



Sundanese culture-based character learning program "Gelar Nyunda" (Case study at SDN 172 Andir Kidul, Bandung City)

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ABSTRACT

The issue of low psychological well-being in elementary schools, mainly due to physical, verbal, and social bullying, is a concern in the 2023 Education Report Card report. This research aims to create a more positive school climate by strengthening character based on Sundanese local culture. Values such as silih asih, silih asah, and silih asuh are integrated into the "Gelar Nyunda" co-curricular program, which is designed using a deep learning approach. The program combines traditional games (Kaulinan Barudak) and colossal angklung performances as a medium for character internalization in a fun and contextual way. The research employed a qualitative approach with a case study design over one year (July 2023-August 2024). Data collection techniques included observation, interviews, and documentation. Participants consisted of students in grades III and VI, principals, teachers, and homeroom teachers. The results showed that the "Gelar Nyunda" program received a positive response; students seemed enthusiastic, physically and emotionally active, and exhibited a change in attitude, becoming more polite and empathetic. The findings suggest that a culture-based approach, rooted in local context, is effective in shaping character and enhancing the climate of wellbeing in elementary schools.

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ABSTRAK

Permasalahan rendahnya kesejahteraan psikologis di sekolah dasar, terutama akibat perundungan fisik, verbal, dan sosial, menjadi perhatian dalam laporan Rapor Pendidikan tahun 2023. Penelitian ini bertujuan menciptakan iklim sekolah yang lebih positif melalui penguatan karakter berbasis budaya lokal Sunda. Nilai-nilai seperti silih asih, silih asah, dan silih asuh diintegrasikan dalam program ko-kurikuler "Gelar Nyunda" yang dirancang menggunakan pendekatan deep learning. Program ini menggabungkan permainan tradisional (Kaulinan Barudak) dan pertunjukan angklung kolosal sebagai media internalisasi karakter secara menyenangkan dan kontekstual. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus selama satu tahun (Juli 2023–Agustus 2024). Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Partisipan terdiri dari murid kelas III dan VI, kepala sekolah, guru, dan wali kelas. Hasil menunjukkan bahwa program "Gelar Nyunda" mendapat respons positif; murid tampak antusias, aktif secara fisik dan emosional, serta menunjukkan perubahan sikap menjadi lebih santun dan empatik. Temuan ini mengindikasikan bahwa pendekatan berbasis budaya lokal efektif dalam membentuk karakter dan meningkatkan iklim well being di sekolah dasar.

Kata Kunci: budaya Sunda; kearifan lokal; pembelajaran ko-kurikuler; penguatan karakter

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INTRODUCTION

Character education plays a crucial role in fostering a civil society. Character education becomes a crucial element for the next generation of the nation, as the future of a country is in the hands of its children (Dewi & Dewi, 2024). When a generation is born with strong, good, and noble character, it can be believed that the nation will achieve progress and glory, even when other nations experience decline in various aspects. Character education is a system that aims to instill moral values in students, encompassing aspects of knowledge, individual awareness, will, determination, and practical action in applying these values (Barkah & Robandi, 2024). These values encompass relationships with God, oneself, fellow human beings, the surrounding environment, and the nation, which ultimately aim to form a complete and perfect personality (Rofi'ie, 2019).

In Indonesia, character building can be done through various approaches, one of which is by utilizing local culture. Sundanese culture, with all its wisdom and traditions, has excellent potential as a medium in shaping the character of the younger generation. SDN 172 Bandung City, the focus of this study, is an interesting example of the implementation of a Sundanese culture-based character learning program known as "Gelar Nyunda". This program aims to instill the noble values of Sundanese culture in students, while introducing them to local wisdom that can strengthen identity and character. This program is also one way to overcome bullying that occurs in schools, through the introduction of the philosophy of "*silih asah, silih asih, silih asuh*" which is realized in co-curricular learning activities. SDN 172 Andir Kidul, as indicated on the school report card, stated that the well-being climate must be improved immediately.

