

## Preserving Local Traditions of Sumbawa; Phenomenological Study of Artists Entering Batu Nisung State Elementary School

Wiwin Andriani Ningsih<sup>1</sup>, Raden Sumiadi<sup>2</sup>

<sup>1</sup>SDN Batu Nisung, <sup>2</sup>STKIP Hamzar

Email : [wiwinkasman@gmail.com](mailto:wiwinkasman@gmail.com)

### Abstract

*This study aims to describe the program for the preservation of Sumbawa local wisdom values at SD Negeri Batu Nisung. This research is designed with a phenomenological approach. In obtaining data, the researcher plays the role of the main instrument with other supporting tools such as observation guidelines and interview guidelines. The data obtained through observation activities, interview activities and documentation were then analyzed using the Miles and Huberman model. The validity of the data was confirmed through triangulation, peer discussions and fukus group discussions. Based on the results of data analysis, it shows that at SDN Batu Nisung there is one program that aims to preserve local traditional values, namely Batu Nisung or SEMANIS. The program can introduce and train students as local traditional actors, because they are taught directly by local artists in playing traditional Sumbawa musical instruments. The Semanis program is part of a strategic step that connects the world of education with cultural arts so that it can create a collaborative space for students to develop their creativity, empathy, and insight into local cultural values.*

**Keywords:** *Local Traditions, Artists, Batunisung*

### INTRODUCTION

According to Perdirjen GTK 7327/2023 concerning the competency model for school principals, there are 3 technical competencies that a school principal must have, namely a) Personality competency; b) Social competence; and c) Professional competence. Personality competency is the ability of a principal to demonstrate self-quality through moral, emotional and spiritual maturity to behave in accordance with a code of ethics, self-development through reflective habits, and having a student-centered orientation. Social competence is the ability of the principal to empower educational unit residents, collaborate with educational unit residents and the community, and be involved in professional organizations and wider networks to improve the quality of educational units. Meanwhile, professional competency is the ability of the principal to develop the vision and learning culture of the educational unit, implement student-centered learning leadership, and manage resources effectively, transparency and accountability. The indicators of professional competence include: a) developing the vision and learning culture of the educational unit; b) student-centered learning leadership; and c) management of educational unit resources effectively, transparency and accountability.

In realizing the competence of a school principal, both social and professional competence with indicators of collaboration and student-centered learning leadership, one of the steps that can be taken is to prepare and develop a school program that is pro-student. Based on the results of diagnostic assessments of students, the community and the school environment. Batu Nisung is located in a tourist village where the local community maintains local artistic and cultural traditions. There are also several local artists such as writers, musicians, dancers and sculptors who use local motifs or *kelingking* art.

As a learning leader, you need to take advantage of these characteristics through the SEMANIS program, *semanis* is an acronym for Artisan Masuk Banis (Batu Nisung). Through this sweet program, students can learn directly from experienced artists, enriching their insight into traditional art. This program also helps strengthen relationships between schools, artist communities, local traditional communities, in this case the LATS (Tana Samawa Traditional Institute) Labuhan Badas District, and the Sumbawa Regency Education and Culture Service, as well as supporting efforts to preserve local culture which is the identity of the Batu Nisung hamlet. as part of a tourist village.

It is hoped that this activity will not only improve students' artistic abilities and

appreciation, but also inspire a creative and innovative spirit. Through direct interaction with artists, students will be more encouraged to develop their talents and interests in the field of art. Apart from that, this program can also foster a love of local culture and strengthen their identity as part of the Batu Nisung hamlet community as a tourist village rich in cultural heritage.

## METHOD

Research methods are researchers' way of obtaining valid data so that it can be scientifically justified. The position of the researcher in this research is as part of the residents of Batu Nisung State Elementary School (Insider). Such a position is really needed in describing data findings from an emic point of view, namely explaining a phenomenon that occurs from the perspective of the school community itself. Even though the researchers are part of SDN Batu Nisung, they still collaborate with outsiders, this is a balance in describing the data found so that it does not seem manipulative and subjective. The researcher's position as part of the character *insider* and *outsider* will provide benefits in describing data findings that are deeper and more comprehensive.

## RESULTS AND DISCUSSION

As a learning leader, the principal is obliged to prepare and develop school programs that have an impact on students. SEMANIS or Batu Nisung entering artists is one of the school programs at Batu Nisung State Elementary School aimed at developing students' talents and interests and preserving local traditional values. The large number of local artists around the school is an asset in realizing learning that supports students, especially in the field of local arts and culture. Semanis is one of the programs implemented in the form of optional extracurricular activities for students at Batu Nisung State Elementary School.

