



Implementation of The Kamis Nyunda Program in Fostering Cultural Literacy Through the Use of Traditional Clothing Policy in School

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Abstract. Indonesia is one of the countries with ethnic and cultural diversity that must always be preserved. Because of the diversity of tribes in Indonesia, it has special characteristics in the manufacture and use of traditional clothing and also has a diversity of languages – local languages. Traditional clothing is typical clothing that comes from a particular region. Traditional clothing itself has various types based on local culture. One of the ethnicities or tribes in Indonesia is the Sundanese tribe. The government has prepared alternatives and developed solutions to maintain, preserve, maintain regional cultural heritage, namely local culture, especially in school-age children through the Kamis Nyunda Program. The Kamis Nyunda program is a program where one day a week is used to preserve the mother tongue, namely Sundanese. In Kamis Nyunda, students are required to wear regional clothes, where women use clothes called "kebaya" and men "pangsi". But in reality, students have not fully implemented this Kamis Nyunda program both in the use of traditional clothing and local language. This study aims to implement the Kamis Nyunda program to foster cultural literacy, especially in elementary schools. The method used is literature review. The results of the research found explain that the use of traditional clothing and local languages in the Kamis Nyunda program is carried out with the contribution of school residents and parents.

Keywords: Kamis Nyunda Program, Cultural Literacy, Sundanese Traditional Clothing, Sundanese Language.

1. Introduction

Indonesia is a country that has a lot of regional cultural diversity that is spread almost all over the archipelago. This cultural diversity is a very valuable treasure and wealth owned by Indonesia. This is what makes Indonesia different from other countries. However, along with the development of the times and the progress that has occurred, the cultural values contained and upheld by the tribes in the area are now almost extinct (Fatmawati, 2021).

Foreign culture quickly enter our country making a lot of influence on the existence of the original culture in a region begins to diminish. The fading and dimness of cultural diversity and existence is caused by many factors, one of which is the rapid development of the times. Thus, causing a change in orientation towards the culture that we have. The diversity contained in local culture and the nation's noble cultural heritage can only be passed on through education, awareness, understanding and can mainly be passed on through the world of education. Therefore, this becomes one of

the important tasks and responsibilities for education in order to implement the existing culture to all generations of the nation (Oktarina & Santoso, 2015).

The challenge of preserving and developing culture is not easy. In fact, the realization of local culture in society is not certain to go well. The nature of culture that comes from local wisdom and ethnic culture as well as the entry of outside cultural elements into transnational cultural interactions causes people to be ignorant of local cultural values (Triwardani & Rochayanti, 2014).

Culture is part of local wisdom, which is defined as the overall beliefs of a particular community group (Eko & Putranto, 2019). A value of local wisdom and ethnic culture that corresponds to foreign cultural elements makes a society ignore local cultural values. Local wisdom values such as gotong royong, consensus and tolerance are difficult to find in today's social life (Forshee, 2006).

Local culture or regional culture is a culture that is in a place (village) in the middle of a community whose existence is recognized and owned by the surrounding community, because a culture is owned by a culture that is different from other regions. The culture that exists in an area is always passed down from one generation to the next, the usual way for generations to come to know about the culture they have is by telling stories (Widodo et al., 2020).

Indonesia is one of the countries that has a diversity of cultures that must always be preserved. Because of the diversity of ethnic groups in Indonesia, some ethnic groups have special characteristics in the manufacture or use of traditional clothing and also have a diversity of local languages. The quality of human cultural life developed rapidly with the emergence of language-based communication systems, because the use of language requires symbolic and abstract thinking. This communication system allows humans to better manage and adapt the surrounding environment and envision what constitutes a good life (Iskandar & Iskandar, 2022).

Meanwhile, traditional clothing is a certain distinctive clothing that comes from an area. Traditional clothing itself has various types in the local area. One of the ethnic groups in Indonesia is the Sundanese tribe.

Sundanese culture is increasingly lacking in existence, this is due to the lack of awareness of the local community of their cultural traditions and customs. In general, Sundanese is used in families and among friends, while in the public sphere, Indonesian is used. English can also be a rival to this local language. Today, the fact that more and more primary schools are offering English lessons to students across Indonesia and many children are learning through private courses is undeniable (Indrayani, 2011). Especially in the younger generation, they are now more familiar with modern things than local culture.

The use of traditional clothing as a uniform in various schools, especially in elementary schools, has experienced pros and cons in the community. Some people and even teachers consider that the use of traditional clothing as school uniforms will only hamper students in carrying out their activities at school. Although many people are against this government regulation, the use of traditional clothing as school uniforms also has benefits. For example, to introduce students to the identity of traditional clothing owned by each region in Indonesia.

