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## Patrol Music as an Educational Medium for Exploring History, Cultural Values, and Musical Functions in Primary Schools

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### Abstract

*Traditional arts hold a vital role in preserving cultural identity and fostering character education in early schooling. Patrol music, a community-based percussive ensemble developed in local traditions, offers rich historical, cultural, and educational values that remain underutilized in formal education. This study investigates the potential of patrol music as a pedagogical medium in elementary school education. This study employs a qualitative approach using the literature review method. Academic journals, books, and institutional reports were analyzed to examine the historical development, cultural significance, and pedagogical relevance of patrol music within the framework of contextual and thematic learning. The findings reveal that patrol music does not only serve as an engaging tool to contextualize subjects (e.g. Social Studies, Civic Education, and Arts), but it is also as a medium to cultivate students' social-emotional skills, including cooperation, empathy, and cultural pride. Integrating it into the school curriculum could align with character education and local wisdom-based learning emphasized in curriculum policy in Indonesia. To maximize the educational potential of patrol music, some strategic actions are recommended, such as administering teacher training, developing local-based learning resources, and encouraging collaboration with cultural communities. These steps are critical in revitalizing traditional arts education and reinforcing cultural resilience among younger generations.*

**Keywords** – Patrol Music; Educational Media; Elementary School Education



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## 1. Introduction

Traditional arts constitute an essential part of cultural heritage that enriches national identity and character (Zahrika & Andaryani, 2023). Art is not only a form of entertainment, but it also serves as an educational medium that instills social and cultural values in younger generations. A form of traditional arts that has developed in East Java, particularly in Jember, is patrol music. Originally, patrol music is as a communication tool in society to wake people for suhoor during the Ramadan month. However, nowadays, it has evolved into a medium of artistic and cultural expression embodying social, religious, and educational values (Ismah et al., 2023).

Patrol music consists of various traditional instruments, such as kentongan (wooden slit drums), gong, flute, and kendang (drums), which are played collectively to produce distinctive harmony. The combination of those instruments creates a dynamic rhythm that effectively captures the community's attention, especially during night parades in Ramadan. The uniqueness of patrol music lies not only in its rhythmic sound, but also in its cohesion of the performers in producing organized and unified playing patterns. Beyond serving as entertainment, it has philosophical values about solidarity, discipline, and the spirit of cooperation, which naturally develop through the practice sessions and parade performances (Jannah & Proborini, 2023). The social interaction among the players demonstrates tangible practices of collaboration and respect for individual's roles in the team. These values are crucial to be cultivated from an early age as they form the foundation for character development, nurturing children to have integrity, be socially responsible, and be culturally aware. Through active participation in local arts, such as patrol music, young generations are not only introduced to their ancestral culture but are also encouraged to actively preserve and maintain it despite the globalization challenges which increasingly threaten traditional values.

Through modernization and globalization, children tend to have less interest and attention local culture. They are more familiar with popular global

culture which is easily accessed through social media, television, and other digital platforms, rather than the hereditary traditional culture in their environment. As a result, the appreciation towards the traditional arts which historically have been an integral part of the community's cultural identity incline. Many elementary school students have limited knowledge of traditional arts, making them vulnerable to losing their regional cultural identity (Sumarni et al., 2024). The lack of awareness is not only towards the forms of art and performance but also the social values and local wisdom embedded within them. It is likely that the sustainability of local culture will be threatened due to the loss of heirs who understand and appreciate it. This highlights the importance of integrating traditional arts into formal learning, particularly in elementary school. As fundamental educational institutions, schools hold a strategic position to introduce, instill, and internalize cultural values to students. By integrating the traditional arts into curriculum or co-curricular activities, learning becomes more contextual and meaningful as well as the attempt of sustainable cultural preservation. This strategy aligns with the culture-based education approach which sets local culture as relevant and contextual learning resources for students.

Several studies have proven that the use of traditional art media in learning can enhance students' motivation, deepen their understanding towards local cultural values, and support the development of positive character traits, such as tolerance, responsibility, and cooperation (Triana & Andaryani, 2024). In this context, patrol music is likely to be potential as an enjoyable, educative, and culturally rich learning medium. By integrating patrol music into the learning process, students do not only acquire knowledge of musical aspects, such as rhythm, harmony, and traditional instrument playing techniques, but they will also gain an understanding of the historical context, social values, and cultural meanings within it. Moreover, by connecting students' learning experiences with the realities in their daily life, its integration can make learning more contextual, holistic, and meaningful. Furthermore, students' involvement in local arts

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contributes to strengthening cultural identity and fostering appreciation for ancestral heritage which has been underrepresented in the formal education system. Therefore, the integration of patrol music into learning is not only instructional but also transformative in forming young generations with good character and culturally awareness.

