

Empowering Art and Culture Teachers through Local Culture-Based Learning Design Training in *Banyuwangi*

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ABSTRACT

Keywords:

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Training,
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This community service activity aims to improve the professionalism of arts and culture teachers in Banyuwangi Regency by enhancing their competence in developing effective and relevant learning materials. The training, conducted using lecture and drill methods, involved 31 teachers from public and private high schools and vocational schools. The training focused on developing teaching modules, learning media, learning evaluation, and differentiated learning designs. This activity was conducted at SMKN 1 Giri Banyuwangi with support from the local Education Office. The results demonstrated an improvement in teachers' ability to design more systematic and creative teaching materials, aligned with the 2024 Merdeka Curriculum framework. This program also increases teachers' confidence in classroom learning practices. The novelty of this activity lies in the integration of arts-based learning strategies that foster creativity while strengthening teachers' pedagogic literacy. This program is expected to become a sustainable model for the professional development of arts and culture teachers in the future.

INTRODUCTION

Teachers are the main pillars of successful education because they directly play a role in shaping the quality of human resources through a continuous learning process. As the spearhead of education, teachers serve not only as instructors but also as guides and drivers of the transformation of moral, cultural, and social values (Barnadib, 1987, p. 42). A professional teacher is required to possess comprehensive competencies encompassing knowledge, skills, and professional attitudes in carrying out their duties (Pidarta, 2007, p. 56).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers emphasizes that pedagogic, personality, social, and professional competencies are the primary requirements for teachers in carrying out their educational function. These four competencies are integrative and must be developed simultaneously so that teachers can create an effective, creative learning process that is oriented toward developing student potential (Hasbullah, 2008, p. 73).

However, the reality on the ground shows that many teachers, especially in areas with limited access to training and learning resources, still face obstacles in developing learning tools relevant to curriculum changes and developments in educational technology. According to Budiningsih (2004, p. 15), these difficulties often arise because teachers do not have a deep understanding of learning theory and the application of active, learner-oriented learning principles. This condition is also reinforced by Anderson and Krathwohl (2010, p. 23), who emphasize the importance of learning planning based on clear learning objectives so that teachers are able to design effective and meaningful learning experiences.

Similar issues were also found in Banyuwangi Regency, particularly among arts and culture teachers at the high school and vocational school levels. Based on the results of communication between the community service Team and the local Education Office Branch and Arts and Culture MGMP, it was discovered that most teachers still experience difficulties in developing teaching modules, Lesson Implementation Plans (RPP), learning media, and evaluation instruments that are up-to-date and in line with the direction of the Merdeka Curriculum policy. This indicates that teacher professional development needs to be carried out through training that is not only administrative, but also fosters reflective awareness and innovative skills in designing learning that is appropriate to student characteristics and the local context.

Arts and Culture teachers hold a unique position because their field is not only oriented towards mastering aesthetic skills, but also plays a role in building the character and creativity of students. As explained by John. W. Santrock (2017, p. 284), arts-based learning can be an effective means of developing cognitive, affective, and psychomotor aspects in an integrated manner. However, this potential has not been fully optimized because many teachers still use conventional teaching tools and have not utilized differentiated learning approaches and deep learning.

Through a community service activity conducted by a team of lecturers and students from the Dance and Dance Education Study Program, Faculty of Languages and Arts, Surabaya State University, training was held to develop learning tools for Arts and Culture Teachers in Banyuwangi. This training was designed using a participatory approach that combines pedagogic theory with arts-based creative practices. The training materials included the development of teaching modules, learning media, learning evaluation, and an introduction to the concept of differentiated learning that supports the principles of Independent Learning.

Theoretically, this activity also strengthens the application of the taxonomy of learning objectives theory which emphasizes six domains of thinking - remembering, understanding, applying, analyzing, evaluating, and creating - as a conceptual framework in designing meaningful learning (Anderson & Krathwohl, 2010, pp. 86-88). Thus, this learning tool training not only serves to improve teachers' technical skills, but also constitutes a strategic effort in building reflective awareness and professionalism of art teachers as developers of an adaptive and character-based learning culture.

The aim of this activity is to improve the professionalism of Arts and Culture Teachers in Banyuwangi Regency through training in the preparation of innovative, integrative, and contextual learning tools, so that they can support the creation of meaningful arts learning that is relevant to local cultural values.

RESEARCH METHODS

This community service program uses a participatory training model designed to improve teachers' pedagogic competency through the development of learning materials. The implementation method combines lectures, demonstrations, discussions, and repeated practice (drills) so that students not only understand theory but also develop practical skills in designing learning materials tailored to school needs.

Participants

The program included 31 arts and culture teachers representing 34 public and private high schools (SMA) and vocational high schools (SMK), coordinated by the Banyuwangi Regency Education Office Branch, East Java Province. Participants were selected through collaboration between the implementation team, the Education Office Branch, and the Arts and Culture Subject Teachers' Conference (MGMP). Participants were motivated teachers seeking to improve their skills in curriculum development, instructional media creation, and evaluation instrument development. The following is a list of public and private high schools and vocational high schools participating in the training.

