

Parental Involvement in Cultivating Local Cultural Values: A Perspective on Education

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Abstract

Indonesia is rich in various cultural arts and traditions, with each region boasting its own diverse cultural heritage. However, the pervasive influence of globalization has spurred the erosion of these valued traditions, leading to significant cultural shifts. Recognizing this trend, there is an urgent call for parents to play a pivotal role in safeguarding local culture, particularly by instilling it in their children. This imperative underscores the need to understand the extent of parental influence on cultural preservation amidst globalization's invasion, the impact of western culture on indigenous traditions, factors shaping a child's adherence to local cultural values, parental strategies to counter foreign cultural influences, and the process of transmitting cultural heritage to the younger generation. Through a cross-sectional study conducted in Pasir Muncang Village, Purwakarta, Indonesia, this research delves into these dynamics. Employing qualitative analysis of interview data, the study reveals that parents indeed wield substantial influence in upholding cultural traditions. Their efforts serve as a barricade against the invasion of external cultures, ensuring the continuity of indigenous heritage. These findings illuminate the pivotal role of parental involvement in preserving cultural identity amidst the currents of globalization.

Keywords: *Parental involvement, Cultural preservation, Globalization, Indigenous heritage*

Introduction

Culture is a way of life developed and shared by a group of people. Culture plays a major role in shaping a person's personality and behavior. Every individual has a different and unique personality. However, within a group, there are certain regularities in behavior. This can be attributed to the culture in which they grew up. Culture is made up of complex elements, including religious and political systems, customs, language, tools, clothing, buildings, and artwork (Pamungkas, 2021).

Indonesia is rich in various cultural arts and traditions. It is undeniable that each region has diverse cultural arts and traditions, from Sabang to Merauke. Every region in Indonesia has traditions such as dance, music, games and customs between generations. Tradition is a hereditary habit that reflects the existence of its ancestors passed down from parents to children. Traditions show how people behave. Tradition regulates how humans relate to other humans, or one group with another group, besides that tradition also teaches humans to treat their environment (Wulandari & Listiana, 2023).

Indonesia is rich in tradition and culture as well as the varied noble values contained therein. However, in the era of globalization that has now spread widely, these values have tended to be replaced by outside cultures. The development of science and technology has resulted in the influx of western culture into Indonesia which has led society into drastic cultural changes, without realizing it has slowly destroyed the culture of the Indonesian nation. The influx of western culture without being filtered by the community has resulted in tremendous degradation of local culture (Briliany et al., 2023).

If in the era of globalization there is no effort to anticipate, then most likely the cultural values of each soul will be forgotten or even completely lost. If children in Indonesia are proud and recognize culture, especially in their region, there will be an awareness to continue to preserve culture and even develop it in order to survive the many influences of the global era. However, the reality is that Indonesian children have become increasingly distant from their own cultural knowledge (Pamungkas, 2021).

In this regard, steps to anticipate this are, among others, by instilling local cultures, especially to children. There should be an effort to introduce local culture to children in accordance with their respective regions of origin. This is where the role and responsibility of parents is needed to prevent the loss of local culture that should characterize their region.

According to Bayu & Rahmadina (2020), cultivating local cultural values in society is very important as local culture plays a significant role in strengthening national historical awareness, character development, and providing an understanding of the inherent local cultural values. The desire and awareness to promote and apply local culture cannot be separated from the strong desire of various levels of society. This desire is not only limited to the social level but also involves the role of parents in the context of learning. Instilling multicultural education in every individual from an early age will not only raise education levels but also make individual morality a benchmark for success in the future (Hutagalung & Ramadan, 2022).

The role of parents in providing education involves providing continuous and structured assistance from mentors to achieve independence in self-understanding, self-direction, and self-application to achieve optimal development and adaptation to their environment (Schmid & Garrels, 2021). Guidance can take the form of verbal directions, exercises, and skill development, which will be effective if tailored to the individual's abilities, needs, and motivations (Bayu & Rahmadina, 2020).

A recent study conducted by Parinduri et al. (2019) stated that cultural values regarding local culture had been taught by parents in the Batak Toba community in North Sumatra (Parinduri et al., 2020). In other research, according to Miharja (2013), a family in the Balinese traditional community has a consistent responsibility to instill education in children to love local Balinese traditional values due to the rapid development of foreign culture in the modern era (Wati et al., 2022). On the other hand, a study conducted by Karsidi et al. (2014) in urban and rural areas in the Karanganyar

area, West Java, stated that there was a lack of parental involvement in children's education (Yulianti et al., 2019).

From the description above, it can be concluded that the party that must carry out the first effort in instilling cultural values in children so that they are not carried away by globalization and other factors that have the potential to trigger the loss of local culture is the role of parents. Based on the background described above, in this study the researcher is interested in conducting research with the title "Parental Involvement in Cultivating Local Cultural Values: A Perspective on Education".

