

Empowering Arts and Culture Teachers in Banjarnegara: Local Song Writing and Digital Innovation for Cultural Identity and Edu-Tourism

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Abstract

Program pengabdian kepada masyarakat ini bertujuan untuk memberdayakan guru Seni Budaya di Banjarnegara melalui pelatihan penulisan lagu daerah serta integrasi platform digital dalam pembelajaran musik. Inisiatif ini dilatarbelakangi oleh kebutuhan untuk meningkatkan kompetensi guru, memperkuat identitas budaya lokal, dan mendorong inovasi pembelajaran kreatif yang selaras dengan Sustainable Development Goals (SDGs), khususnya SDG 4 (Pendidikan Berkualitas), SDG 9 (Industri, Inovasi, dan Infrastruktur), serta SDG 11 (Kota dan Permukiman Berkelanjutan). Program ini melibatkan anggota MGMP Seni Budaya Banjarnegara dan dilaksanakan melalui model lokakarya yang menggabungkan ceramah, diskusi, dan sesi praktik. Para guru dibimbing untuk mengubah lagu anak yang berakar pada kearifan lokal Banjarnegara, seperti kuliner tradisional, objek wisata alam, dan nilai-nilai budaya, yang kemudian didigitalkan dan diunggah ke platform E-LokalTunes sebagai sumber belajar digital. Luaran program mencakup minimal satu lagu dari setiap kelompok, pendaftaran hak cipta (HKI), serta video demonstrasi untuk mempromosikan karya. Hasil kegiatan menunjukkan bahwa program ini berhasil meningkatkan kreativitas, literasi digital, dan kepercayaan diri guru dalam mengintegrasikan teknologi dengan konten budaya. Secara keseluruhan, inisiatif ini membuktikan bahwa inovasi digital dapat mendukung pelestarian budaya, memperkuat identitas lokal, dan menjadi model pembelajaran seni berbasis budaya yang berkelanjutan serta dapat direplikasi di wilayah lain.

Kata kunci: SDGs 4, SDGs 11, edu-tourism, penulisan lagu daerah, pendidikan musik

Abstract

This community service program aimed to empower Arts and Culture teachers in Banjarnegara through training on local song writing and the integration of digital platforms in music education. The initiative was motivated by the need to enhance teachers' competence, strengthen local cultural identity, and promote creative learning innovations aligned with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 9 (Industry, Innovation, and Infrastructure), and SDG 11 (Sustainable Cities and Communities). The program involved members of the MGMP Seni Budaya Banjarnegara and was implemented through a workshop model combining lectures, discussions, and practical sessions. Teachers were guided to compose children's songs based on Banjarnegara's local wisdom, such as traditional cuisine, natural attractions, and cultural values, which were later digitized and uploaded to the E-LokalTunes platform as digital learning materials. The outputs included at least one song per group, copyright registration (HKI), and a demonstration video to promote the works. The results showed that the program successfully improved teachers' creativity, digital literacy, and confidence in integrating technology with cultural content. Overall, this initiative demonstrates how digital innovation can support cultural preservation, strengthen local identity, and serve as a sustainable and replicable model for arts-based education in other regions.

Keywords: SDGs 4, SDGs 11, digital innovation, music education

1. INTRODUCTION

Arts and Culture education plays a strategic role in fostering creativity, cultural understanding, and artistic appreciation among students. However, the effectiveness of this learning process largely depends on the competence of the teachers. Ideally, Arts and Culture teachers are expected to express their creativity in teaching while creating engaging and motivating classroom environments. Such conditions encourage students to participate actively and cultivate their artistic potential. In addition, teachers' professional competence must continuously develop in line with technological advancements to ensure the relevance and quality of arts education (Aspi & Syahrani, 2022). Despite these expectations, many Arts and Culture teachers still face challenges in adapting technology to support their teaching practices. Teachers often come from different educational backgrounds, such as music, fine arts, and dance, which results in unequal mastery of specific competencies. For example, music teachers may be more skilled in creating innovative teaching materials than their peers in other art disciplines. This gap is particularly evident in the use of digital tools for instructional purposes, where many teachers lack confidence and technical expertise (Sinaga & Winangsit, 2019).

