



## EFFORTS TO PRESERVE JAVANESE CULTURE THROUGH THE “NGURI-NGURI BUDAYA JAWA” PROGRAM IN EARLY CHILDHOOD EDUCATION

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### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan upaya pelestarian kebudayaan daerah pada anak usia dini melalui Program *Nguri-Nguri Budaya Jawa*. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif analitis yang dilaksanakan di RA IT Nurul Islam, karena lembaga tersebut sudah menjalankan program ini pada semester genap, dengan subjek penelitian meliputi kepala sekolah dan 2 guru sebagai pelaksana program pembelajaran. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi selama dua bulan, dengan analisis data menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa pelestarian kebudayaan daerah diintegrasikan secara sistematis dalam pembelajaran melalui berbagai strategi berbasis budaya Jawa, seperti kegiatan sehari-hari dengan penggunaan bahasa Jawa dalam berinteraksi, tembang dolanan, dan kegiatan secara khusus, seperti literasi budaya, permainan tradisional, serta aktivitas seni dan kreativitas. Implementasi program ini tidak hanya memperkenalkan budaya secara simbolik, tetapi juga menginternalisasikan nilai-nilai budaya dalam pembelajaran anak. Keberhasilan program ditunjang oleh konsistensi integrasi budaya dalam kegiatan pembelajaran, kreativitas guru, serta dukungan lembaga sekolah. Program *Nguri-Nguri Budaya Jawa* memiliki kontribusi signifikan sebagai strategi dalam pelestarian budaya Jawa yang efektif dan berkelanjutan untuk memperkuat pembentukan identitas budaya anak sejak dini.

**Kata Kunci:** *Pelestarian, Budaya Jawa, Nguri-Nguri Budaya, Anak Usia Dini*

### **Abstract**

*This study aims to describe efforts to preserve local culture among early childhood students through the Nguri-Nguri Budaya Jawa Program. This study employed a qualitative method with a descriptive-analytical approach and was conducted at RA IT Nurul Islam, as the institution had already implemented this program during the even semester. The research subjects included the school principal and two teachers who served as program implementers. Data collection techniques were conducted through observation, interviews, and documentation over a two-month period, with data analysis using the Miles and Huberman model. The results of the study indicate that the preservation of local culture is systematically integrated into learning through various Javanese culture-based strategies, such as daily activities involving the use of the Javanese language in interactions, traditional songs and games, and specific activities, such as cultural literacy, traditional games, as well as arts and creativity activities. The implementation of this program not only introduces culture symbolically but also internalizes cultural values within children's learning. The program's success is supported by the consistent integration of culture into learning activities, teacher creativity, and institutional support*

*from the school. The Nguri-Nguri Budaya Jawa program makes a significant contribution as an effective and sustainable strategy for preserving Javanese culture, thereby strengthening the formation of children's cultural identity from an early age.*

**Keywords:** *Preservation, Javanese Culture, Preserving Culture, Early Childhood*

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## A. INTRODUCTION

Early childhood education represents a foundational phase that plays a crucial role in determining an individual's development in later stages of life. During this period, various aspects of development—including cognitive, socio-emotional, attitudinal, and character development—progress significantly and therefore require appropriate stimulation. Young children are also highly susceptible to influences from their surrounding environment, making holistic and contextual learning essential to help them understand the world around them. Furthermore, the formation of national character should begin in early childhood, as this stage lays the groundwork for personality development through the integration of

physical, behavioral, cognitive, emotional, moral, and attitudinal growth.<sup>1</sup>

Learning in early childhood education is not solely concerned with the acquisition of basic skills, but also with the formation of cultural identity and character from an early age. This is particularly important in the contemporary era, where the challenges of globalization increasingly erode local cultural identities. The integration of local cultural values into educational practices can help children understand their cultural heritage and identity, enabling them to develop not only cognitively but also excel in cultural and social dimensions.<sup>2</sup>

Local culture represents a form of heritage that embodies noble values

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<sup>1</sup> Titik Mulat Widyastuti and Maria Sabina Muwa, 'Peran Orang Tua Dalam Pendidikan Karakter Anak Usia Dini Di Kelurahan Purwomartani', 11.1 (2025), pp. 35-46,

doi:<http://dx.doi.org/10.22373/bunayya.v9i2.27394>.

