continuously, students will become more sensitive and accustomed to the gamelan. In this method, students are divided into groups taking turns and playing the gamelan with the selected song. Furthermore, an innovative method that can be used is the simulation method. In this method, the teacher asks students to consider the practice as if they were participating in a performance or competition, then students who play or beat the instrument are trained or directed to sit properly and have a good attitude in playing the gamelan. Students who cannot beat will be directed to sit facing the front (blackboard) and sing the *tembang dolanan (wirasuara)* (Aji, 2017). With the simulation method, teachers also teach students how to work together and unite well and increase students' sensitivity to gamelan instruments. Strengthened by research that proves that using the drill and simulation methods in learning gamelan in Elementary Schools can improve students' gamelan playing (Pamilasari, 2019).

In addition, evaluation of supporting facilities and adjustment of activity schedules also need to be done to create a more comfortable and productive learning environment. Thus, the *karawitan* extracurricular is not only a means of preserving culture but also a place for character formation and developing the potential of the younger generation.

The novelty of this research is to analyze more deeply the supporting and inhibiting factors and analyze what patriotic characters are formed from the existence of *karawitan* extracurricular activities in increasing love for the country. This research is important to do to find out what obstacles hinder the achievement of learning objectives in *karawitan* extracurricular activities. In addition, it provides benefits for teachers to be able to find out the description and information about the context of developing the character of love for the country of students through *karawitan* extracurricular activities. For schools, it can provide information about how far the education of the character of love for the country of students is applied through extracurricular activities at Santo Fransiskus Elementary School, Sragen Regency. For researchers, it can deepen knowledge in the context of developing the character of love for the country of students through *karawitan* extracurricular activities. For educational institutions, it becomes information material about the context of developing the character of love for the country of students through *karawitan* extracurricular activities. And for further researchers or readers of this research, it can provide information in writing or as a reference regarding the development of the character of love for the country of students through *karawitan* extracurricular activities.

CONCLUSION

The study "Analysis of the Character of Love for the Country Through *Karawitan* Extracurricular Activities at SDN Santo Fransiskus Santo, Sragen Regency" concluded that *karawitan* activities play an important role in fostering the character of love for the country in students, as seen from the enthusiasm of students in singing regional songs and playing the gamelan, as well as fostering an attitude of cooperation and mutual respect. However, this study has limitations such as the condition of the gamelan equipment that needs to be repaired, uneven student motivation, and the schedule of activities carried out after school hours which causes fatigue. Therefore, further research is recommended to examine more effective learning methods to increase motivation, improve supporting facilities, and compile a more optimal schedule so that this activity is more effective in forming the character of love for the country.

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