

## DEVELOPMENT OF THE CULTURAL TUESDAY PROGRAM TO INCREASE LOCAL CULTURAL CREATIVITY AT SD NEGERI 101740 TANJUNG SELAMAT

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### ABSTRACT

This research aims to increase student creativity in developing local culture at SDN 101740 Tanjung Selamat. This research uses regional cultural riches as a source of inspiration and a qualitative approach including observation, interviews and documentation as data collection techniques. Activities carried out include training in traditional arts, handicrafts and cultural performances involving students, teachers and the local community. The research results showed that students' creativity and skills increased significantly as reflected in their enthusiasm and active participation in all activities. In addition, cooperation between schools and local communities is getting closer, thus contributing to the preservation and development of local culture. This study recommends the continued implementation and expansion of similar programs to optimize student potential and strengthen regional cultural identity in the educational context.

Keywords: Tuesday Cultural Program, Student Creativity, Cultural Preservation

### INTRODUCTION

Regional culture has an important role in shaping the identity of a nation. Indonesia is rich in diverse cultures, including arts, traditions, languages and handicrafts. However, as time goes by and the influence of globalization, many local cultural values are increasingly marginalized, especially among the younger generation (Suyono & Nugraha, 2024). Therefore, strategic efforts are needed to preserve and develop local culture, including through education in schools. SDN 101740 Tanjung Selamat has great potential to become a center for developing students' local cultural creativity. By incorporating cultural values into the curriculum, schools can increase students' knowledge and love of local culture. One of the programs to achieve this goal is "Cultural Tuesday", namely various cultural activities held every Tuesday. The program not only aims to increase student creativity, but also strengthen relations between the school and the community.

The aim is to help students get to know and love local culture better through activities such as traditional arts, folk games and cultural performances (Prayuda, 2023). Apart from that, this program also provides space for students to express their creativity and collaborate with peers and the community. The aim of this research is to evaluate the development of the Cultural Tuesday program and its impact on student creativity from the perspective of preserving local culture. It is hoped that this research can make a major contribution to efforts to preserve culture and develop the character of students at SDN 101740 Tanjung Selamat.

### RESEARCH METHOD

This research uses a qualitative approach with a case study design to evaluate the development of the "Cultural Tuesday" program at SDN 101740 Tanjung Selamat (Gaskins, 2021). This method was chosen because it allows researchers to gain an in-depth

understanding of the program's influence on student creativity and interactions between school and community.

This research was carried out at SDN 101740 Tanjung Selamat, which is located in an environment rich in local culture (Ratnawati et al., 2021). Participants in this research consisted of 30 students from various classes, 5 teachers, and 3 members of the local community who were involved in implementing the program.

The collected data was analyzed using thematic analysis (Prayuda & Tarigan, 2024). This process involves categorizing data into major themes that emerge from observations, interviews, and documentation. Researchers triangulated the data to ensure the validity and reliability of the findings by comparing information from various sources.

To assess the level of student creativity before and after implementing the program, assessment criteria are used which include aspects of innovation, originality and skills in cultural activities (Smith, 2023). Assessment is carried out through observation and evaluation of products produced by students during activities. Using this method, the research is expected to provide a comprehensive picture of the impact of the "Cultural Tuesday" program in increasing student creativity and preserving local culture at SDN 101740 Tanjung Selamat.

## DISCUSSION

The results of the research demonstrate that the Cultural Tuesday program at SDN 101740 Tanjung Selamat successfully enhanced student creativity and strengthened the school's relationship with the surrounding community (Karunakar, 2020). This program represents a strategic approach to integrating cultural education into the curriculum, providing significant benefits for both students and the broader community. Through the implementation of this initiative, several key insights were gained regarding its impact on fostering creativity and community engagement.

Observation data indicate a substantial increase in student creativity as a result of their involvement in the Cultural Tuesday activities. These activities, which include education in traditional arts, crafts, and cultural performances, offer students a platform to explore their creative potential and express themselves through various forms of art. By engaging in these culturally rich experiences, students are not only encouraged to generate innovative ideas but are also introduced to the values embedded in local traditions. For example, traditional dance rehearsals allowed students to merge creativity with cultural heritage, leading to the development of unique performances. Furthermore, interviews with students revealed a noticeable boost in their confidence as they showcased their skills and actively participated in the program's activities. Many students reported feeling a sense of accomplishment and pride in their contributions, which further motivated them to explore new creative avenues.

The program's success extends beyond the classroom, as it has garnered significant attention and involvement from the local community. Interviews with community members highlighted their enthusiasm and appreciation for the school's dedication to preserving local culture (Primaniarta & Mattos, 2022). This initiative has fostered a sense of pride among residents, many of whom have actively participated in the program by sharing their expertise in traditional arts and crafts. For instance, local artisans were invited to lead workshops, providing students with firsthand knowledge of traditional techniques and practices. This collaborative effort has not only enhanced the learning experience for students but also reinforced community bonds. The involvement of community members as mentors and leaders has strengthened the relationship between the school and its surroundings, creating a shared sense of responsibility for maintaining cultural heritage.