<sup>2</sup> Made Ayu Anggreni and others, 'Revitalisasi Kearifan Lokal Untuk Membangun Identitas Budaya Pada Anak Usia Dini', 1 (2025), pp. 172-87.

and distinctive characteristics that differentiate one region from another. In Indonesia, the diversity of local cultures constitutes a valuable national asset that must be preserved to prevent its erosion in the face of modernization. Culture encompasses not only tangible aspects but also includes values, norms, and patterns of behavior that serve as guiding principles for community life.<sup>3</sup>

Therefore, cultural preservation is closely related to the continuous process of value transmission across generations. In the context of education, the introduction of cultural elements from an early age through educational institutions becomes a crucial strategy to foster cultural awareness and strengthen children's identity. At the same time, it enriches their learning experiences and cultivates a sense of pride and appreciation for the nation's cultural heritage.<sup>4</sup>

A number of studies indicate that the introduction of local culture to early childhood can be implemented through various learning activities, such as the use of regional languages, traditional games, and the introduction of local traditions. These approaches are considered effective in fostering children's character development, including values such as tolerance, cooperation, and respect for cultural diversity<sup>5</sup>. Furthermore, the habitual use of the Javanese language within family, school, and community environments plays a significant role in instilling politeness values and strengthening children's cultural identity.<sup>6</sup> However, the implementation of local culture in early childhood education institutions tends to remain general in nature, lacking systematic integration and not yet developed into well-planned programs. Moreover, most previous studies have not thoroughly examined

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<sup>3</sup> Ike Junita Triwardhani, Dewi Mulyani, and Raditya Pratama Putra, 'Literasi Budaya Lokal Bagi Anak Di Desa Jatisura', 7.2 (2023), pp. 1818-27, doi:10.31004/obsesi.v7i2.3962.

<sup>4</sup> Siti Risda Sakila, 'Cultivating the Value of Identity in Early Childhood through the Introduction of Yogyakarta 's Local Culture', 16.May (2025), pp. 97-106.

<sup>5</sup> Muthia Nur Fadhilah, 'Nilai-Nilai Budaya Lokal Dalam Pengembangan Karakter Anak Usia Dini Pendahuluan', 8.1 (2022), pp. 41-51.

<sup>6</sup> Raras Putrihapsari, 'Penanaman Sikap Sopan Santun Dalam Budaya Jawa Pada Anak Usia Dini', 5.2 (2021), pp. 2059-70, doi:10.31004/obsesi.v5i2.1022.

how structured and contextual cultural programs can be implemented sustainably as an effort to preserve local cultural heritage<sup>7</sup>.

Previous studies have generally examined the integration of local culture within early childhood education institutions; however, there remains a limited body of research that specifically explores the implementation of structured cultural programs as a strategy for preserving local cultural heritage. Many earlier studies on culture in early childhood education have primarily focused on the introduction or general integration of cultural values into learning activities, without explicitly addressing how systematically designed cultural programs are implemented and how they contribute to cultural preservation efforts. This gap highlights the need for further empirical investigation, particularly in mapping the implementation processes and

The implementation of local culture through early childhood education has a positive impact on the development of culturally grounded character in children. This is in line with the strengthening of the *Pancasila Student Profile*, which emphasizes various dimensions of character and competencies based on the noble values of Pancasila. At the same time, it provides opportunities for character development through learning experiences that are closely connected to children's surrounding environment<sup>9</sup>. The cultivation of local cultural values is not limited to a single activity, but can also be integrated into daily learning routines, including co-curricular and extracurricular activities. Such integration can foster a sense of identity, build self-confidence, and

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<sup>7</sup> Betty Yulia Wulansari Tri Ayu Gutiawati, 'Pengembangan Tema Budaya Lokal Ponoragan Untuk Membentuk Karakter Cinta Tanah Air Dalam Kurikulum PAUD', 10.2 (2022).