However, during the preservation process, patrol music encounters various challenges that hinder the sustainability and transmission of its cultural values. One of the main challenges is the dwindling regeneration of players, particularly among children and adolescents. The limited support from educational institutions also becomes another challenge causing in adopting arts as a part of contextual and local culture-based learning medium. The lack of attention and active involvement from local governments and schools has led to a significant decline in the membership of several patrol music communities, threatening the continuity of this art in the future (Araminta & Atmadewita, 2017). In fact, through the appropriate pedagogical approach, patrol music is potential as a means for character education, cultural identity strengthening, and the development of students' social and musical competencies. Therefore, it is crucial to conduct in-depth research on the potential of patrol music as an educational medium, especially within the context of elementary school learning. As a result, it does not only remains preserved as cultural heritage but also as a transformative educational tool which is relevant to contemporary needs.

This study aims to explore how patrol music can be effectively utilized as an educational medium within the context of elementary school learning, with an emphasis on the historical aspects, cultural values, and the function of music in community life. Patrol music as a form of cultural expression developed in local community traditions does not only represent musical richness but also reflect social values that can be transformed into meaningful learning experiences. In elementary school context, a learning approach based on local culture is considered capable of strengthening students' cultural identity while fostering pride in their traditional heritage. Then, the utilization of patrol music as a

learning medium is not only as an instrumental but also as a strategic in integrating character education, cultural preservation, and the reinforcement of local wisdom values. Accordingly, this study is expected to contribute to the development of a relevant and sustainable learning model, as well as a part of a systematic concern to preserve traditional arts amid the increasing pressures of globalization and modernization.

## **2. Method**

This study employs a qualitative approach with a literature review method. This approach was chosen to explore in depth concepts, roles, and potential of patrol music as an educational medium in elementary school learning, particularly in relation to the exploration of history, cultural values, and the function of music within the local context. The literature review method enables the researcher to examine various relevant written sources, such as scientific journal articles, academic books, previous research findings, and relevant educational policy documents.

The literature review is a valid research strategy for developing a theoretical framework and gaining in-depth understanding of a topic, as well as providing a comprehensive insight into cultural and educational issues (Sharma, 2023). During the data collection process, the researcher examined primary and secondary sources published within the last ten years, focusing on topics related to traditional arts, culture-based education, and the integration of arts in elementary school curricula. The analysis procedure was conducted using content analysis techniques on the selected documents which were systematically and critically reviewed.

The content analysis was employed to identify conceptual and thematic patterns within the texts and to construct a theoretical understanding of the educational values embedded in patrol music (Krippendorff, 2013). In this case, the researcher also organized the data in three stages: (1) collecting and selecting relevant literature; (2) reducing and categorizing data based on the research

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focus, such as historical aspects, cultural values, and the function of music; and (3) interpreting the findings within the context of elementary school education. Then, the data validity was maintained through the source triangulation and cross-examination of various literature. Through this method, this study is expected to contribute to the development of a learning model based on local cultural arts and to strengthen the theoretical arguments and practical implementation of traditional arts in elementary school education.

### **3. Result and Discussion**

#### ***Patrol Music in the Perspective of History and Local Culture***

Patrol music is a form of traditional art developed in Tapal Kuda region, particularly in Jember and its surroundings. Historically, this art was associated with waking people for suhoor during Ramadan. However, nowadays, it has transformed into social, religious, and esthetic cultural expression. "Patrol" derives from "patroli" referring to ronda malam (the act of watching by patrolling at night) conducted by a group of people which creatively utilizes simple musical instruments, such as kentongan (bamboo slit drums), bamboo drums, flutes, and gongs (Sari, 2017). Formerly, patrol music relied solely on simple instruments, such as kentongan and traditional drums that spontaneously played by some people during night patrols, especially in Ramadan. Then, it develops into a more complex performance reflecting an adaptive and creative dynamic culture.