Based on the description above, the researcher is interested in conducting research on the re-implementation of the Kamis Nyunda program with the title "Implementation of the Kamis Nyunda Program in Fostering Cultural Literacy through the Policy on the Use of Traditional Clothing in Schools".

2. Ease of Use

The research design used is the Literature review method. The use of this method is related to the implementation of the nyunda Thursday program in fostering cultural literacy. (Creswell, 2015) explains that literature review is a study conducted by researchers by collecting a number of books, magazines related to research problems and objectives. This technique is carried out with the aim of revealing various theories that are relevant to the problems being faced/researched as reference material in discussing the research results.

3. Results and Discussion

Culture is the framework through which various identities, such as local identities, are formed. Each local community expresses their culture and their ability to survive through the unique ways they interact with their environment (Pesurnay, 2018).

Tylor argues that culture is a complex system of knowledge, beliefs, art, morals, laws, customs, skills, and habits that each person acquires as a member (Tylor, 1958). According to Sutan Takdir Alisjahbana, culture is an expression of a person's way of thinking (Alisjahbana, 1974). Clifford, a world-renowned anthropologist, considered culture to be an organized system of meanings and symbols. These symbols are then translated and interpreted for behavioral control, external information sources, personal stability, knowledge development, and behavior (Geertz, 1999). This Indonesian anthropologist defines culture as a whole system of ideas, feelings, actions, and works created by humans in social life and utilized through learning (Koentjaraningrat, 2009).

Based on the definition of culture according to the experts above, it can be concluded that customs and culture are everything related to beliefs, behavior, as well as works and habits produced by the community for generations. All local cultures of Indonesian tribes are an integral part of Indonesian culture. This symbolism is expressed through folk songs, handicrafts, dances, traditional houses, traditional clothing and also local tourism.

Shuman argues that local culture is a community's local values that have been passed down from generation to generation (Shuman, 1993). Widodo (Widodo et al., 2020) said that local culture is a valuable heritage from ancestors that must be preserved.

3.1 Kamis Nyunda Program

The government prepares alternatives to maintain and preserve local culture, especially in school-age children through the Kamis Nyunda Program. The Kamis Nyunda program is a program where one day a week is used to preserve the mother tongue, namely Sundanese. In this Kamis Nyunda, students are required to wear

regional clothes, where women use clothes called "kebaya" and men "pangsi". The Kamis Nyunda program in elementary schools aims to introduce and preserve Sundanese culture to students. The program enhances students' understanding of the culture and traditional values of Sundanese society (Yulindrasari & Djoehaeni, 2019).

Sundanese is a language used as a means of communication by the Sundanese community. If we speak Sundanese, then we cannot be separated from the language and culture itself. In its function, Sundanese also acts as a tool to develop and support Sundanese culture itself (Sudaryat, 2015). Sundanese language is part of Sundanese culture. Sundanese society itself is a society bound by Sundanese cultural awareness and unity, and has its own language, namely Sundanese (Ristiani, 2019).

The Kamis Nyunda program is expected to help elementary school students introduce, strengthen and preserve local culture. In this way, students will have a sense of pride in their cultural heritage and can maintain and appreciate the cultural diversity that exists in Indonesia. By utilizing this program, we hope that the younger generation will continue to preserve and develop local culture and become agents of change in strengthening the nation's culture and identity, especially in terms of traditional clothing and local languages.

3.2 Cultural Literacy Concep

As a social entity, humans have different attitudes and behaviors in terms of culture, both as individuals and as a group of people (Adela et al., 2023). Cultural literacy is the ability to seek and explore information contained in culture (Saepudin et al., 2018). The concept of cultural literacy aims to give a person an understanding of a culture. (House et al., 1991).

The concept of cultural literacy in traditional clothing and language has a close relationship with the Kamis Nyunda program, because the Kamis Nyunda program is a program that aims to preserve cultural literacy, especially in traditional clothing and Sundanese language which is the traditional clothing and language used in the Kamis Nyunda program. Which the concept of cultural literacy in traditional clothing and language includes the following aspects:

- a) Includes children's liking for the use of traditional clothing. Learners' love for culture is shown by their enthusiasm and active participation in cultural activities (Ponimin, 2017).
 1. Enthusiasm in wearing traditional clothes
Learners who feel excited about traditional clothing will show excitement when asked to wear it at school. They will show enthusiasm when wearing the traditional clothes.
 2. Actively participate in cultural activities
Children who have an interest in traditional clothing tend to participate more actively in cultural events at school. For example, when there is an event called "International Mother Language Day," they will happily wear traditional clothing that matches the theme of the event.
- b) There is a deeper curiosity about the characteristics of traditional clothing and how to preserve it. According to (Nurhayati, 2021) Indicators that can show students'

curiosity are students actively communicating through questions, having the urge to know more about something, also seeking more information by asking questions to parents, teachers and people around.