School well-being refers to the sense of happiness that students experience when their basic needs are met, encompassing aspects such as school conditions, social relationships, self-fulfillment, and school health. One of the factors that influences school wellbeing is the school climate (Pertwi & Wilantika, 2024). A safe and conducive school climate fosters the creation of a positive school atmosphere. This climate is reflected in the relationship between the principal, teachers, and students. These characteristics together form the school's approach to running the learning process. A good school climate fosters a conducive learning atmosphere in the classroom (Kurniawan, 2022; Jumrawarsi & Suhaili, 2020). Conducive and able to encourage increased student academic achievement. In addition, the climate schools also cover various aspects such as organizational structure, performance standards, educator responsibility, participation in organizations, appreciation of performance, and the leadership style applied.

To create a conducive school climate, SDN 172 Andir Kidul still needs improvement. Based on the results of initial observations and interviews with teachers of SDN 172 Andir Kidul, the school climate that was created was not ideal because bullying was still found through abusive words between students, which caused the psychological condition of students to be disturbed. This condition reflects the need to instill character education from an early age as a preventive effort to prevent more severe cases of bullying. One of the efforts to cultivate character education at SDN 172 Andir Kidul is the organization of the "Gelar Nyunda" program, which serves as an alternative approach to character education for elementary school students. Through the concept of local content, which reflects the tribal identity of the

majority of students, it is hoped that the moral values contained in this program can be effectively conveyed and applied by students.

The cultivation of character education through local and regional content has been demonstrated to be effective in several studies. The teaching of character values, such as cooperation, social responsibility, and the improvement of moral and ethical behavior, is effectively conveyed to learners through folklore, traditional games, and local community activities (Trisno et al., 2024). Then, other more specific research was carried out in emphasizing the cultivation of character values through the local content of the Madurese language, contributing positively to the development of students' character through several aspects, such as tolerance, cooperation, appreciation, and a sense of belonging to local culture, that are increasingly internalized by students (Alatas et al., 2024). In addition, other research indicates that integrating local culture with modern education, such as the use of celentung musical instruments in Garut Regency, can increase students' interest and participation (Siahaan et al., 2024).

Other research also shows that habituation programs, such as "Sabtu Budaya", conducted in Nusa Tenggara Barat can increase student participation, driven by their own willingness to participate in every activity held due to the interesting learning method (Alqadri et al., 2023). Findings from previous research have emphasized the importance of social interactions between students, including cooperation and active participation. This prompted researchers to examine how the "Gelar Nyunda" program, which focuses on character education, encourages students to reduce and prevent bullying, thereby creating a healthier school climate. The primary focus of this study is to assess how the implementation of the "Gelar Nyunda" program at SDN 172 Andir Kidul, Bandung City, influences the formation of student character, thereby enhancing the school's well-being climate.

Some issues that need to be considered include the extent to which students understand and apply Sundanese cultural values in everyday life, the degree to which teachers and students accept this program, and how the program impacts the development of student character, as well as the school's well-being climate. The rationale underlying this research is the importance of integrating local culture in character learning as an effort to improve the climate of student wellbeing, resulting from the actualization of Sundanese cultural characters that students have internalized. The objectives of this study are to: 1) Analyze the implementation of the Sundanese culture-based character learning program "Gelar Nyunda" at SDN 172 Andir Kidul, Bandung City; 2) Evaluate the impact of the program on the formation of student character; 3) Identify factors that influence the success of the program in instilling Sundanese culture-based character values; and 4) Provide recommendations for the development of similar programs in other schools.

LITERATURE REVIEW

"Gelar Nyunda" as a Strengthening of Character and Local Wisdom in Elementary Education

"Gelar Nyunda" is a character learning program based on Sundanese culture, which was developed as a special co-curricular program at SDN 172 Andir Kidul. This program integrates elements of Sundanese culture, such as: 1) Use of Sundanese language in greetings and

simple communication; 2) Use of traditional Sundanese clothing; 3) Traditional arts activities (angklung, Jaipong dance, pantun, Degung); and 4) Traditional Sundanese games. This program has the primary objective of instilling character values, such as manners, empathy, honesty, sportsmanship, and a love of country, through real-life experiences of local culture and engaging activities. "Gelar Nyunda" is a learning activity based on local Sundanese wisdom. Local wisdom reflects the form of knowledge, wisdom, and a set of values that evolve and develop alongside the traditions and culture of the community, which are passed down from generation to generation, serving as a guideline for regulating social, economic, and environmental life (Maisaroh et al., 2022). These values play a crucial role as a foundation in character education, especially for students at the elementary school level. Through the introduction of local wisdom, students can be encouraged to become more aware and responsive to the moral and ethical norms that apply in their social environment (Jubaedah et al., 2025).