Recently, patrol music has developed attractively, shifting from a functional custom to more structured and planned art performance with high artistic value. The rhythmic arrangement innovation becomes more complex by utilizing the combination of traditional and modern percussion as well as modern musical instruments. Furthermore, the practice is managed regularly as a professional music group with artistic production standards. In several regions, such as Jember, Banyuwangi, and Lumajang, patrol music has even become an annual competition supported by local governments, signifying the formal recognition of this art as a part of the local cultural identity. The transformation

is not merely the evolution of form, but it also reflects the negotiation process between traditional cultural values and the demands of modernity. Within the framework of cultural change theory, it can be categorized as a form of acculturation, reinterpreting the latest elements without eliminating the old elements to meet the contemporary contexts (Koentjaraningrat, 2009). Therefore, patrol music does not only survive but creatively evolves as a living cultural expression within modern society. Even though it transforms into modern form and presentation, the noble values embedded in patrol music—such as solidarity, collective discipline, and the spirit of cooperation—remain preserved. Thereby, patrol music can be relevant to be developed as an educational medium in elementary school learning. It does not only serve as a cultural heritage but also as a medium for character building through a contextual and enjoyable approach.

In this case, patrol music is not only entertainment and a means of social communication but also as a symbolic medium reflecting the values of solidarity, religiosity, and social harmony. The community involvement, particularly among the youth, in patrol practices also strengthens the generational transmission of culture. As explained by Sari et al. (2022), the preservation of traditional music such as patrol is crucial for reinforcing local cultural identity in the modernization and globalization era that threaten the existence of local cultures. In addition, the development of creativity in patrol provides some opportunities for its integration into formal education. In elementary school context, patrol music holds great potential to be introduced as a part of local culture-based learning. Thus, the history and development of patrol are not only cultural archives for the community but also contextual and meaningful educational materials for students.

The development of patrol music from a simple tradition utilizing kentongan to a complex form of street musical performance demonstrates the dynamics and adaptability of traditional arts in response to the changing era. However, the dynamic does not guarantee the sustainability of patrol music amid

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the strong currents of cultural globalization that shift the preferences of younger generations away from local culture. In other words, the globalization era has influenced the local culture structures, including the perception and appreciation towards the traditional art. The tendency to favor popular global culture among younger generations has caused the loss of social relevancy of the local arts (Sutiyono, 1994). In this case, the challenges of preserving patrol music does not only relate to the regeneration of artists but also relate to the social acceptance of its value as a cultural expression. Therefore, it is crucial to preserve traditional art such as patrol music as well as its local culture values.

Education is one of the key factors in preserving the traditional arts. One of the effective strategies is to integrate traditional arts into the learning process, especially at the elementary school level. Local culture-based education can establish students' identities and foster appreciation towards the nation's cultural heritage (Situs Budaya, 2023). By incorporating patrol music into cultural arts education, students do not only learn about musical instruments and techniques but also internalize some values, such as cooperation, discipline, and solidarity. Some relevant institutions also play important roles in supporting and maintaining the existence of traditional arts. The collaboration of government, educational institutions, art communities, and the broader society is essential to provide opportunities supporting the cultural expression and the regeneration of local artists. Policies that affirm artists, providing incentives for cultural activities, and traditional art recognition as a part of the intangible cultural heritage are some concrete steps to be considered. Additionally, local communities have a strategic role in organizing cultural festivals, training activities, and digitalization processes to document the richness of traditional arts, ensuring their sustainability and relevance in the changing era.

The utilization of digital technology, such as social media, online learning platforms, and audiovisual documentation, can be another significant potential engagement to younger generations in preserving the traditional arts. The digitalization of local culture enables broader access, accelerates the



dissemination of cultural values, and creates new spaces for performances and art appreciation in a more inclusive context (P2DPT UMA, 2024). By adopting a collaborative and responsive approach to contemporary developments, the preservation efforts do not only serve as a form of conservation of cultural heritage from the past but also as a strategy for character building and the development of a strong, sustainable national cultural identity.

### ***The Potential of Patrol Music as an Educational Medium in Elementary Schools***

In education context, patrol music, as part of Indonesia's traditional arts, has significant potential to support the learning process in elementary schools, both from educational and social perspectives. Patrol music can be utilized as an enjoyable and interactive learning medium. By playing patrol music, students can develop various cognitive skills, such as concentration, memory, and motoric coordination. A study by Rini and Wahyudi (2018) demonstrated that playing patrol music can enhance learning concentration of autistic children at Sekolah Autis Harapan Bunda Surabaya. The findings indicated that there was increased engagement from both teachers' and students' activities and increased mathematics learning outcomes after the implementation of patrol music.

Besides as a medium for cultural expression and strengthening local identity, music education also contributes significantly to the cognitive and affective development of students. A study conducted by Study Inca (2023) confirmed that students' involvement in musical activities can enhance memory retention, improve attentional focus, and optimize creativity and self-expression abilities. The findings align with Howard Gardner's theory of multiple intelligence which identifies musical intelligence as an essential domain in children's learning.