<sup>8</sup> Konstantinus Dua Dhiu and others, 'Implementasi Budaya Lokal Dalam Pembelajaran Anak Usia Dini Di Tk

Negeri Tibakisa , Nagekeo', 4, 2025, pp. 1-8.

<sup>9</sup> Najamudin Desi Rahmawati, Umar, 'Strategi Inovasi Kepala Sekolah Dalam Perencanaan Program Proyek Penguatan Profil Pelajar Pancasila', 4.262 (2023), pp. 172-78.

enhance children's appreciation of cultural heritage.

Culture-based learning in early childhood education not only introduces cultural elements but also plays a significant role in instilling cultural identity and a sense of nationalism in children. Various activities, such as the use of regional languages, traditional games, local songs, and other cultural practices, can be integrated into daily learning to enrich children's learning experiences while ensuring the sustainability of cultural heritage across generations.<sup>10</sup>

In line with this, early childhood education institutions in various regions have begun to develop culture-based learning programs as an effort to revitalize local wisdom. The implementation of Javanese culture—such as the use of the Javanese language, the cultivation of etiquette, and the integration of traditional arts

into the curriculum—has been shown to be effective in fostering positive character development and nurturing children's appreciation for Javanese culture.<sup>11</sup>

The *Nguri-Nguri Budaya Jawa* program represents a cultural approach designed to instill, nurture, preserve, and develop Javanese cultural values through contextual and engaging learning experiences for children. Javanese culture embodies a rich array of local wisdom, including language, traditional games, dances, and social norms, all of which carry profound meanings. The introduction and habituation of cultural values from an early age have strong potential to strengthen children's sense of ownership toward their cultural heritage, ensuring that younger generations remain connected to their cultural roots amid the rapid advancement of modern society.<sup>12</sup>

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<sup>10</sup> Nur Tanfidiyah And Others, 'Implementasi Paud Berbasis Budaya Lokal Di Kb Among Siwi Dusun Pandes , Sewon , Bantul ', 7.1 (2023), Pp. 29–40.

<sup>11</sup> Shafira Nurulita Salehuddin, Fattah Hanurawan, and Nur Hidayah, 'Integrasi Javanese Culture Sebagai Penanaman Karakter Anak: Studi Optimalisasi Perkembangan Sosial Emosional Anak', 8.2 (2025), doi:10.31004/aulad.v8i2.906.

<sup>12</sup> Elina Intan Apriliani, Kartika Yuni Purwanti, and Rosalina Wahyu Riani, 'Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Peningkatan Kesantunan Bahasa Anak Usia Dini Melalui Media Pembelajaran Interaktif Budaya Jawa Abstrak', 5.1 (2021), pp. 150–57, doi:10.31004/obsesi.v5i1.319.

RA IT Nurul Islam is one of the early childhood education institutions that implements the *Nguri-Nguri Budaya Jawa* program as part of its curriculum through various learning activities that integrate local culture into children's daily experiences. However, there is still a limited number of studies that comprehensively describe the implementation process of this program as a strategy for preserving local cultural heritage in early childhood education. Therefore, this study aims to enrich the existing body of literature and provide empirical contributions regarding how structured cultural programs can be effectively implemented within early childhood education settings.

Accordingly, this study focuses on examining the efforts undertaken by teachers in preserving Javanese culture, with the expectation that such efforts will contribute to the sustainability of local culture in future generations. This research aims to describe the *Nguri-Nguri Budaya Jawa* program and analyze its contributions. Thus, this study not only provides an empirical account of cultural preservation efforts through learning activities but also

offers a reflective foundation for the development of culture-based programs as a concrete step toward sustaining cultural identity and local wisdom in the midst of globalization.