A gap in understanding how local cultures are passed down from parents to children is identified. To address this, several key questions were asked. First is how important parents are in shaping their children's appreciation for local traditions. Second is about why some cultural practices aren't being carried on as much anymore. The study then dives into what parents actually do to keep local customs alive. It also goes a step further by exploring how parents decide what cultural aspects to teach their kids and how they go about it. Finally, the researchers are interested in finding ways parents can help their children resist the influence of outside cultures. The purpose of this cross-sectional study is to find out how much influence parents have in preserving or maintaining cultural values in the era of globalization, how much western culture influences existing local cultures, the factors that can influence a child's personality towards local cultural values, what activities parents do to anticipate foreign cultural habits, the process of parents in cultivating local cultural values.

Method

A qualitative research approach was adopted in this study to achieve in-depth and comprehensive results on the phenomenon to be studied. Research design used in this study was cross-sectional. This study was conducted in Pasir Muncang Village, Purwakarta, Indonesia. The population of this study were 15 residents of Pasir Muncang Village, Purwakarta, Indonesia. Instruments serve as tools to facilitate the use of data collection methods that can be materialized in physical forms. In this study, interviews are conducted as the research instrument. All the data obtained from interviews of this study were analyzed qualitatively using narrative text as a form of data presentation where information is organized so that it provides the possibility of drawing conclusions.

In assembling the interview instrument, general questions were designed to gain insights into the central phenomenon of the study. Participants were selected based on their ability to effectively address the research questions, specifically parents in this study. A practical interview type was chosen to elicit the most useful information for answering the research questions. Adequate recording procedures were employed during one-on-one and focus group interviews. Interview protocols, guides, forms, or other instruments were designed and utilized. Interview questions and procedures were further refined. The interview location was determined strategically. Upon arrival at the interview location, participants were informed about the study and obtained their consent to participate. It is important to adhere to proper interviewing procedures throughout the interview process.

Results

The following are the results of the analysis from collecting various answers from respondents through interviews regarding the research topic, namely "Parental Involvement in Cultivating Local Cultural Values: A Perspective on Education".

Table 1. Interview Findings

Question (Background)	Results from Respondents' Answers
1. How many children do you have?	Of the 15 respondents who were interviewed, on average they had two or more children.
2. Where do your children go to school?	Of the 15 respondents who were interviewed, each child went to school in a different place. There are those who go to school inside and outside Pasir Muncang Village. Most children who are currently attending Kindergarten go to PAUD Al-Mubtadin.
3. What grade are your children's/father's children in?	Of the 15 respondents who were interviewed, on average they had children who were still in Kindergarten or had already attended high school.
4. What is your daily language?	74% use Sundanese as their everyday language, 21% use Indonesian as their everyday language, and only 5% use Javanese as their everyday language.
5. Where did you learn everyday language from?	100% of respondents answered that the language they use in everyday life was taught by their parents.
6. Do you teach local languages to your children?	100% of respondents teach regional languages to their children except one of the respondents who does not have children.
7. What is your job?	The parents in Pasir Muncang Village all have their own jobs such as housewives, sellers, laborers, teachers, and some work as farmers. The job most respondents are involved in is labor, namely 33% and the least is among teachers, this is possible because there are few schools in Pasir Muncang Village. Even in Pasir Muncang Village there is only 1 Kindergarten.
8. Do you want your child to be like you too?	Most respondents said that they certainly want their children to be better than them.
9. What do you believe in?	100% of respondents are Muslim.
10. Do you teach these beliefs to your children?	Some of the 15 respondents agreed with the importance of teaching Islam to their children. Teaching methods for these beliefs include sending children to TPA (Al-Qur'an Education Program) or teaching them Islamic teachings such as prayer, reciting the Qur'an, fasting, etc. in everyday life.
11. What is the typical regional art here?	The data that has been obtained shows that the arts that still exist in Pasir Muncang Village include <i>pencak silat</i> and <i>marawis</i> . 60% of the 15 respondents stated that <i>marawis</i> is one of the arts that is still being preserved even though <i>marawis</i> is not a typical regional art but rather an art originating from Arabia. Meanwhile, 40% of the 15 respondents said that <i>pencak silat</i> is still being preserved, which is a typical regional art found in Pasir Muncang Village.
12. Can you play this art?	Because many regional arts are no longer maintained or

*If possible, did you learn by yourself or from your parents? preserved, most of the respondents cannot play the arts that were originally found in Pasir Muncang Village.

13. Do you teach/introduce this art to your children or not? With many residents of Pasir Muncang Village unable to play the typical regional arts found in Pasir Muncang Village, they also do not teach regional arts to their children.

14. In your opinion, how important is the role of parents in cultivating local cultural values in children? Most respondents agreed on the important role of parents in cultivating local cultural values in children. According to them, parents are the first to provide education to children. If parents do not cultivate cultural values from an early age, then the culture that has been preserved in the family or in certain areas will not continue to the next generations.