In other words, music is not only valued for its artistic qualities but also serves as an educational medium that strengthens cross-disciplinary learning processes. In elementary school education context, the integration of patrol music into the curriculum does not only facilitate students with contextual learning based on local culture but also creates opportunities for the development of 21st-century skills, such as critical thinking, collaboration, and

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innovation. Patrol music which contains high social values and instills discipline in group work can be designed as an interdisciplinary learning medium that involves art, history, language, and even mathematics through rhythmic patterns and musical counting. Therefore, incorporating patrol music as a part of the learning strategy in elementary schools is a strategic step in building holistic, culturally relevant, and adaptive education that meets the needs of student development in the global era.

Patrol music also plays a crucial social role in educational context, particularly in developing students' social skills. Group-based patrol music activities indirectly train students to establish healthy interpersonal interactions, such as effective communication, teamwork, and empathy towards other group members. The collaborative process of creating rhythmic harmony and tonal synchronization requires collective awareness, attentive listening, and role adjustment among players which can foster an educational social dynamic.

Those competencies constitute essential components of social-emotional skills that are critically relevant in 21st-century education. In this case, patrol music does not merely serve as an artistic activity but as a vital medium for character development and the contextual learning of humanistic values. Rahmawati (2024) asserts that collaborative music-making practices can foster the enhancement of students' social skills, including open communication, respect for diversity, and consensus-building within group dynamics. Therefore, the integration of patrol music into elementary education does not only enrich students' aesthetic appreciation but also reinforces character education through authentic and meaningful social experiences.

Not merely an artistic activity, patrol music holds a strategic role as an educational medium for transmitting local cultural heritage to younger generations. Within the context of elementary education, introducing patrol music does not only familiarize students with traditional musical elements but also immerses them in the underlying cultural values, such as cooperation, discipline, and patriotism. These values are not presented abstractly, but they are

internalized through students' direct experience while participating actively in rehearsals and performances since it requires them to collaborate, create orderliness, and be responsible for their own roles.

Students' understanding and active engagement in patrol music also play a vital role in shaping their cultural identity. In globalization era—characterized by the rapid and widespread flow of information and global culture—local cultural identities are often eroded by the dominance of global popular culture. Therefore, local wisdom-based education, such as patrol music, becomes essential as a cultural safeguard and a medium for reinforcing nationalism among the younger generation (Tilaar, 2004). By integrating patrol music into the elementary school curriculum, students do not only acquire their cognitive skills but also a sense of identity and pride in their cultural heritage. Then, it can cultivate students' social awareness and a deeper understanding of national identity.

Since the values embedded in patrol music (i.e. moral, social, and cultural values) can be integrated in the learning process, patrol music has potential to be an instrument for character education. Through artistic activities, students do not only develop esthetic sensitivity but also train students to internalize values, such as responsibility, discipline, and cooperation. Local-art-based education also plays a crucial role in strengthening students' cultural identity and fostering pride towards their ancestral heritage (Sedyawati, 2006). Therefore, the integration of traditional arts into formal education must be reinforced as a strategic approach to form national character based on the indigenous culture. Its integration can be more effective when it is collaboratively implemented with contextual learning at the elementary school level since moral, social, and cultural values are one of the learning outcomes emphasized in the basic education curriculum.

The integration of patrol music into contextual and thematic learning at the elementary school represents an effective pedagogical strategy to relate instructional content with students' real-life experiences and local culture in their surroundings. This approach does not only enhance students' conceptual

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understanding but also fosters a sense of ownership and pride towards their regional cultural heritage. Within the framework of contextual learning, students are encouraged to link new knowledge with relevant everyday experiences, thereby making the learning process more meaningful and contextual. Sanjaya (2011) asserts that contextual learning enables students to comprehend materials more meaningfully because it is related to their daily experiences and socio-cultural environment. Patrol music, as a familiar traditional art in the local community, has become an example of contextual learning.

Utilizing the patrol music in classroom instruction, students can be engaged in the exploration of various cross-disciplinary competencies in an integrated manner. For instance, in learning Indonesian, students can write descriptive texts about patrol musical instruments or write narrative texts about their experiences participating in patrol parades during the month of Ramadan. In learning cultural arts, they can learn the basic techniques of playing traditional instruments, identify musical elements, and collaboratively express musical creativity. In learning civics and Pancasila education (PPKn), values such as cooperation, teamwork, and discipline—embedded in the practice of patrol music—can be examined and discussed as integral components of character education.