## **B. METODE**

This study employs a qualitative research design with a descriptive-analytical approach, aiming to obtain an in-depth understanding of efforts to preserve local culture through the *Nguri-Nguri Budaya Jawa* program in early childhood education at RA IT Nurul Islam. This approach was selected to enable the researcher to focus on describing learning phenomena in their natural setting, based on data in the form of words, actions, and contextual conditions observed in the field. Through this approach, the researcher is able to comprehensively understand the processes and meanings underlying the educational practices being examined.

This method is particularly relevant for research in early childhood education, as it enables a comprehensive portrayal of the

situations and conditions within early childhood education institutions<sup>13</sup>.

This study was conducted at RA IT Nurul Islam Ngaliyan, Semarang, Central Java—an early childhood education institution that has implemented the *Nguri-Nguri Budaya Jawa* program in the 2025–2026 academic year. The research subjects consisted of the principal and two classroom teachers, namely the Group A teacher and the Group B teacher, who were directly involved in the implementation of the culture-based learning program.

The object of the study encompassed all activities carried out by the students of RA IT Nurul Islam, including both Group A and Group B, totaling 122 children. These activities were observed during school hours, both inside and outside the classroom, particularly when the *Nguri-Nguri Budaya Jawa* program was being implemented.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted directly by carefully

examining the learning processes that integrated Javanese cultural elements into children's daily activities over a period of two months, involving both Group A and Group B.

Semi-structured interviews were carried out with the principal and two classroom teachers using an interview guide containing questions related to the planning, implementation, and evaluation of the cultural program. Documentation was employed to complement the data, including program plans, photographs of activities, learning records, and other supporting documents.

Data analysis was conducted using the interactive model proposed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction was carried out by selecting and focusing on data relevant to the implementation of the *Nguri-Nguri Budaya Jawa* program. The reduced data were then presented in the form of narrative descriptions to facilitate the researcher's understanding of patterns

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<sup>13</sup> Kafilah Imanina, 'Penggunaan Metode Kualitatif Dengan Pendekatan Deskriptif

Analitis Dalam Paud', 3359.229 (2025), Pp. 37–40.

and relationships among the findings related to the program.

Conclusion drawing was conducted continuously throughout the analysis process until valid and well-substantiated conclusions were achieved.

The trustworthiness of the data in this study was ensured through triangulation techniques, namely source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from the principal and teachers, while technique triangulation was carried out by cross-checking the findings from observations, interviews, and documentation.

### C. RESULTS AND DISCUSSION

#### 1. The Implementation of the *Nguri- Nguri Budaya Jawa* Program at RA IT Nurul Islam

The findings of this study indicate that efforts to preserve local culture among early childhood learners at RA IT Nurul Islam are carried out through learning activities that integrate Javanese cultural values into children's daily experiences. These cultural preservation efforts are implemented through two primary approaches:

habituation within daily routines and specifically designed culture-based activities.

Based on the observation results, efforts to preserve local culture through daily activities are implemented by incorporating the use of the Javanese language during opening sessions and classroom interactions. For instance, teachers greet the children by saying, "*Sugeng enjing, konco-konco, pripun kabare?*" (Good morning, friends, how are you?). In addition, children are encouraged to sing traditional *tembang dolanan* as well as songs in the Javanese language, such as "*Yen isuk sugeng enjing.*"



**Figure 1. Teacher Interacting with Children Using Simple Javanese Language**

Meanwhile, based on interviews with the classroom teachers, specially designed culture-based activities are implemented through literacy and play-based learning. Cultural literacy activities are conducted through Javanese storytelling sessions held

every Monday. In addition, traditional games—such as *cublak-cublak suweng*, *engklek*, *dakon*, and jump rope—along with creative activities rooted in Javanese culture, such as batik-making and constructing miniature *Joglo* houses, are carried out from Tuesday to Saturday. These activities are further enriched by the organization of small-scale competitions among classes.