The importance of strengthening character through local wisdom in the "Gelar Nyunda" program is crucial. It is essential to internalize the knowledge you acquire. This is related to the statement that wisdom, which has taken root as a permanent tradition in people's lives, needs to be maintained, not only to strengthen cultural identity but also to encourage social integration, collective participation, and individual awareness over time (Dhahiyat et al., 2025; Triadityansyah et al., 2025). Local wisdom is actually local knowledge and local intelligence (or local genius), whose truth has been propagated in a specific area (Brata et al., 2024). The process of internalizing values in the "Gelar Nyunda" program begins with a transformation stage that emphasizes values more enjoyably. Ethnic wisdom education in developing character, states that there are principles of character development in the Ministry of National Education which states that the principles of character education development are 1) Continuous; 2) Through all subjects, self-development, and the culture of educational units; 3) Values are not taught but are developed through the learning process (value is neither caught nor taught, it is learned); 4) The educational process is carried out by students actively and enjoyably (Herlambang, 2015).

Fun activities are designed by first introducing local wisdom in the form of traditional Sundanese games and ending with playing the angklung musical instrument. The core activity is carried out by introducing how Sundanese people behave in everyday life based on the Sundanese philosophy "*silih asah, silih asih, silih asuh*". The value transformation stage is a process carried out by educators to inform students about the distinction between good and bad values (Junanto et al., 2020). The process of transforming the values of the Sundanese philosophy "*silih asah, silih asih, silih asuh*" is carried out through demonstrations and role-playing, such as how to communicate, how to behave, how to say the words "*punten-mangga*", and how to interact well based on the norms of politeness in Sundanese culture. This transformation process can further internalize values within oneself, so that it is hoped that the goal of strengthening character through the development of "Gelar Nyunda" learning can run optimally and achieve the expected goals in the form of character actualization according to the philosophy of "*silih asah, silih asih, silih asuh*" which has an impact on improving the school's well-being climate.

Through the introduction of local wisdom of traditional games (*Kaulinan barudak*) and playing the angklung musical instrument, it is hoped that the value transformation process will begin with a sense of joy. Seeing the characteristics of elementary schools that enjoy games.

Games are a means of entertainment that are of interest and played by many people, both children and adults (Mudzakir, 2022). One of the typical games in a particular culture is *Kaulinan barudak*, which comes in various types, offers benefits, and serves different purposes. *Kaulinan barudak* plays a role in enhancing learning motivation. *Kaulinan barudak* are folk games that are incorporated into creative activities, serving not only as a vehicle for self-entertainment but also as a tool to maintain relationships and social comfort (Sari & Kurniawan, 2024). In the implementation stage, the "Gelar Nyunda" activity is carried out periodically and directly in practice. The activity is carried out once a month as a co-curricular activity. Activities carried out periodically are expected to have a more substantial impact on internalization. This aligns with the notion that character education can be effectively integrated into school culture through periodic or routine activities. Student involvement in these activities demonstrates that character education is not only theoretical but also directly applied in practice. This shows that character education is not limited to theory but must be realized through practical activities that train and embody these moral values (Sahrur & Mahfudi, 2024).

Implementation of Culture-Based Character Education in Elementary Schools

The learning process that integrates local wisdom has a positive impact on strengthening character, aligning with research that reveals important findings from community service activities, specifically positive developments in aspects of student character. The evaluation results obtained through interviews and observations show that students experience an increase in values such as cooperation, honesty, and responsibility. These values are integrated into the learning process through various activities that highlight the cultural heritage of Nias, such as cooperative work on handicrafts featuring traditional Nias motifs or participation in community projects that emphasize the principle of cooperation (Laowo, 2024). *Kaulinan barudak* serves as a value-laden learning medium, promoting sportsmanship, respect for differences, independence, gender equality, and the internalization of social norms and teachings.