In a broader context, patrol-music-based learning activities can also enhance students' learning motivation by involving enjoyable, creative, and culturally relevant experiences. It is particularly important for facilitating students' understanding of academic concepts, as direct and tangible experiences significantly influence conceptual comprehension. Moreover, this approach actively supports the preservation of local culture, as students are not merely learning about traditional arts in a theoretical sense, but are also engaging in its actual practice. Consequently, the integration of patrol music into contextual and thematic learning does not only contribute to the achievement of academic competencies but also to the development of cultural identity, the strengthening of character, and the cultivation of national consciousness from an early age.

### ***Challenges on the Implementation and Development Strategies in the School Environment***

One of the primary challenges in preserving patrol music is on its regeneration artists. Many younger generations show less interest in learning traditional arts due to the pervasive influence of popular culture and the limited access to the local art learning. This issue is further exacerbated by the limited support from educational institutions and local governments that limitedly integrate patrol music into systematic learning program or extracurricular activities (Suryatniani, 2019). Moreover, limited essential resources, including musical instruments, skilled instructors, and adequate practice facilities, contribute to the significant barrier to the development and sustainability of this cultural form. The inequality distribution of cultural attention and funding allocations has led to the marginalization of many local art communities, depriving them of the structural support needed to survive and grow. Therefore, the preservation of patrol music requires a cross-sectoral collaborative approach encompassing educational policy reform, financial investment, and the empowerment of local arts communities.

The preservation of traditional arts such as patrol music must involve some relevant stakeholders, including teachers, art communities, and government. Teachers play a strategic role in integrating local cultural values into educational practices. Through creative and contextual approaches, they can utilize patrol music as a meaningful learning resources for students while fostering appreciation for regional cultural heritage. This role is particularly crucial, as elementary school education serves as the foundation for character building and the development of cultural identity (Zakaria & Arumsari, 2018). In addition, local art communities function as repositories of cultural knowledge and serve as primary agents in sustaining traditional practices. The communities can act as school partners which provide training, performances, documentation, and authentic cultural learning experiences. Collaboration between schools and local art communities can also enhance student engagement in cultural activities in a

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meaningful and active manner. Meanwhile, the government—both at local and national levels—has a critical role in enacting affirmative policies, providing financial support, and formulating regulations that protect and promote traditional arts. The enhancement program of local content curriculum, cultural community empowerment, and art event facilitation can be other alternatives to be expanded and synergized. As stated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2021), the safeguarding of intangible cultural heritage requires multisectoral involvement and sustainable strategies based on the empowerment of local communities as cultural subjects.

To support the preservation of traditional arts such as patrol music within the context of elementary school education, strategic measures that are both systematic and sustainable are required. A primary recommendation is to enhance teachers' capacity through training programs focused on culturally responsive pedagogy. They need to be equipped with the competencies to integrate traditional art content into various subject areas and to manage contextual and participatory learning processes (Musfiroh, 2019). The training can be facilitated by local governments, higher education institutions, or professional teacher organizations. In addition to professional development, the development of culturally relevant teaching materials should be prioritized. Thematic instructional resources incorporating elements of patrol music—such as its history, socio-cultural values, and musical techniques—can assist teachers in designing meaningful interdisciplinary learning. These materials should be developed collaboratively by educators, cultural practitioners, and academicians to ensure cultural accuracy and pedagogical applicability (Wijiningsih et al., 2017). Furthermore, the collaboration between schools and local art communities is vital to revitalizing traditional arts practices in educational settings. These partnerships can be manifested through workshops, educational field visits, extracurricular programs, or local-culture-based school festivals. Through strong collaborations, the transmission of values and skills can naturally occur between cultural practitioners and younger generations, as well as reinforce school's role as a site

for the preservation and transformation of local cultural heritage (UNESCO, 2019).

#### **4. Conclusion**

This study demonstrates that patrol music holds significant potential as an educative medium in contextual learning in elementary schools. Through appropriate integration, patrol music can be utilized to introduce local history, reinforce cultural values understanding, such as cooperation and discipline, and to illustrate the social functions of music in the community. This approach does not only enrich students' learning experiences but also contributes to the preservation of intangible cultural heritage amid the pressures of globalization. Therefore, traditional arts like patrol music can serve as a vital platform for character building and cultural identity formation from an early age.

To optimize the utilization of patrol music in learning, several strategic steps must be undertaken. First, teachers need adequate training to develop local culture-based pedagogical skills. Second, it is essential to develop learning materials which are contextualized and relevant to both local content and the national curriculum. Third, active collaboration among schools, art communities, and local governments is required to design learning programs that incorporate traditional arts. As a result, patrol music is not only able to be preserved but also actualized as a transformative and meaningful educational medium for younger generations.

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