**Figure 2. Children Playing the Traditional Game *Cublak-Cublak Suweng***

Based on the research findings, the forms of efforts to preserve local culture in early childhood can be summarized as follows:

**Table 1. Efforts to Preserve Javanese Culture**

No.	Form of Effort	Types of Activities	Cultural Values
1.	Introduction to simple Javanese language	Daily classroom communication	Politeness, etiquette ( <i>unggah-ungguh</i> )

No.	Form of Effort	Types of Activities	Cultural Values
2.	Javanese cultural literacy	Storytelling in the Javanese language	Cultural understanding, identity
3.	Cultural preservation through <i>tembang dolanan</i>	Singing traditional children's songs	Togetherness, moral values
4.	Cultural preservation through traditional games	Playing <i>engklek</i> , <i>dakon</i> , <i>cublak-cublak suweng</i> , jump rope	Cooperation, sportsmanship
5.	Arts and creative cultural activities	Batik-making and constructing miniature <i>Joglo</i> houses	Self-expression, cultural appreciation

Based on the table above, efforts to preserve local culture are not limited to the introduction of cultural activities, but also involve the integration of cultural values within each learning activity. Each form of effort contributes to children's character development;

for instance, the use of the Javanese language instills values of politeness and etiquette (*unggah-ungguh*), while artistic activities and traditional games foster creativity, cooperation, and appreciation of cultural heritage.

The findings from the observations indicate that the preservation of local culture in early childhood can be effectively carried out through learning processes that integrate cultural values into children's daily activities. This approach aligns with the characteristics of early childhood education, which emphasize contextual and experiential learning. Through this approach, children are able to understand cultural values through direct practice in their everyday lives.

## **2. The Importance of Early Efforts in Preserving Local Culture**

Efforts to preserve local culture through the *Nguri-Nguri Budaya Jawa* program demonstrate that the integration of local culture into early childhood education can be implemented in a systematic and contextual manner. Based on the

research findings, the program is carried out both as a specific school initiative and as part of the local content curriculum. It is designed in a thematic and structured way, ensuring that cultural preservation is not treated as an incidental or unplanned activity, but rather as an integral component of the learning plan.

This finding is consistent with previous studies indicating that early childhood education based on local culture can effectively integrate local content into systematic learning activities through careful and well-structured planning.<sup>14</sup>

Local content aims to equip learners with knowledge and skills that are relevant to their socio-cultural environment (Ministry of Education and Culture Regulation No. 79 of 2014). Accordingly, the *Nguri-Nguri Budaya Jawa* program at RA IT Nurul Islam demonstrates alignment with national education policies that promote cultural preservation through formal education pathways.

This finding is supported by interviews with the principal and

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<sup>14</sup> Tanfidiyah And Others, 'Implementasi Paud Berbasis Budaya Lokal Di Kb

Among Siwi Dusun Pandes , Sewon , Bantul',.

teachers, who highlighted that the integration of local culture into the learning process is one of the institution's key strengths. Such integration enables children to become familiar with local culture, as they are actively engaged in exploratory activities and demonstrate a high level of curiosity throughout the learning process.

The findings of this study are supported by previous research indicating that play-based learning integrated with local culture can strengthen cultural literacy while simultaneously supporting children's holistic development.<sup>15</sup> This approach is also consistent with the principles of holistic-integrative learning in early childhood education, in which all aspects of child development are stimulated through meaningful learning experiences. Therefore, the preservation of local culture through educational practices is not merely

oriented toward cultural introduction, but also supports children's comprehensive development.

