

The Dynamics of Education in the Reactualization of Betawi Cultural Identity: The Roles of Family, School, and Community

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ABSTRACT

Purpose – This article aims to explore the integrative role of family education, community, and school in the process of reactualizing the identity and cultural heritage of Betawi, focusing on two main questions: (1) How do family education, school, and community contribute to maintaining and promoting the Betawi culture? Moreover, (2) How do these three elements interact in reactualizing Betawi cultural identity?.

Design/methods/approach – This study employs a qualitative approach, mainly historical research, to analyze the evolution and dynamics of Betawi culture. Data were collected through the study of historical and contemporary documents and group discussion forums with experts in Betawi history and culture. The data analysis was conducted using Miles and Huberman's method.

Findings – The research reveals that family education, schools, and communities play a significant role in maintaining and promoting Betawi culture. Families contribute to teaching language and customs, schools provide formal education about the history and culture of Betawi, and communities strengthen cultural practices through social and communal activities. This study also highlights the richness and complexity of Betawi culture, consisting of various elements such as language, livelihoods, social systems, occupations, education, beliefs, and arts.

Research implications – The findings of this study offer valuable insights into the importance of a multidimensional approach in understanding and preserving Betawi culture. These findings affirm the crucial roles of family education, schools, and communities as integral components in actualizing cultural identity, especially amid the challenges of globalization and modernization. The study also suggests the need for more integrated and comprehensive cultural preservation strategies, considering the influence of history, location, language, and religion.

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1. Introduction

Indonesia, a country rich in ethnic, religious, language, and cultural diversity, faces significant challenges in maintaining its national identity amidst rapid globalization and hedonism, consumerism, individualism, and materialism affecting the younger generation. Ahmad Suradi's research reveals that these phenomena have raised doubts about maintaining deep-rooted and tested cultural values, often sidelined by foreign values misaligned with the nation's ideology (Suradi, 2018). Muslim's study (2011) emphasizes the need for more holistic and purpose-oriented education as a response to the increasing challenges of globalization.

Adha et al. (2021) highlight the importance of actualizing national identity through internalizing Indonesian cultural values. Research by Sahabudin and Adipta (2022) demonstrates how a respected



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culture can form a solid national identity in the modern era. Meanwhile, research by Irfan and Setiady (2023) explores the role of tradition in educating society to overcome the negative impacts of globalization. This study shows that traditions passed down through generations help internalize moral values as guidance in facing contemporary challenges.

Studies by Sulhan (2018) and Anggraeni et al. (2019) emphasize the importance of culture in shaping the nation's character and the development of civilization. Irfan's research (2021a) shows how urbanization and globalization affect Betawi culture in Jakarta. Permana and Yuwono (2011) highlight the challenges faced by the Betawi community in preserving their traditions and cultural values. Nahuway et al. (2021) underscore the role of government and society in preserving Betawi culture, while Megawanti (2015) emphasizes the awareness of the Setu Babakan community on the importance of preserving Betawi culture.

Discussions on Betawi cuisine and history by Kurniasari (2022) and Krisnadi (2018) stress the importance of maintaining cultural identity through culinary aspects. Historically, Purbasari (2010) outlines the influence of various cultures on Betawi culture, which is evident in their dialect and traditions. In the context of education, Tilaar (2009) and Tafsir (2019, 2017) stress the importance of integrating education and culture in shaping society. Hurlock (1980) also underlines the role of genetics in child development. Research by Bayuseti et al. (2023) and Miharja et al. (2019) highlights the role of Islam in Betawi identity. Latipah et al. (2022) and Irmawati et al. (2020) discuss the importance of prenatal education and its impact on pregnant women and infants.

Furthermore, research by Simonovic et al. (2022) examines the importance of reducing stress in pregnant women through religious practices. Saputra et al. (2000) and Purnama (2015) detail the role of community education in preserving Betawi traditions. Research by Suswandari (2017) and Alatas et al. (2023) shows the importance of integrating local cultural values into formal education. This article, based on an in-depth literature review, aims to explore the integrative role of family, community, and school education in actualizing Betawi's identity and cultural heritage. The two main research questions are: (1) How do family education, school, and community contribute to maintaining and promoting Betawi culture? Moreover, (2) How do these three elements interact in the process of actualizing Betawi's cultural identity?

2. Methods

This study adopts a qualitative approach with a particular focus on historical research. This method involves an in-depth analysis of historical documents to understand the evolution and dynamics of Betawi culture, including the role of family education, school, and community. Data were collected through documentary research, including historical and contemporary sources related to Betawi culture. These documents may include historical records, academic articles, and other publications relevant to the research theme.