Discussion

Local Language

By preserving the traditional language of the region, it is proven to be able to maintain the regional language in a particular place. 7 out of 15 respondents do not use regional languages so that regional languages which should be given effort to preserve are in danger of being lost. If this happens, then in the future, it is feared that regional languages will lead to extinction.

As many as 71% of Pasir Muncang Village people use Sundanese in their daily lives. By using Sundanese in their daily lives, the children of Pasir Muncang Village understand Sundanese and can survive in this era of modernization. With this, parents have a very big role in educating their children. 100% teach local languages to their children except for one of the respondents who does not have children. It can be concluded that the role of parents in maintaining regional languages is very important by applying the regional language in everyday life.

Everyday Language

5% of Pasir Muncang Village people use Javanese as their daily language, 21% use Indonesian as their daily language, and 74% use Sundanese as their daily language. This means that the Sundanese Regional Language has been well socialized by parents to their children, because the use of regional languages at home and in the family environment can preserve regional culture. There are only 21% of the 15 respondents who use Indonesian in their daily lives. If this is established in other regions then regional languages can be well maintained.

Source of Learning

The role of parents in cultivating language is very vital. From the results of the interviews it can be concluded that 100% of the 15 respondents learned everyday languages and regional languages from their parents. If parents do not teach or familiarize their children with the use of everyday language or regional languages, then the children will no longer be able to use their regional languages. If this happens, over time regional languages will become extinct.

Livelihood

Respondents stated that livelihoods are one aspect of culture, because livelihoods are a part of culture that is passed down from parent to child.

Occupation/Profession

The parents in Pasir Muncang Village all have their own jobs such as housewives, sellers, laborers, teachers, and some work as farmers. Most of them are workers, with a percentage of 33%, and the fewest are teachers, perhaps this is because there are few schools in Pasir Muncang Village. In fact, there is only one kindergarten at that location. Respondents, as parents of their children, have the desire that when they grow up, their children can become better and more successful people than their parents, both in terms of work/profession, religion, language, and in terms of socialization.

Regional Arts

Of the 15 respondents of Pasir Muncang Village who were interviewed, the data obtained shows that the arts that still exist in Pasir Muncang Village include *pencak silat* and *marawis*. As many as 60% of the 15 respondents said that *marawis* is one of the arts that is still being preserved, even though *marawis* is not an art typical of their region but rather an art that originates from Arabia. Meanwhile, 40% of the 15 respondents said that *pencak silat*, which is a typical art from their region, is still being preserved even though few people of Pasir Muncang Village are proficient in this regional art.

Regional Trust

Of the 15 respondents who were interviewed, it can be concluded that 100% are Muslim. This shows that the spread of Islam in Pasir Muncang Village is going very well. Most of the 15 respondents stated that cultivating religious knowledge in children is very important. The method of cultivating religious values in children starts from teaching them how to pray, fast, recite the Qur'an, and so on. There were also several respondents who sent their children to the Al-Qur'an Education Program from an early age.

The Importance of Cultivating Local Cultural Values in Children

Of the 15 respondents, none of them thought that cultivating local culture was not important. However, there are certain factors such as respondents who consider them important, less important, or very important. 7% consider it less important, 33% consider it very important, and 60% consider it important.

The results of the research show that the majority of Pasir Muncang Village respondents believe that parents have a very important role in cultivating local cultural values in children. They think that if they do not cultivate and maintain local cultural values, it will cause the local culture to become extinct.

Conclusion

In conclusion, the vital role of parents in instilling local cultural values in children cannot be overstated. They serve as the primary educators and guardians of cultural heritage within a region, influencing the preservation of cultural legacy significantly. The lack of understanding of local culture may lead to its gradual disappearance, particularly in the era of globalization. Factors such as the influence of foreign cultures, reliance on gadgets, and dwindling practice of traditional cultural norms contribute to the cessation of local cultural values' application. To address these challenges, parents in Dusun Pasir Muncang must pay closer attention to preserving and safeguarding local culture by teaching their children the local language, beliefs, and regional arts from an early age.

However, this process may vary among individuals, with diverse opinions regarding the importance of local cultural values in child-rearing.

As a recommendation, it is suggested that residents of Dusun Pasir Muncang continue to maintain and preserve existing local cultures, while efforts should focus on protecting those at risk of extinction. Parents should instill local cultural values in their children from an early age while mitigating negative influences from foreign cultures. Additionally, there is a need to cultivate the practice and application of cultural and traditional values not only at the individual level but also within the community as a whole. However, it is essential to acknowledge the limitations of this study, such as potential biases in data collection and the scope of cultural variations within Dusun Pasir Muncang. Further research is recommended to explore the effectiveness of different methods in instilling local cultural values in children and addressing challenges posed by globalization and technological advancements. Comparative studies across different regions or communities could provide valuable insights into the varying impacts of external influences on local cultures. Moreover, longitudinal studies tracking changes in cultural practices and attitudes over time could contribute to a deeper understanding of cultural preservation efforts, thereby advancing the body of scientific knowledge in this field.

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