Language is a crucial element in cultural preservation, as it serves as the primary medium for the transmission of cultural values and identity. The integration of Javanese culture into learning processes can strengthen children's socio-emotional development and character formation through the use of local language and cultural symbols.<sup>16</sup> Furthermore, the use of songs and storytelling in the learning process has been shown to enhance children's engagement while simultaneously enriching their language development<sup>17</sup>.

This finding is consistent with the results of interviews with teachers and classroom observations, which indicate that teachers introduce simple Javanese language through the use of greetings, numbers, and parts of the body in Javanese, including both *ngoko* and

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<sup>15</sup> Delfi Eliza Buadanani, 'Perencanaan Pembelajaran Berbasis Permainan Tradisional Sebagai Implementasi Literasi Budaya Pada Anak Usia Dini', 5 (2022), Pp. 41-50.

<sup>16</sup> Salehuddin, Hanurawan, and Hidayah, 'Integrasi Javanese Culture Sebagai Penanaman Karakter Anak: Studi

Optimalisasi Perkembangan Sosial Emosional Anak'.

<sup>17</sup> Evie Destiana and Universitas Muhammadiyah Sidoarjo, 'Pemanfaatan Lagu Anak Dengan Tema Lokal Dalam Pembelajaran Paud: Studi Kualitatif Penerimaan Dan Dampaknya Terhadap', 9.2 (2025), pp. 558-67.

*krama* levels. In addition, cultural literacy activities are conducted through storytelling, such as Javanese folktales like *Kancil and the Monkey*, as well as through the practice of simple conversations using Javanese vocabulary in daily interactions.

In addition to cultural literacy, traditional games in early childhood education serve as an effective medium for instilling cultural values while simultaneously supporting the development of children's social and motor skills<sup>18</sup>. Lagu tradisional juga memiliki peran yang edukatif karena membantu anak mengenal kosakata daerah serta memperkuat memori melalui irama dan pengulangan<sup>19</sup>. Traditional songs also play an educational role, as they help children become familiar with regional vocabulary while strengthening memory through rhythm and repetition.

Children are also engaged in traditional games made from simple

materials such as newspapers and origami paper. These activities not only create an enjoyable learning environment but also introduce values of togetherness and cooperation. This finding is consistent with previous studies indicating that the use of traditional games is effective in fostering honesty and character development in early childhood.<sup>20</sup>

### 3. Children's Responses and Engagement

The observation results indicate that children demonstrated a high level of enthusiasm during the implementation of the *Nguri-Nguri Budaya Jawa* program. They were actively involved in various activities, including singing *tembang dolanan*, participating in drawing and batik-making, and engaging in traditional games.

Children's engagement was further reflected in their strong sense of curiosity, particularly when exploring local spices, attempting to use Javanese

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<sup>18</sup> Nurul Rochimah, 'Analisis Kearifan Lokal Sebagai Pendekatan Inovasi Pembelajaran PAUD Melalui Kegiatan Permainan Tradisional', 4.1 (2024), pp. 159-66.

<sup>19</sup> Destiana and Sidoarjo, 'Pemanfaatan Lagu Anak Dengan Tema Lokal Dalam

Pembelajaran Paud: Studi Kualitatif Penerimaan Dan Dampaknya Terhadap'.

<sup>20</sup> Serli Marlina Mailona, Welli, 'Efektivitas Permainan Tradisional Congklak Terhadap Karakter Jujur Anak Di Taman Kanak-Kanak Kartika 1-63 Kota Padang', 9.2 (2024), pp. 255-66.

vocabulary, and expressing creativity in creating traditional games.

However, some children were not yet accustomed to using the Javanese language due to their limited prior exposure. This condition required them to undergo a period of adjustment in order to understand and pronounce Javanese vocabulary. Nevertheless, teachers addressed this challenge by using simple Javanese expressions and occasionally providing explanations in Indonesian. This approach enabled children to participate in the learning process comfortably without experiencing pressure.