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|--------------------------------|------------------------------------|
| 1. SMAN 1 GLENMORE | 21. SMKN 1 KALIBARU |
| 2. SMAN 1 GENTENG | 22. SMAKN 1 TEGALSARI |
| 3. SMAN 2 TARUNA BHAYANGKARA | 23. SMKN 2 TEGALSARI |
| 4. SMAN DARUSSHOLAH SINGOJURUH | 24. SMKN DARUL ULUM MUNCAR |
| 5. SMAN 1 GAMBIRAN | 25. SMKN IHYA' ULUMUDIN SINGOJURUH |
| 6. SMAN 1 BANGOREJO | 26. SMKN 1 BANYUWANGI |
| 7. SMAN 1 PESANGGARAN | 27. SMKN 1 GLAGAH |
| 8. SMAN 1 CLURING | 28. SMKN 1 WONGSOREJO |
| 9. SMAN 1 PURWOHARJO | 29. SMK MUHAMMADIYAH 9 GAMBIRAN |
| 10. SMAN 1 SRONO | 30. SMK 17 AGUSTUS 1945 CLURING |
| 11. SMAN 1 MUNCAR | 31. SMK MUHAMMADIYAH 1 GENTENG |
| 12. SMAN 1 TEGALDLIMO | 32. SMK MUHAMMADIYAH 8 SILIRAGUNG |
| 13. SMAN 1 ROGOJAMPI | 33. SMK PGRI 1 BANYUWANGI |
| 14. SMAN 1 BANYUWANGI | 34. SMK SRI TANJUNG BANYUWANGI |
| 15. SMAN 1 GLAGAH | |
| 16. SMAN 1 GIRI | |
| 17. SMAN 1 WONGSOREJO | |
| 18. SMA MUHAMMADIYAH 2 GENTENG | |
| 19. SMAK HIKMAH MANDALA | |
| 20. SMAS PGRI PURWOHARJO | |

Location and Time

The training will be held on May 17, 2025, at SMKN 1 Giri Banyuwangi. The training will be held in a face-to-face format to encourage direct interaction, collaboration among participants, and a reflective exchange of experiences. Overall, the community service activities will last for ten months, from February to November 2025, covering the planning, coordination, implementation, and final report preparation stages. The training schedule is as follows.

Table 1. Community Service Activity Schedule for May 17, 2025 at SMKN 1 Giri Banyuwangi

NO	TIME	ACTIVITY DESCRIPTION	RESPONSIBLE PERSON/EXECUTOR
1.	08.00-09.00 WIB	Participant Preparation and Registration	Unesa Branch Office Committee and Students (Erika)
2	09.00-09.30 WIB	Opening Ceremony	MC.: (Rohmatulloh, S.Pd)
		Singing the National Anthem "Indonesia Raya"	Estu Candra, S.Pd.
		Welcome from the Committee Chair (overview	Prof. Dr. Anik Juwariyah, M.Si.

		of activities and promotion of the Master's program)	
		Welcome from the Banyuwangi Regency Branch Office	Agung
		Opening Dance (Jejer Gandrung Kembang Menur Dance)	Arts Studio "Sayu Wiwit" (Jesika Ayu dan Aghyata Pratiwi)
		Souvenir Presentation	Dr. Arif Hidajad, M.Pd. dan Prof. Dr. Anik Juwariyah, M.Si.
		Prayer	M.C
		Photo activities	
3	09.30-10.30 WIB	Material 1: Merdeka Curriculum Teaching Module	Prof. Dr. Warih Handyaningrum, M.Pd. ; Dr. I Nengah Mariasa, M.Hum.
4	10.30-11.00 WIB	Material 2: Innovative Learning Media Based on Deep Learning	Dr. Welly Suryandoko, M.Pd. ; Dra. Enie Wahyuing, M.Si.
5	11.00-11.30 WIB	Material 3: Technology that Educates: The Impact of AI and Android in Learning Media Design	Dr. Jarmani, S.Pd.M.Pd.
6	11.30-12.00 WIB	Discussion	Moderator:
7	12.00 - 13.00 WIB	Rest	Committee
8	13.00-14.00 WIB	Performing Arts Event Management	Dr. Trisakti, M.Si. Dr. Eko Wahyuni Rahayu, M.Pd.
9	14.00-15.00 WIB	Training Management to Increase Value	Dr. Arif Hidajad, M.Pd.
10	15.00-15.30 WIB	Discussion	Moderator
11	15.30-16.00 WIB	Closing and Distribution of Certificates	Committee

Materials and Activities

The activity materials include five main components:

1. Development of Teaching Modules aligned with the principles of the Independent Curriculum;
2. Creation of Learning Media using easily accessible digital devices;
3. Evaluation of Learning and Development of Authentic Assessments;
4. Differentiated Learning Design to accommodate student diversity;
5. Development of Student Worksheets (LKPD) and Contextual Teaching Materials Based on Local Arts and Culture.

The training began with a Gandrung dance performance as a symbolic opening, reflecting the spirit of local wisdom and serving as a bridge between the arts and education. Each training session continued with an interactive discussion where teachers worked in small groups to design learning materials, present them, and receive feedback from the facilitator.