This situation is also reflected in the case of MGMP Seni Budaya Banjarnegara, a professional teacher association consisting of approximately 50 members. Interviews with the organization's board revealed several key issues: (1) disparities in teachers' skills and knowledge across art disciplines, (2) reliance on conventional teaching methods, (3) limited adoption of digital technology in the classroom, and (4) lack of confidence in creating innovative learning materials. These challenges hinder the integration of interactive and engaging approaches to arts education, particularly in the field of traditional music. Previous initiatives in Banjarnegara attempted to address this issue, such as training programs on music notation using software like Sibelius and Parnumation. Although these efforts were well received, teachers still expressed difficulties in consistently integrating technology into their teaching practices. Therefore, a more comprehensive and sustainable approach is needed, one that combines technical training, creative development, and hands-on mentoring.

This study was designed as a community service program to enhance the digital competence of Arts and Culture teachers in Banjarnegara by introducing the E-LokalTunes platform, which provides access to locally composed songs as learning resources. The program also aimed to empower teachers to create original songs rooted in local wisdom, digitize them, and use them as educational materials. By doing so, the project not only strengthens teachers' skills but also promotes cultural identity and supports edu-tourism through the creative use of local music. Banjarnegara, a regency in Central Java, is known for its rich cultural heritage, including traditional music, local songs, and various artistic expressions. However, despite this cultural richness, several challenges remain in the field of education and human resource development. Many arts and culture teachers still face limitations in integrating local cultural content into their teaching practices, particularly in the digital era that demands innovation and technological literacy. Teachers often rely on conventional methods and have limited access to platforms that support creativity in local song writing or digital music integration. This condition results in a gap between the potential of local cultural assets and their application in formal education. To address these issues, a community service program was designed to empower arts and culture teachers through training in local song writing and the use of the digital platform e-LokalTunes. This initiative not only enhances teachers' competence in creative music education but also strengthens cultural identity and supports the development of edu-tourism in Banjarnegara.

2. METHODS

This community service program employed a participatory training approach to empower arts and culture teachers in Banjarnegara. The participants consisted of teachers from the MGMP Seni Budaya who were purposively selected based on their teaching roles and interest in integrating local culture into music education. The program was conducted over two days and included three main stages: (1) Capacity building workshops, where participants were introduced

to the concept of edu-tourism, cultural identity, and the role of local song writing in strengthening cultural awareness; (2) Hands-on practice, where teachers collaboratively composed song lyrics inspired by Banjarnegara's local wisdom, such as traditional food (e.g., *ciwel*), tourism spots (e.g., Dieng), and community values; and (3) Digital integration, where the created songs were arranged in digital formats and uploaded to the e-LokalTunes platform as an open-access cultural resource. Data were collected through observation, documentation, and participant reflections. The training activities and outputs, including song recordings and testimonials, were documented in a highlight video that later became part of the intellectual property registration.

CIWEL

Yuanita P



Figure 1. Music notation "Ciwel" as one of the training results

In implementing the program, facilitators used interactive learning strategies to ensure participants' active involvement. Group discussions, brainstorming sessions, and role-play exercises were applied to encourage teachers to critically explore the connection between local culture and music education. Participants were guided to analyze cultural narratives embedded in local traditions and translate them into simple, pedagogically appropriate song lyrics for elementary and secondary school students. The process was designed not only to strengthen teachers' technical skills in song writing but also to enhance their pedagogical creativity in integrating music with cultural identity.

To ensure sustainability, follow-up mentoring was conducted online through the e-LokalTunes platform. Teachers were encouraged to share their compositions, teaching materials, and classroom practices with peers, thus creating a collaborative digital repository of local songs. This mentoring also allowed the research team to monitor the application of the training outcomes in real classroom contexts and to identify further challenges faced by teachers in promoting local cultural content. In addition, the project emphasized ethical considerations, including acknowledgment of teachers' authorship of their works and encouragement to register the outputs for intellectual property rights, thereby fostering recognition and protection of local creative products.