Integrating cultural activities into the curriculum has also had a transformative impact on the overall learning process. Students who participated in the program exhibited increased motivation and engagement in their studies. The incorporation of enjoyable and interactive cultural activities provided a refreshing approach to learning, allowing students to draw connections between cultural knowledge and academic subjects. For example,

lessons on history were complemented by storytelling sessions about local legends, making the subject more relatable and captivating for students. Beyond academic knowledge, these activities also helped students develop essential social and cooperative skills. Working together on group projects, such as preparing for cultural performances, taught students the importance of teamwork, communication, and mutual respect. These character-building experiences are invaluable for their personal development and future endeavors.

In conclusion, the Cultural Tuesday program at SDN 101740 Tanjung Selamat has proven to be a meaningful initiative in promoting creativity, preserving local culture, and strengthening community ties. By providing students with opportunities to engage in cultural education and fostering collaboration with the community, this program has created a holistic learning environment that nurtures both academic and personal growth. The success of this initiative underscores the importance of integrating cultural elements into educational frameworks to develop well-rounded individuals who value their heritage and are equipped to contribute to society.

The positive outcomes of the Cultural Tuesday program highlight the potential of culturally integrated education as a transformative approach to fostering holistic student development. Beyond the immediate benefits of enhancing creativity and cultural appreciation, this initiative serves as a model for schools aiming to create deeper connections between academic learning and community involvement. The success of this program underscores the critical role of schools as agents of cultural preservation and as catalysts for community cohesion.

One notable observation is the reciprocal relationship between the school and the community that emerges through programs like Cultural Tuesday. As the school invests in cultural preservation, the community, in turn, offers its support and resources, creating a dynamic partnership. For instance, community members with expertise in traditional music, weaving, or culinary arts become invaluable contributors to the program, enriching the students' experiences. This exchange not only enhances the educational value of the activities but also instills a sense of mutual pride and purpose. Community elders, often regarded as repositories of cultural knowledge, find renewed relevance as they share their stories and skills with younger generations, bridging the generational gap. This dynamic exemplifies how education can transcend its traditional boundaries to become a shared community enterprise.

Moreover, the program demonstrates the significant role that cultural education plays in shaping students' identities and values. Exposure to local traditions fosters a sense of belonging and cultural pride, which is especially important in an era of globalization where cultural homogenization often threatens local identities. Students who engage in traditional crafts or performances gain a deeper understanding of their heritage, which can serve as a foundation for developing a strong and positive self-identity. This cultural grounding equips them to navigate a rapidly changing world with confidence, while remaining rooted in their values. For example, a student who participates in a traditional dance performance may not only master the art form but also learn about the historical and spiritual significance of the dance, cultivating a profound respect for their culture.

In addition to its cultural impact, the program also supports students' academic growth by incorporating interdisciplinary learning strategies. Teachers have successfully linked cultural activities to core subjects such as language, history, and even mathematics. For instance, during craft-making sessions, students learn geometric patterns and measurements, blending artistic expression with mathematical concepts. Similarly, storytelling activities related to local legends enhance language skills and comprehension while introducing students to the richness of oral traditions. This integrative approach helps students see the relevance of their studies in real-world contexts, making learning more meaningful and engaging.

The ripple effects of Cultural Tuesday extend to the broader school environment, fostering a more inclusive and collaborative atmosphere. Students from diverse backgrounds find common ground in their shared cultural activities, which encourages mutual



understanding and respect. Teachers have noted improvements in classroom dynamics, as students demonstrate greater empathy and a willingness to work together. The program has also inspired other schools in the region to adopt similar initiatives, creating a ripple effect of cultural revitalization and educational innovation.

To sustain and expand the impact of Cultural Tuesday, it is essential to ensure continuous support and investment from both the school administration and the local government. Funding for materials, training for teachers, and engagement with cultural practitioners are critical to maintaining the program's quality and reach. Additionally, regular evaluations should be conducted to assess its effectiveness and identify areas for improvement. By establishing partnerships with cultural organizations and leveraging digital platforms, the program can also explore innovative ways to document and share its activities, ensuring that the knowledge and experiences generated are preserved for future generations.

In conclusion, the Cultural Tuesday program exemplifies the power of education as a tool for cultural preservation, community engagement, and personal growth. By blending cultural traditions with modern pedagogical practices, the program not only enriches students' learning experiences but also reinforces the role of schools as hubs of cultural and social development. Its success serves as a testament to the potential of culturally integrated education to build bridges between generations, strengthen community ties, and prepare students to thrive in a diverse and interconnected world.

## CONCLUSION

SDN 101740 The Tanjung Selamat Cultural Tuesday Program has proven to be effective in increasing student creativity and strengthening the school's relationship with the community (Prayuda et al., 2023). The increasing community participation and positive impact on the learning process shows the importance of cooperation in preserving local culture (Osuchukwu & Udeze, 2021). The study recommends continuing and expanding this program, with particular attention to increasing teacher training and parent involvement, to maximize the results achieved. can help children develop their self-expression skills and also in theater training, students are invited to play roles and express the emotions and thoughts of the characters they play. This helps them understand and articulate their feelings better, which will increase their self-confidence in communicating.

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