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Strengthening the Competence of Elementary School Teachers in Developing Extracurricular Activities Based on Local Wisdom Values

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Abstract

Local wisdom-based extracurricular activities play a vital role in enhancing students' character and conserving Indonesia's cultural heritage. However, many elementary school teachers still struggle to incorporate local cultural values into these activities due to limited knowledge and practical experience. This community service aimed to boost teachers' skills in designing and executing extracurricular programs rooted in local wisdom at MI Muhammadiyah Gonilan Kartasura. The initiative consisted of three phases: workshops, mentoring, and limited implementation. The workshops covered local wisdom, character education, and extracurricular development, while mentoring supported teachers in preparing culturally integrated activities. The implementation involved traditional dance, Tapak Suci, archery, and traditional games. Evaluation revealed that teachers showed substantial improvements in integrating local wisdom, planning such activities, and recognizing underlying character values. Students also displayed increased participation, teamwork, discipline, responsibility, and appreciation for local culture during extracurricular engagements. These outcomes suggest that local wisdom-based activities offer meaningful learning experiences and reinforce character education. As a result, this model could be an effective approach for schools to preserve cultural heritage while enhancing educational quality through contextual learning.

Keywords: extracurricular activities, local wisdom, character education, elementary school, teacher competence

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Introduction

Extracurricular activities are an important part of the educational process because they provide students with opportunities to develop their potential, interests, talents, and character beyond the classroom. In the context of basic education, extracurricular activities serve not only to develop skills but also to instill character values through authentic learning experiences. Therefore, the development of extracurricular activities needs to be designed in a contextual manner, leveraging local culture as a learning

resource relevant to students' lives. Research shows that culture-based learning can increase student engagement while strengthening their cultural identity. [1].

Indonesia is a multicultural country with more than 1,300 ethnic groups, each with a diverse range of languages, arts, customs, traditional games, and various forms of local wisdom spread throughout the archipelago. This diversity is a social asset with significant potential to be integrated into the educational process to build character, strengthen national identity, and foster pride in the nation's culture [2]. Culture is a system of meaning passed down from generation to generation that shapes societal behavior. Therefore, preserving culture through education is a crucial strategy for addressing the challenges of globalization [3].

Developments in information technology and globalization have improved access to knowledge, but they have also influenced students' mindsets and behaviors, leading them to increasingly distance themselves from local culture. This phenomenon is characterized by a decline in interest in traditional arts, folk games, and regional cultural activities that have long defined the community. If unaddressed, this situation can lead to the erosion of cultural values and the weakening of the character of the younger generation. Culture-based education is an effective approach to building student identity while fostering appreciation for cultural diversity [4].

Initial observations at MI Muhammadiyah Gonilan Kartasura indicate that extracurricular activities have been primarily oriented toward developing technical skills, while local wisdom values have not been optimally integrated. Teachers also face limitations in designing extracurricular activities that connect cultural activities with the goal of developing student character. However, research [5] shows that the success of character education is greatly influenced by teachers' competence in creating contextual and meaningful learning experiences.

Several previous studies have also shown that integrating local wisdom into education positively impacts student development. Local culture-based learning can enhance students' creativity, collaboration, responsibility, and social awareness [6]. Similar findings were presented by [7], who stated that character education will be more effective if developed through real-life experiences rather than simply delivering theoretical material. Meanwhile, social constructivism emphasizes that social interaction and the cultural environment play crucial roles in students' cognitive and character development [8].

Given these conditions, a mentoring program is needed to improve teachers' competency in developing extracurricular activities grounded in local wisdom values. This community service program aims to provide teachers with reinforcement regarding the concept of local wisdom, strategies for developing extracurricular activities, and the implementation of local culture as a medium for building student character. Through this program, it is hoped that teachers will be able to design more innovative, contextual, and sustainable extracurricular activities, thereby supporting the implementation of character education in elementary schools while preserving Indonesian culture. Furthermore, the program promotes human literacy, life skills, social competence,

progressive values, transcendence values, local cultural wisdom, and sustainability as an integrated educational framework to strengthen teachers' professional capacity and foster holistic student character development.

Method

This community service program uses a participatory training and mentoring approach, an empowerment method that places teachers as the primary subjects in every stage of the activity. This approach was chosen because it allows participants to gain hands-on learning experiences through training, discussions, practice, and mentoring, resulting in more sustainable results.

The program was held at MI Muhammadiyah Gonilan Kartasura and involved all teachers as primary participants. The program was implemented through three stages: preparation, implementation, and evaluation.

The preparation stage began with coordination with the principal to identify the school's needs for developing extracurricular activities based on local wisdom. Next, a needs assessment was conducted through group discussions to determine the current state of extracurricular activities, teacher competencies, and the challenges faced in integrating local cultural values into school activities.

The implementation stage involved three key activities. Firstly, a workshop was conducted to introduce concepts such as local wisdom, character education, strategies for creating extracurricular activities, and examples of integrating local culture into learning. Secondly, mentoring sessions supported teachers in developing extracurricular materials, including setting learning objectives, selecting materials, methods, media, character indicators, and assessment techniques. Lastly, the plan was implemented through activities such as traditional dance, Tapak Suci, archery, and traditional games, all adapted to suit the characteristics of elementary students.

The program evaluation employed a descriptive method, using observation, documentation, interviews, and a Google Forms questionnaire administered to all participants after the activity. The assessment focused on three key areas: enhancing teachers' understanding of local wisdom, their ability to design extracurricular activities, and participants' feedback on the program's execution. Data collected were analyzed descriptively and qualitatively by comparing conditions before and after the activity to assess the program's effectiveness. The complete flow of activities is presented in Figure 1.