3. RESULT AND DISCUSSION

The implementation of the workshop showed positive outcomes, with outputs aligned with the objectives of the program. Each group of participants, consisting of 5–6 arts and culture teachers, successfully produced at least one locally themed song. These songs highlighted various themes such as the natural beauty of Banjarnegara, traditional culinary heritage, and local folklore that remains alive in the community. The works served not only as a medium of cultural expression but also as instructional materials that can be integrated into the arts and culture curriculum. In addition to songwriting, participants were introduced to a simulation of integrating their works into digital platforms such as e-LokalTunes and Mussica.com. Although the simulation was still at the introductory stage, participants responded with great enthusiasm. Teachers expressed that the activity broadened their perspectives on how digital technology can expand the reach of music education, making it more interactive and relevant for today's digital-native students.

The positive responses were evident in the participants' excitement and eagerness throughout the sessions. Several teachers even spontaneously shared ideas for developing additional songs based on the local potentials of their respective regions. This enthusiasm indicated that the workshop successfully fostered teacher motivation and creativity, while strengthening their role as cultural preservation agents through arts education. In terms of concrete outcomes, the program resulted in several significant achievements: copyright registration (HKI) of the songs, the preparation of an Implementation Arrangement (IA) for further collaboration, and video documentation of the activities for dissemination purposes. These outcomes demonstrate that the workshop not only generated creative products but also ensured sustainability in legal, institutional, and publication aspects.

3.1 Strengthening Teachers' Digital Competence and Pedagogical Innovation

Over the course of six months, the program significantly contributed to enhancing teachers' digital literacy, particularly in the context of music and cultural education. Through hands-on practice, teachers learned how to digitize their locally inspired children's songs and archive them on digital platforms. This exposure helped them understand how technology can serve both as a creative tool and a pedagogical resource.

Participants reported increased confidence in using software such as Sibelius and Parnumation, which enabled them to notate music more accurately and produce teaching materials that are visually clear and pedagogically effective. The improvement was evident in post-training evaluations, where most participants demonstrated progress in writing both numerical and staff notation. Additionally, teachers were able to produce simple arrangements of their songs, a skill that many initially believed would be too challenging without technological assistance. These developments reflect a meaningful shift in pedagogical innovation, teachers are now more capable of designing interactive, engaging, and culturally relevant learning materials that align with modern educational needs.



Figure 2. Collaboration with MGMP Seni Budaya Banjarnegara

3.2 Collaborative Learning and Community Empowerment

The program also strengthened professional collaboration among arts and culture teachers in Banjarnegara. Group discussions, collaborative songwriting, and shared problem-solving fostered a productive learning community where teachers supported one another in exploring creative approaches to cultural education. This collaborative environment encouraged sustained engagement, ensuring that the knowledge and skills gained during the workshop continue to grow beyond the training period. Furthermore, the workshop reinforced the teachers' awareness of their role in preserving and promoting local culture. By transforming local wisdom into children's songs, teachers contributed to safeguarding regional heritage and making it accessible to younger generations in meaningful and enjoyable ways. The digital format further amplified this impact, offering opportunities for broader dissemination and potential integration into edu-tourism initiatives in Banjarnegara. This community empowerment aspect demonstrates that digital innovation and cultural education can coexist harmoniously, creating a sustainable model that benefits teachers, students, and the wider community.



Figure 3. Training with teachers

4. CONCLUSION

This community service program demonstrated that songwriting activities rooted in Banjarnegara's local wisdom can serve as an effective strategy to empower arts and culture teachers. By combining traditional knowledge with digital innovation, the workshop not only produced creative outputs in the form of local songs but also equipped teachers with the skills and confidence to integrate their works into digital platforms. The participants' enthusiastic responses confirmed the relevance of this approach in fostering cultural identity, enhancing educational practices, and promoting edu-tourism in the region. Furthermore, the program generated tangible outcomes such as copyright registration, implementation arrangements for future collaboration, and video documentation for wider dissemination. These achievements highlight the potential for sustainability and scalability of the initiative. Strengthening teachers' capacity in both cultural content creation and digital literacy is therefore essential to ensure the preservation of local heritage while adapting to the demands of 21st-century education.

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