The cultivation of character education in children can be achieved through engaging in play activities. In addition, the use of *Kaulinan barudak* as a traditional game contributes to the preservation of local culture and traditions that hold noble value, thereby playing a role in character formation (Siregar et al., 2023; Hidayati et al., 2021). Other research findings reveal that traditional games can foster a sense of love for the homeland in a fun way, as they embody values such as togetherness, cooperation, social relations, and respect for culture, thereby providing opportunities for children to learn about and preserve Indonesian culture (Suri et al., 2024). Through this traditional game, children not only learn to recognize their local culture but also improve their Sundanese language skills and realize cultural values that have been passed down from generation to generation. In addition, *kaulinan barudak* make a positive contribution to various aspects of child development, including motor, cognitive, and social skills, as well as emotional and artistic expression and creativity (Nurhasanah et al., 2025).

METHODS

This study employs a qualitative approach with a case study design, aiming to explore in depth the implementation of a Sundanese culture-based character learning program, namely "retarded degree", and its impact on character and climate wellbeing among students at one of the public elementary schools in Bandung City. This research was conducted over a period of one year, from July 2023 to August 2024. The research subjects included students in grade 3 (approximately 174 students from 6 classes) and grade 6 (approximately 161 students from 5 classes), representing lower and higher grade levels, respectively. The research informants consisted of the principal, vice principal for curriculum and student affairs (PKS), and homeroom teachers involved in implementing the program.

PKS was designated as the key informant (key informant) because of its strategic role in managing the curriculum and co-curricular activities. Data collection techniques include: 1) Documentation study of supporting documents such as the Education Unit Curriculum (KSP), education report cards, SOP for the "Gelar Nyunda" program, and relevant literature; 2) In-depth interviews using interview guidelines developed from studies of character education theory and local culture; 3) Direct observation of program activities, recorded using observation sheets that have been reviewed and tested; and 4) Visual documentation (photos and videos) as supplementary data. The research instruments, in the form of interview guidelines and observation sheets, were developed based on relevant theoretical studies and then tested to ensure clarity and feasibility in extracting the necessary information.

Data analysis techniques were carried out inductively through the following stages: 1) Data reduction to filter important information; 2) Coding to group data based on themes and categories; 3) Presentation of data in narrative form and thematic summary tables; and 4) Concluding to answer the focus of the research. To ensure the validity of the data, source triangulation and member check techniques were used. Triangulation is carried out by comparing data from various informants and methods (interviews, observations, and documentation). In contrast, member checks are carried out by asking informants for confirmation regarding the data from interviews or observations that have been transcribed.

RESULTS AND DISCUSSION

"Gelar Nyunda" implemented in SDN 172 Andir Kidul, is a character-building program based on the philosophy of "*silih asah, silih asih, silih asuh*" created to foster a school climate that promotes well-being. The design of the "Gelar Nyunda" program is shown in the following **Table 1**.

Table 1. Design of the "Gelar Nyunda" program

Activities		Value Explanation Nurturant effect
First	<i>Kaulinan Barudak</i> demonstration " <i>silih asah</i> " and " <i>silih asuh</i> ". 1. Endog-endogan 2. Oray-orayan 3. Cingciripit 4. Sepdur	1. Endog-endogan: patience, cooperation, fine motor skills, and concentration; 2. Oray-orayan: social-emotional development, togetherness, creativity, sportsmanship, social skills; 3. Cingciripit: cooperation, togetherness, patience, social skills, motoric skills;

Activities		Value Explanation Nurturant effect
		4. Sepdur: cooperation, discipline, creativity, sportsmanship, leadership.
Core	Value transformation through demonstration and role play " <i>Silih asih</i> " 1. How to greet and answer in Sundanese 2. How to communicate (<i>undak usuk basa</i>), say to peers or to people older in age / who are respected 3. How to excuse yourself (<i>punten-mangga</i>) while bowing down	1. Respect for elders and other manners 2. Respect for cultural manners 3. Strengthen social relationships
End	Perform a colossal Angklung musical instrument game	1. Responsible 2. Socialization skills 3. Creative 4. Respect for diversity 5. Discipline 6. Fine motor skills 7. Fun

Sources: (Hidayati et al., 2021)

Based on **Table 1**, the "Gelar Nyunda" program is a co-curricular activity that promotes character building by drawing on local wisdom and traditions. The activity is carried out on the third week of every month. Before the event begins, the curriculum team creates an event flyer in the form of an event rundown via video, which is delivered to school groups or shared on social media. The research was conducted through a literature study, document analysis, observation, interviews, and documentation. The first step involved conducting a literature review, followed by a study of the literature.