To start this activity, the school provided several facilities to support the activity, such as musical instruments in the form of Gong, Genang, Rabana Ode, Serune, Samawa

Traditional Clothes, as well as several other complementary properties. It costs a lot of money to get art tools, especially since SDN Batu Nisung is only a small school with only 78 students. Apart from collaborating with the committee, the school also submitted a proposal to the Sumbawa district Education and Culture Department through the cultural sector. With this proposal, the school received assistance with several artistic tools from the cultural sector. The cultural sector also appreciated the program by taking part in opening the launch of Semanis, which at that time was still known as an artist entering school.

The Semanis program was launched on July 25 2023. Activities are carried out twice a week in the afternoon. Students are introduced to and trained to play traditional Sumbawa musical instruments such as playing Gong, Genang, Rabana Ode, Serune and also typical Sumbawa dances. Trainers are prepared by schools from elements of the community who have the ability to play traditional musical instruments. The first batch of artists trained and guided students for 3 months, currently the school is continuing with the second batch. Such sweet activities are further strengthened through cultural Saturday activities, each child who has been trained will be shown in turn. Not only at school, students who are trained and proficient are included in art competitions at sub-district and district levels. Several students succeeded in winning at the sub-district level and continued at the district level. One of the art competitions that took place at the district level succeeded in bringing students to first place.

The output of the semanis program is not only to achieve achievements in non-academic fields, but also to preserve local cultural values which are starting to become extinct due to being displaced by modern life and globalization. Local wisdom is an entity that really determines human dignity and worth in the community (Geertz, 1983). In community life, especially in traditional ceremonies, the implementation of activities is usually carried out by parents who have mastered various forms of local entertainment, but currently

Batu Nisung Elementary School students have been entrusted with providing entertainment at traditional events in Batu Nisung. Such as dancing, playing the musical instruments gong genang, balawas, basakeco, badede, and sarakal. Of course, this success is a source of pride for the school. It can be seen from several responses from parents, the community, traditional leaders and students that the presence of sweet, local culture, which has so far been less popular with the younger generation, has become an activity that is able to attract the interest of today's younger generation, especially elementary school age children. Apart from being implemented in the world of education, it can also be implemented in social life.

Several factors that support the success of the Semanis program are; 1) there are activities to map the characteristics of students regarding their talents and interests, 2) establishing collaboration and drawing up MoUs with the local arts community, inviting artists who have competence and are relevant to the school's learning objectives, 3) making SEMANIS one of the extracurricular options for participants educate according to their talents and interests, 4) provide training for teachers in art teaching methods so that they are able to direct students in art activities and strengthen the learning received from artists. Teachers can also help with extracurricular continuity with daily lessons in class, 5) provide the necessary facilities such as art equipment, rooms or halls, clothing, and other necessities needed for activities, 6) collaborate with parents, both in supporting the implementation of activities and also providing appreciation towards students' work, 7) presenting students in art performances or other activities both at school and at traditional events in the community, 8) involving students in various art competitions at school, inter-school, district and provincial levels, 9) carry out regular evaluations, to ensure success and obstacles faced, 10) document and publish activities through various school social media such as FB, IQ, Instagram, TikTok and YouTube, 11) Give awards and appreciation to

students who succeed in showing progress and contribution in various activities.

Apart from success, there were also several obstacles in carrying out such activities, namely the practice time which collided with the Koran recitation activities at TPQ. As implementers of activities, it is our duty to find solutions to these obstacles. We at the school met with the Koran teacher and asked that the implementation of the Koran be moved forward to the afternoon after the children returned from school and only do it twice a week, the Koran teacher agreed to this request. And it is hoped that in the future such sweet activities can be carried out in the morning and become a school co-curricular.

## CONCLUSION

The Semanis program is a strategic step that connects the world of education with arts and culture, creating a collaborative space for students to develop their creativity, empathy and insight into local cultural values. With the presence of artists at Batu Nisung State Elementary School, students are not only invited to understand and appreciate art, but also learn to express themselves positively and develop critical thinking skills.

It is hoped that the Semanis program can become a driving force in developing a young generation who is not only academically intelligent, but also has character, creativity and is sensitive to the social and cultural environment around them. In this way, we can all contribute to preserving the nation's arts and culture through education, as well as preparing the next generation who are ready to face global challenges with a strong identity as children of the nation.

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