- c) Includes understanding and use of language in everyday life situations that are in accordance with the prevailing culture, especially in the Sundanese tribe, which includes the skills of reading, writing, speaking, and understanding the language correctly, in accordance with the prevailing cultural norms (Atmoko, 2018). Language cultural literacy also includes a deep understanding of the values, traditions, stories, and cultural identities associated with the language (Rohmah, 2019).

The Kamis Nyunda program contributes directly to improving language culture literacy, especially Sundanese language literacy. The Kamis Nyunda program also has an important role in educating the younger generation about various aspects of Sundanese culture, which in turn helps maintain and preserve this cultural wealth from one generation to the next. With more and more people participating in the Kamis nyunda program, the understanding and use of Sundanese traditional clothing and language in a cultural context will strengthen, so that cultural literacy in language and traditional clothing will be maintained and developed.

3.3 Traditional Sundanese Clothing

a) Women Traditional Clothing

The traditional dress of Sundanese women is called Kebaya. Kebaya is an identity for Sundanese women that has a progressive and functional design (Nugraha, 2014). Sundanese women usually wear a long batik cloth called sarung kebat. Another name for the bottom of this traditional outfit is ikat sinyang, a skirt worn around the calf. For the top, women wear kebaya. Kebaya is an open-fronted outer garment traditionally made of lightweight fabrics such as brocade, cotton, gauze, lace, or voile, and sometimes decorated with embroidery. Here's a picture of the kebaya uniform at school:



Fig. 1. Kebaya Uniform

b) Men's Traditional Clothing

Traditional Sundanese men's clothing is popularly called Pangsi. It looks like a dark cloth dress with a simple sarong usually draped over the shoulder. Well, for the

bottoms, it is called pangsi pants or kamprang, which are large cloth pants that are not tight on the legs.



Fig. 2. Pangsi Uniform

4. Results

Based on the research results we obtained from several studies published in journals obtained through literature reviews, we obtained data on the kamis Nyunda program in fostering cultural literacy of school students.

The data we obtained based on research conducted by Anni Risnawati and Lenny Nuraeni in 2019 with the title "Improving Early Childhood Sundanese Language Skills Through Rebo Nyunda Activities in Early Childhood Education" proves that the Rebo Nyunda activity language can improve early childhood Sundanese.

Based on the results of research conducted by researchers from several meetings, there is an increase in children's Sundanese language. Sundanese language activities that are packaged interestingly can increase children's enthusiasm in developing the capacity of Sundanese language for early childhood. There are many examples of activities that can be used when conducting local content learning activities, but what researchers try to reveal is only one, namely the research topic of the first semester. (Bandung District Local History Early Childhood Education Development Group, 2014)

Activities aimed at improving preschool Sundanese language skills through rebo nyunda activities will produce positive results, as follows:

- a. Children can memorize Kaulinan Barudak songs through chanting in rebo nyunda activities.
- b. Children can happily participate in Rebo Nyunda activities.

Educators and preschoolers can follow the teaching and learning process through rebo nyunda activities with the method of singing, storytelling and reciting fun Barudak poems.

5. Conclusion

The Kamis Nyunda program contributes directly to improving language culture literacy, especially Sundanese language literacy. The Kamis Nyunda program also has an important role in educating the younger generation about various aspects of Sundanese culture, which in turn helps maintain and preserve this cultural wealth from one generation to the next. In the current era of rapid and growing globalization, maintaining and preserving local cultural heritage is very important to be able to maintain the identity and cultural diversity of a nation. The concept of cultural literacy, which includes understanding and appreciation of language, traditional clothing, and other aspects of culture, is key in this effort. This paper discusses the Kamis Nyunda Program, a program created by the Indonesian government to preserve local culture, especially in terms of Sundanese language and traditional clothing.

The Kamis Nyunda program is the right step to maintain local culture by introducing, teaching, and encouraging the younger generation, especially in elementary schools, to recognize, appreciate, and wear traditional clothing and use their local language, Sundanese.

The concept of cultural literacy, which refers to the ability to seek and explore information in a cultural context, is highly relevant to the objectives of the Kamis Nyunda Program. In this program, cultural literacy involves a deep understanding of traditional clothing and the Sundanese language. This includes a passion for wearing traditional clothing, a deep curiosity about the distinctive aspects of traditional clothing and ways to preserve it, and language skills in daily life in accordance with cultural norms.

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