Table 2. Results of Literature Study

Activity	Source
Analyzing education report cards, KSP (Education Unit Curriculum), SOP Documents for the "Gelar Nyunda" program, audio-visual documents in the form of video recordings of "Gelar Nyunda" learning activities, websites, and social media regarding the implementation of "Gelar Nyunda".	Analyzing a Book and a Journal Article

Sources: Research July 2023-August 2024

In the analysis of the literature study (see **Table 2**), the researcher saw the correspondence between the education report card, the Education Unit Curriculum Document (KSP), and the SOP for the Sundanese cultural program. The education report card indicates that the school security climate is the primary focus for improvement, as it is currently rated yellow and requires immediate attention. The KSP presents a fragment of the vision that emphasizes 'the realization and insight of the environment and society.' The description of the mission involves organizing the learning process to strengthen character, based on local wisdom and the philosophy of "*silih asah, silih asih, silih asuh, and silih wawangi*". There is an SOP or

standard operating procedure for the implementation of the "Gelar Nyunda" program with a description of its activities. Through video recordings on Facebook social media, the implementation of the "Gelar Nyunda" program is showcased at SDN 172 Andir Kidul, Bandung City.

Table 3. Observation Result

Observation of the Character Cultivation	Climate Well-being
<p>Character-building activities at the initial learning activity stage included traditional games/<i>kaulinan barudak</i>, guided by the PJOK teacher. For conditioning assisted by the homeroom teacher. The activity is carried out for approximately 1 lesson hour. The game format changes each month.</p> <p>In the first month, the game of oray-orayan; In the second month, the game of cingciripit, etc. After students complete the activity, the mentor conducts a question-and-answer session related to the values contained in the game.</p> <p>The core activity is carried out with students who have previously practiced, demonstrated, and role-played how to speak using <i>undak usuk basa</i>, how to excuse themselves, and greet others, while wearing traditional Sundanese clothing.</p> <p>This activity is guided by the person in charge of the activity (PJ), who is typically the teacher who receives the assignment. The activity lasts approximately 20 minutes, and the final segment involves playing angklung music for 10 minutes guided by the art teacher.</p>	<p>Overall, students appeared very enthusiastic, seemed happy, and were engaged in activities both physically and mentally. During the learning process, only a few students were less involved. This was because these students tended to be easily distracted by their friends, were easily offended, and did not particularly enjoy socializing.</p>

Sources: Research July 2023-August 2024

Based on the observation stage, the data produced are presented in **Table 3**. In the observation stage, researchers, in addition to directly observing the learning process of "Gelar Nyunda," also become part of the learning process.

Table 4. Interview Results

	Description
Headmaster	This activity is a mainstay of SDN 172 Andir Kidul, Bandung City, which has assets related to human resources who are experts in the field of Sundanese arts. SDN 172 Bandung City also has quite complete art equipment/tools, ranging from gamelan, angklung, piano (2 pieces), and synthesizer. I witnessed this program being implemented, and the children were very enthusiastic about participating in each activity. I am very proud and excited. Hopefully, this program can run better and continue to be improved. In the future, the digital media integration process will be implemented.
Assistant principal curriculum	"Gelar Nyunda" Activities are designed to address issues related to yellow education reports in the school's security and well-being section. Initially, this activity was initiated by the driving teacher, who refined the existing curriculum program related to the "Bandung Masagi" program and subsequently focused on Sundanese characteristics. During implementation, this program was quite successful in improving the well-being of the

Description	
	children, as I observed in everyday life. Children showed improvement in terms of their manners, although it is undeniable that other factors contribute to changes in student behavior.
3rd-grade homeroom teacher	This activity is very popular with children, perhaps because it begins with <i>kaulinan barudak</i> such as cingciripit, oray orayan, and other <i>kaulinan barudak</i> . The activity is quite meaningful because it discusses the purpose of the activity and reinforces the values of <i>kaulinan barudak</i> itself. In the main activity, the children demonstrate good manners in Sundanese culture. For instance, when a child passes a group of people who are sitting, they are encouraged to greet them with the words " <i>punten-mangga</i> " and conclude with an angklung game. This prevents the children from participating in this activity and indirectly promotes Sundanese politeness. Hopefully, this activity can continue, and a program evaluation process will be implemented to ensure its sustainability.
6th-grade homeroom teacher	This activity is excellent and represents an innovative approach to character building. Culture-based learning is considered conservative and unattractive to today's children, who prefer Western characters or music such as K-pop. The "Gelar Nyunda" co-curricular program is one of the learning innovations that promotes local culture to strengthen students' character, positively impacting the school's well-being climate. It is undeniable that if children already have good manners, there will be no students who engage in bullying, whether physically or verbally.
3rd and 6rd grade students	I am pleased; learning is fun. I now know how to greet people. I am also very proud. Sometimes I enjoy it, and at other times, I get bored. If I play for a long time, sometimes I get bored.