The study also integrated group discussion forums involving Betawi history and culture experts. These forums were held at Betawi cultural institutions and aimed to gather deep insights and knowledge from experienced practitioners and academics. For data analysis, this research adopted the analytical method developed by Miles and Huberman. This process includes data reduction to focus on the most critical and relevant information, data display to organize this information systematically, and drawing conclusions and verification.

Through these methods, the research aims to provide a comprehensive and in-depth view of the role of family education, schools, and community in preserving and actualizing Betawi culture and how these three interact in a historical and contemporary context. This method was chosen to ensure that the analysis and conclusions reflect the research theme's complexity and depth.

3. Results and Discussion

In the context of this research, which aims to explore the integrative role of family education, community, and schools in the actualization process of Betawi cultural identity and heritage, the findings highlight significant aspects of Betawi culture. The main focus is on two questions: (1) How do family education, schools, and the community contribute to maintaining and promoting the existence of Betawi culture? Moreover, (2) How do these three elements interact in actualizing Betawi's cultural identity?

The study found that family education, schools, and the community are crucial in maintaining and promoting Betawi culture. Families primarily contribute to teaching the language and customs, schools provide formal education about the history and culture of Betawi, and the community strengthens cultural practices through social and communal activities.

In line with Chaer (2015), this research examines seven universal cultural elements in the context of Betawi, including language, life essentials, social systems, livelihoods, education, beliefs, and arts. Each of these elements is integrated into the lives of Betawi families, schools, and communities. In determining Betawi ethnic identity, factors such as history, location, language, religion, and the combination of location and religion play a crucial role. The history of Betawi, from the Hindu-Buddhist era to the influence of Islam and Dutch colonialism, provides a deep context for the identity and culture of Betawi.

This research highlights the richness and complexity of Betawi culture, including changes in livelihoods, distinctive architectural features of Betawi houses, and the influence of various ethnicities and tribes on language, clothing, and arts. Ahmad Irfan's study (2021) on the internalization of Islamic Betawi Culture shows how family education, schools, and the community collaborate to integrate Islamic values with Betawi culture, especially in arts such as Cokek and Topeng dances.

The research underscores the importance of family education, schools, and the community in maintaining and promoting Betawi culture. The interaction between these three elements creates a dynamic mechanism that supports the actualization of Betawi's cultural identity and heritage. There is a need for more integrated and comprehensive cultural preservation strategies, considering the influence of history, location, language, and religion in Betawi culture. The findings provide valuable insights into how Betawi culture can be preserved and enriched through the active roles of family education, schools, and the community in a modern context.

4. Conclusion

Based on an in-depth literature review and qualitative research focused on the history and dynamics of Betawi culture, this article successfully reveals the significant role of family, community, and school education in actualizing Betawi cultural identity and heritage. The research finds that family education, schools, and the community contribute individually and collectively to maintaining and promoting Betawi culture, a rich and complex culture.

Family education plays a vital role in teaching Betawi language and customs, while schools provide formal education about the history and culture of Betawi. The community, through its social and communal activities, strengthens cultural practices. Together, they form a holistic education system that supports the preservation and development of Betawi culture. The research also highlights how Betawi culture, consisting of various elements such as language, life essentials, social systems, livelihoods, education, beliefs, and arts, is integrated into the lives of Betawi families, schools, and communities. This richness and complexity are the result of historical and contemporary interactions.

The study on the internalization of Islamic Betawi Culture emphasizes how family education, schools, and the community collaborate in integrating Islamic values with local traditions. This indicates the importance of preserving a traditional cultural identity while adapting to changes over time.

There is a need for more integrated and comprehensive cultural preservation strategies, considering the influence of history, location, language, and religion. This research offers valuable insights into how Betawi culture can be preserved and enriched through the active roles of family education, schools, and the community in a modern context. Overall, this article contributes significantly to understanding how Betawi culture can be maintained and developed amidst the challenges of globalization and modernization. The research affirms the importance of a multidimensional approach in understanding and preserving culture, involving family education, schools, and the community as integral components in actualizing cultural identity.

Declarations

Author contribution statement

Ahmad Irfan made the most significant contribution to this research. He led all stages of the study, from collecting data sources to obtaining research results. The entire writing structure followed Ahmad Irfan's guidance. Dicky Setiady was responsible for writing the introduction and gathering data that supports the research findings. His main contribution lies in detailing and organizing the introduction while successfully bringing in data that strengthens the research. Agus Setiyawan provided valuable support throughout the research process and offered guidance in crafting the introduction. His assistance and advice significantly contributed to the study's development and the introduction's writing.

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Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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