Data Collection and Analysis Techniques

Data were collected through observation, interviews, and documentation. Observations were conducted to record participants' participation levels and skill development during the training. Informal interviews were used to elicit participants' reflections and feedback on the activities. Documentation included attendance lists, activity photos, and examples of participant work.

The data obtained were analyzed qualitatively and descriptively to identify patterns of teacher skill improvement and pedagogic awareness before and after the training (Creswell, 2014, p. 186).

Ethical Considerations

All participants were provided with an explanation of the objectives of the activity and participated voluntarily. This activity has received official approval from the Faculty of Languages and Arts, Surabaya State University, with internal funding support from the faculty (Faculty Non-APBN Funds).

RESULTS AND DISCUSSION

Improving Teacher Competence in Developing Learning Materials

The training results showed a significant improvement in the ability of Arts and Culture Teachers to develop learning materials that were more systematic, creative, and aligned with the characteristics of the Merdeka Curriculum. Based on observations and document analysis, most teachers were able to develop teaching modules and Student Worksheets (LKPD) that included learning objectives, competency outcomes, activity steps, and authentic assessments in a clear and structured manner.



Figure 1. Participants' readiness to participate in training activities.

Before the training, the teaching materials used by teachers were generally administrative in nature and did not reflect active and contextual learning strategies. After participating in the training, teachers were able to develop learning materials that integrate local artistic elements, such as the Gandrung Dance, Angklung Caruk Music, and Using batik motifs as creative learning media. This aligns with Santock's (2017, p. 284) view that arts

learning can develop creative and empathetic thinking skills through emotional and aesthetic engagement.

Transforming Teacher Professionalism

This training also had a positive impact on improving teacher professionalism. Based on interviews and written reflections from participants, a new awareness emerged that learning materials are not merely an administrative obligation but also a reflection of a teacher's professional identity. Teachers began to reexamine the way they design lessons and adapt them to students' needs. The collaborative nature of the training process encouraged teachers to share experiences and strengthen professional solidarity.

As noted by Knowles (1980, p. 43), adult or androgynous learning is effective when participants actively engage in learning experiences relevant to their life contexts. In this context, training serves not only as a means of transferring knowledge but also as a reflective process for developing critical awareness and professional responsibility.

Implementation of the Learning Taxonomy Theory

Theoretically, this activity demonstrates the concrete application of the Taxonomy of Learning Objectives developed by Anderson and Krathwohl (2010, pp. 86-88). Teachers are directed to develop learning objectives based on six domains of thinking: remembering, understanding, applying, analyzing, evaluating, and creating. For example, in teaching traditional dance, teachers not only assign students to memorize movements (remembering), but also to understand their meaning (understanding), practice them in new contexts (applying), analyze the symbolism of the movements (analyzing), assess the beauty of the choreography (evaluating), and create new forms from these traditional elements (creating). This approach makes arts learning more lively, contextual, and oriented toward the development of higher-order thinking skills.

Impact on Strengthening Local Cultural Values

In addition to improving professional competence, this training strengthens teachers' awareness of local cultural values as a source of inspiration for learning. The use of examples of regional art works, such as Gandrung and Angklung Caruk, fosters a spirit of cultural preservation and fosters pride in Banyuwangi's local identity.

This aligns with Tilaar's (2002, p. 77) argument that education must be rooted in national and local culture so that the learning process is not disconnected from the social realities of the community. Arts and Culture teachers are expected to mediate between traditional values and modern innovation, enabling students to understand culture not only as a legacy but also as a space for creativity.

Reflection and Program Sustainability

Based on the final evaluation results, 90% of participants stated that this activity provided tangible benefits in improving their understanding of pedagogy and their ability to design lessons. They also suggested that similar activities be conducted on an ongoing basis with a more specific focus, such as digital arts media training and project-based assessment.

The COMMUNITY SERVICE implementation team plans to develop a follow-up program in the form of an online coaching clinic to continuously support teachers. This step is expected to become a model for sustainable professional development for arts and culture teachers.

CONCLUSIONS

This community service activity, carried out by a team of lecturers and students from the Dance and Dance Education Study Program, Faculty of Languages and Arts, Surabaya State University, successfully enhanced the professionalism of Arts and Culture teachers in Banyuwangi Regency. The results demonstrated a significant improvement in teachers' ability to design innovative, systematic, and contextual learning materials with local cultural values.

Teachers who initially viewed developing learning materials as merely an administrative obligation now understand that these materials represent their professional identity and creativity. Through a participatory and reflective approach, this training fostered pedagogic awareness while strengthening competency in implementing the principles of Freedom to Learn.

Theoretically, this activity also demonstrates the relevance of implementing Anderson and Krathwohl's Taxonomy of Learning Objectives in the context of arts learning, where higher-order thinking can be realized through creative activities that involve cognitive, affective, and psychomotor aspects in an integrated manner. Furthermore, this training plays a role in strengthening the preservation of local culture through the integration of Banyuwangi artistic values into teaching materials.

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