Sources: Research July 2023-August 2024

Based on the interview results in **Table 4**, it was generally stated that the "Gelar Nyunda" co-curricular learning activity is an innovative learning activity that promotes local culture. In addition to strengthening character through the reinforcement of polite behavior, this event is packaged and includes fun activities such as *kaulinan barudak* and colossal angklung performances. So far, based on the students' responses, they appear to be pleased and enthusiastic about participating in the learning process. However, they sometimes feel bored if the activities are carried out for too long. The "Gelar Nyunda" learning activity is conducted once a month for 2 hours, held festively in the field with a rundown. The event includes game activities such as *kaulinan barudak* cingciripit, endog-endogan, sepdur, oray-orayan, and other traditional games, which are implemented periodically to prevent boredom.

The next activity is carried out with demonstrations and role-playing by students on how to communicate, including greeting (*sampurasun-rampes*), a way of giving respect such as saying the word "excuse me" in Sundanese by saying the word "*punten*" then the person who hears it says "*mangga*" (*punten-mangga*), a way of greeting old people or fellow people (*undak-usuk basa*), the clothes worn by Sundanese people and the activity ends with playing the angklung musical instrument in a colossal manner. Based on the observation results, students appeared enthusiastic and followed the learning. Overall, they appeared happy and fully engaged, both physically and psychologically, throughout the learning process. The learning process in grade 3 elementary school students differs significantly from that of grade 6 students, as represented by a purposive sample of low and high classes. Grade 3 students tend to be more impulsive and less orderly in their learning compared to grade 6 students,

who appear more organized. For that, it requires additional process management for grade 3 learning. Spending too much time playing games repeatedly also has a negative impact, causing boredom. For that, proportional time management is crucial.

The process of strengthening character through demonstrations is integrated into the middle of activities, aiming to optimize the value transformation process and culminating in a remarkable performance of playing angklung music, which provides a pleasant ending, with the hope that this activity will be anticipated next. The organization of the learning process with a pattern like this has a significant impact on achieving the goals of the value transformation process through playing *kaulinan barudak* and playing musical instruments. This can be observed through the evaluation process during learning activities, which are carried out simultaneously as part of the learning process. The results of interviews conducted with the Principal, PKS (assistants to the Principal), and homeroom teachers for grades 3 and 6 who participated in the learning process indicated that this activity was highly beneficial and had become an innovative way to strengthen character.

Culture-based learning is considered outdated and unappealing to today's children, who are more drawn to Western characters or music, such as K-pop. This is a promising breakthrough in the internalization of cultural values. Sundanese people must know their Sundanese identity as a filter from the outside world in today's digital era. Based on interviews with students, they generally like the "Gelar Nyunda" learning activity. Some stated that they did not like it because they did not know before that the traditional Sundanese game "*Kaulinan Barudak*" is entertaining, some also stated and gave recommendations 'what if it is packaged and uploaded to social media so that the world community becomes more familiar with Sundanese culture, as a form of cultural preservation to be more global. In general, "Gelar Nyunda" learning has a positive impact on the psychological well-being of students, thereby creating a school well-being climate.

Discussion

The "Gelar Nyunda" learning program is a form of innovation in character building based on Sundanese culture, implemented at SDN 172 Andir Kidul, Bandung City. This program aims to instill character values in Sundanese culture through activities that introduce local culture, *Kaulinan Barudak*, and angklung music as a tool to arouse students' interest and involvement in participating in Sundanese value transformation activities, according to the philosophy of "*silih asah, silih asih, silih asuh*" which is realized in co-curricular learning activities. This study aligns with the results and discussion on the impact of using the celentung musical instrument as a traditional musical instrument of Garut Regency, serving as a learning innovation that integrates local wisdom to increase student interest and participation, while also preserving culture (Siahaan et al., 2024). The "Gelar Nyunda" learning program is essential to implement in conjunction with a local culture approach. Using local culture as a learning medium is a strategic step. Traditional Sundanese games and angklung musical instruments can connect students with their cultural roots, instill a sense of pride, and foster appreciation for their ancestral heritage.