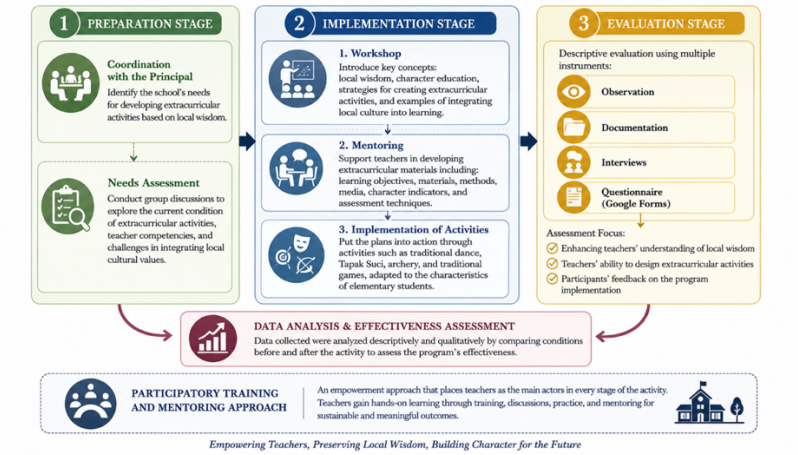

Figure 1. Community Service Implementation Flow

Result and Discussion

1. Teacher Needs Analysis in Developing Local Wisdom-Based Extracurricular Activities

The initial community service phase began with a needs assessment that included discussions with the principal and teachers at MI Muhammadiyah Gonilan Kartasura. The analysis showed that extracurricular activities primarily focused on developing student talents and skills. However, the integration of local wisdom values into character education had not yet been systematically planned.

Most teachers reported implementing various extracurricular activities but still faced challenges in linking these activities to the desired character values. Additionally, they lacked guidance on developing extracurricular materials that incorporate local culture as a learning resource.

These findings show that enhancing teachers' skills remains a key priority for developing culture-based extracurricular activities. This aligns with research [9], which suggests that the success of character education heavily depends on teachers' capacity to create contextually relevant learning experiences. Similarly, [10] highlighted that teachers are vital in incorporating local wisdom into education, enabling students to have more meaningful learning experiences.

2. Workshop Implementation and Teacher Mentoring

Based on the needs analysis results, the community service team organized a workshop covering local wisdom, character education, strategies for extracurricular development, and the incorporation of local culture into school activities. Participants actively engaged in discussions, Q&A, and hands-on sessions to develop activity materials.

Next, mentoring was provided in developing a local culture-based extracurricular program. Teachers were guided in developing activity objectives, character indicators, learning materials, implementation methods, media, and evaluation instruments appropriate to the characteristics of elementary school students.

This mentoring method allowed teachers to engage in collaborative learning through practical experience. As noted in [11], social interaction and collaboration during learning lead to a deeper

understanding compared to purely theoretical approaches. Additionally, [12] supports this view, claiming that character development is more effective when achieved through real-life activities that actively involve participants.

3. Implementation of Local Wisdom-Based Extracurricular Activities

The implementation phase included traditional dance activities, Tapak Suci, archery, and traditional games, all of which were developed in collaboration with teachers. These activities aim to foster character values such as discipline, responsibility, cooperation, mutual assistance, sportsmanship, leadership, and love of national culture.

Teachers are increasingly incorporating character values into extracurricular activities, shifting them from a solely skills-focused approach to one that emphasizes character development. These results show an improvement in teacher competency following participation in the community service program.

These findings align with research [13], which states that incorporating local wisdom enhances the quality of learning and reinforces students' character. Additionally, [14] highlights that culture-based education is a crucial strategy for fostering student identity and preserving the sustainability of local culture.

4. Program Impact on Teacher Competence

Based on observations, interviews, and evaluation questionnaires, teachers showed a greater understanding of local wisdom and improved ability to organize systematic extracurricular activities. Before the training, most teachers saw extracurricular activities only as opportunities for talent development. After the mentoring, teachers realized these activities could also foster students' character development. Figure 2 illustrates sacred footprints, archery, and traditional dance.



Figure 2. Example of an illustration of a sacred footprint, archery and traditional dance

5. Program Impact on Students

During the activities, students showed great enthusiasm for participating in each extracurricular event. They engaged more actively, collaborated effectively in groups, supported one another, respected their peers, and took pride in their regional culture.

Traditional dance activities enabled students to improve their cooperation, coordination, and self-confidence. Tapak Suci activities promoted discipline, responsibility, and sportsmanship. In addition, archery activities enhanced concentration, precision, patience, and self-control. Traditional games facilitated

positive social interactions among students, making the learning experience more engaging.

These findings align with research [16], which describes culture as a value system that shapes societal behavior. Additionally, study [17] on the Pancasila Student Profile highlights that culture-based learning can enhance dimensions such as mutual cooperation, global diversity, creativity, and critical thinking. Therefore, developing extracurricular activities rooted in local wisdom not only helps preserve culture but also serves as a practical strategy to support the independent curriculum through contextual character education [18].

Conclusion

The community service program at MI Muhammadiyah Gonilan Kartasura has effectively enhanced teachers' skills in creating extracurricular activities rooted in local wisdom values. Through workshops, mentoring, and implementation, teachers gained a better understanding of local wisdom and learned to design activities that incorporate character values into every lesson. Activities such as traditional dance, Tapak Suci, archery, and traditional games have increased student participation, teamwork, discipline, responsibility, and pride in local culture. These activities not only aid in cultural preservation but also support the development of contextual character education and the Pancasila Student Profile in elementary schools. This program demonstrates that grounding extracurricular activities in local wisdom is a valuable approach to improving teacher skills and fostering student character. The mentoring model in this program can be adapted for other elementary schools, taking regional cultural differences into account. Future efforts should focus on ongoing mentoring and evaluating long-term impacts on student character development.

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