#### **4. The Role of Teachers and the Cultural Values Instilled**

Teachers play a crucial role in the successful preservation of local culture through the *Nguri-Nguri Budaya Jawa* program. They act as activity designers, facilitators, and guides for children throughout the learning process. Teachers adapt Javanese cultural materials to the children's world using approaches such as play, singing,

storytelling, and creative activities. This approach allows Javanese cultural values to be absorbed naturally by the children.

The Javanese cultural values observed in the implementation of this program include politeness through the use of greetings and Javanese language, a sense of togetherness fostered through *tembang dolanan* and group games, as well as creativity and appreciation for local culture through arts and traditional games. The program functions not only as a medium for cultural introduction but also as a strategy for preserving local culture from an early age through meaningful learning experiences. Moreover, local culture-based learning does not merely introduce cultural values but also strengthens children's understanding of social values, such as cooperation and togetherness, which are essential components in the character development of early childhood<sup>21</sup>.

This study demonstrates that efforts to preserve local culture through the

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<sup>21</sup> Danang Prastyo and others, 'Application of Contextual Learning Based on Madura Local Culture in

Improving Understanding of Social Values in Early Childhood', 13 (2025), pp. 233-45.

*Nguri-Nguri Budaya Jawa* program at RA IT Nurul Islam are integrated into early childhood learning activities, including language introduction, cultural literacy, traditional songs, as well as culturally based games and creative activities. This indicates that cultural preservation is not merely symbolic but is realized contextually through meaningful learning experiences for children. The integration of culture into learning not only introduces regional identity but also fosters character development and a sense of ownership of local culture from an early age<sup>22</sup>

The integration of local cultural values into learning in early childhood education institutions enhances children's engagement, creativity, and direct understanding of their environment through structured activities. Learning based on local wisdom also has a positive impact on children's early exposure to and understanding of cultural values, while contributing to the development of

language skills and socio-emotional competencies<sup>23</sup>.

In addition to aligning with previous research, the findings of this study indicate that the preservation of local culture in early childhood can be implemented flexibly without increasing the learning burden. The integration of Javanese culture into routine activities such as singing, storytelling, and play allows children to become familiar with local culture naturally within an enjoyable learning context. This reinforces the perspective that local culture-based learning does not need to exist as a separate subject but can be internalized seamlessly into daily learning activities in early childhood education institutions.

The uniqueness of this study, compared to previous research, lies in its depiction of the *Nguri-Nguri Budaya Jawa* program as a planned effort to preserve local culture through a combination of diverse learning activities. While many prior studies have focused on a single cultural

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<sup>22</sup> Dhiu and others, 'Implementasi Budaya Lokal Dalam Pembelajaran Anak Usia Dini Di Tk Negeri Tibakisa , Nagekeo'.

<sup>23</sup> Efrida Ita And Melania Restintuta Ngonu, 'Analyzing The Implementation

Of Local Wisdom-Based Learning In Early Childhood Education : The Case Of Early Childhood Education', 11.1 (2025), Pp. 237-46.

aspect, such as regional language or traditional games, this study demonstrates that cultural preservation can be implemented comprehensively through the integration of language, literacy, arts, and games within a single, coherent learning program. These findings provide empirical evidence that an integrated approach can serve as an effective strategy for preserving local culture in early childhood.

#### D. CONCLUSION

Based on the findings of this study, efforts to preserve local culture in early childhood are implemented through the integration of Javanese cultural values across various Javanese culture-based strategies. These include daily activities using Javanese language in interactions, *tembang dolanan* (traditional songs), as well as specifically designed activities such as cultural literacy, traditional games, and arts and creative activities. These efforts not only introduce children to culture but also contextualize the internalization of character values.

This study confirms that local culture-based learning within the *Nguri-Nguri Budaya Jawa* program,

when implemented consistently and in an integrated manner, is effective in shaping children's character and cultural identity. Therefore, early childhood education institutions need to develop structured and sustainable culture-based learning as a strategy for cultural preservation from an early age.

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