It is necessary to be serious in maintaining the wisdom of maintenance efforts as a form of preservation that is not enough through verbal narration alone. It is essential to incorporate appreciation and cultural activities to foster a sense of pride in the owner. Cultural pride is a very important factor in maintaining cultural identity (Fadli & Afwan, 2024). An attitude of caring for the preservation of local culture can be developed by appreciating it, introducing it to others, and preserving it. Increase Student Motivation and Involvement. Traditional game activities create a fun and interactive learning atmosphere (Devi, 2024). *Kaulinan barudak* can help to increase students' motivation in learning, especially in physical education learning (Mudzakir, 2020). Angklung music, as part of the activity, adds an aesthetic dimension that can increase concentration and positive emotions. The angklung music game played by the SBS community can provide a positive impact and tangible contribution to increasing the life motivation of its members by engaging in social interactions that encourage the desire to keep learning and improve their abilities, thereby enhancing their quality of life, even in old Age (Daryanto, 2023). Implementation of character values "*silih asah, silih asih, silih asuh*" in Sundanese culture is the core of this program. These values encourage the development of attitudes of mutual respect, cooperation, and empathy among students.

The values of "*silih asah, silih asih, silih asuh*" indicate that the orientation of the concept of values contained therein can be interpreted as a process of community empowerment in developing individual empowerment in community life, to achieve human quality so that it is dignified and respected as reflected in behavior that is actualized in daily life (Fauzia et al., 2020). However, it is undeniable that character internalization cannot be implemented in a short time. A systematic approach, consistency, and joint commitment from institutions and all stakeholders are needed for this success (Putri & Firmansyah, 2024). Support from the school and family environment is the primary factor in strengthening and shaping the next generation of character. To further efforts, including the development of a connecting tool between the internalization process carried out at school and the home environment, which allows parents to participate as well. As a sustainability step in preparing a quality future young generation, it is necessary to integrate the "Gelar Nyunda" program with the character education curriculum. For example, *kaulinan barudak* are connected with sports and angklung music games with cultural arts; The need for intensive training for teachers on the philosophy of Sundanese cultural values as a way to prepare more qualified resources; Continuous evaluation and measuring effectiveness and ensuring value transformation can be applied at home and in society; and the use of technology that can be utilized to enrich the experience and process of preserving culture for the wider community.

CONCLUSION

This study successfully addressed the main objective and hypothesis that character strengthening, based on Sundanese local cultural values through the "Gelar Nyunda" program, can create a more positive school climate and improve students' psychological well-being. The findings show that the integration of the values of "*silih asah, silih asih, silih asuh*" in co-curricular learning through *kaulinan barudak*, which includes core activities on how to speak and behave politely in daily life, one of which is how to pass by saying "*punten-*

mangga" and ending with a colossal angklung game, has a positive impact on students' emotional engagement and prosocial behavior. The "Gelar Nyunda" program is an innovative and relevant effort in instilling local culture-based character values. By utilizing *kaulinan barudak* and angklung musical instruments, students not only learn about Sundanese cultural values, but also experience fun and meaningful learning. To achieve sustainability and long-term impact, support is needed from various parties, including schools, families, and the government. With a holistic approach, programs like this can serve as an inspiring model of culture-based character learning in various regions, particularly in West Java. Overall, the program was not only enthusiastically received by students but also demonstrated potential as a relevant educational strategy in addressing the issue of bullying and the weak psychosocial climate in elementary schools. Further studies are needed to explore the sustainability of the "Gelar Nyunda" program in a broader context, including its influence on family dynamics and social interactions within the community. In addition, the development of similar local wisdom-based programs in other cultural regions in Indonesia can be a strategic step in building a contextual and sustainable character education approach nationally. Schools and education policymakers are advised to incorporate local cultural elements into co-curricular curriculum design to strengthen cultural identity, social empathy, and an emotionally healthy learning climate.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors emphasize that the data and content of the article are free from plagiarism.

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