

## INTRODUCTION TO ROKAT PAKARANGAN CULTURE THROUGH GUIDED LEARNING, READING, INTERPRETING, UNDERSTANDING AND APPLYING

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### Abstract

*The object of introducing the culture or tradition rokat Pakarangan is one of the natural richness that we should be proud of and grateful for. Every place in Sumenep has its own culture and traditions, and each culture or tradition has its uniqueness. Even though the Aeng Panas village government has declared Aeng Panas local culture or traditions as native regional culture, there are still no significant results because there are still many obstacles. Aeng Panas has many local cultures and traditions. However, many students and teenagers still need to learn about it through the Guided, Reading, Interpreting, Understanding, and Applying (DM4) learning approach or model. Many results were obtained. One of them is that the culture or traditions in Aeng Panas village will grow and continue to be preserved by teenagers or students for several years. The expected benefits of this research are that it can help the local village government introduce the culture or tradition of Rokat Pakarangan to achieve the goal of teaching and preserving it. The result of this research shows that students know the introduction of the culture or traditions of the Aeng Panas rokat Pakarangan through a guided learning approach or model, reading, interpreting, understanding and applying (DM4).*

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## INTRODUCTION

Local culture is an excellent tool for motivating students to apply knowledge, work cooperatively, and perceive the relationship between various approach contents (Hardiansyah, 2022b; Hardiansyah, Budiyo, & Wahdian, 2021; Hardiansyah & Zainuddin, 2022). An example of learning that combines local culture is the history of the creation of village names, village figures, or historic places in the village, which are packaged in village story books or village profile books, village history books, village product books, village customs, and exemplary figures books. is in the village (Hardiansyah & AR, 2022; Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023).

The low understanding of Aeng Panas's local culture means introducing traditional culture needs to catch up to other villages. According to the research, this condition occurs because

teachers who teach in schools introduce more modern culture (Apriliyana, 2022). However, the challenge currently faced is the low interest in reading. There are many factors why students or teenagers have a common interest in reading, such as the limited availability of reading books. Psychologically, students' motivation to explore knowledge from reading sources is also shallow (Ramdhani, 2023).

The low interest and motivation to read are partly rooted in the strong presence of oral traditions in Indonesian society's social life and thinking patterns. Even though the Aeng Panas village government has declared Aeng Panas local culture or traditions as native regional culture, there are still no significant results because there are still many obstacles (Rakib, 2022). Aeng Panas has many local cultures and traditions. However, many students and teenagers still don't know about it. To increase the role of Aeng Panas village, there is a close relationship between the tourism culture itself and also the facilities and infrastructure that support it (Fajriyeh & Zayyadi, 2023; Hardiansyah, AR, & Hidayatillah, 2022). Efforts and goals to introduce the culture or traditions of a region to students or teenagers must pay attention to various factors that influence that culture.

Among the fourteen villages in Pragaan District and according to researchers in Aeng Panas village, the culture and traditions are excellent to be introduced to teenagers or students, both students in Aeng Panas village itself or those in Pragaan district, even from outside and can also be submitted to the general public. The introduction of culture or traditions uses interesting approaches or learning models so that teenagers or students quickly want to know what the culture or traditions of Rokot Pakarangan are like (Hardiansyah, 2022a; Hardiansyah & Wahdian, 2023; Syakuro, Apriliyana, Putro, Reswari, & Hukamak, 2023). So that this culture or tradition will always be retained over time.

Through the Guided, Reading, Interpreting, Understanding and Applying (DM4) learning approach or model. Many results were obtained. One of them is that the culture or traditions in Aeng Panas village will grow and continue to be preserved by teenagers or students for several years. Local culture or ancient traditions must be introduced to students, whether students are in cities or villages. Like students or teenagers in Aeng Panas, where this village has many cultures or traditions geographically, culturally and sociologically, this can be studied as a support for cultural introduction. For example, in Aeng Panas village, there is the Rokot Pakarangan culture or tradition, which is a routine culture or tradition carried out every year by the Aeng Panas community; of course, this can be used as a reference that can be developed into an approach for students or teenagers (Hardiansyah & Mulyadi, 2022). This culture or tradition is packaged into a unique reading book with an exciting model so that students or teenagers, apart from being able to know the history of the culture or traditions of Rokot Pakarangan in Aeng Panas village, are also expected to be able to increase the knowledge of students or teenagers.

## Method

The method is an essential aspect and significantly influences the success or failure of research, especially for collecting data because the data obtained in research is a picture of the research object. Research is an effort to discover, develop and test knowledge using scientific methods. The method used in this research is a survey method to conduct observations and research. The research is located in the Pragaan subdistrict, Sumenep Regency, but the location is very strategic, safe, and comfortable so that researchers can easily observe and obtain information. This research was carried out by going directly to the research location, namely in Aeng Panas village in the district. Pragaan District Sumenep produces many drawings or photographs as reference material.

## Result and Discussion

The term culture comes from a foreign language. The Latin word "colere" means cultivating or working, cultivating the land or farming. The work of society produces technology and Culture. Humans need physical Culture (material culture) to master the natural surroundings so that their strengths and results can be devoted to the needs of society. Creation is the mental ability to think of people who live in society and, among other things, produce philosophy and science, both in pure form and which have been prepared to be directly applied in everyday life. Taste and intention are called spiritual Culture (spiritual and immaterial Culture).

Culture is a complex culture that includes knowledge, beliefs, art, morals, law, customs and other abilities humans acquire as members of society (Hardiansyah, Misbahudholam AR, & ', 2022). Culture is all the results of society's work, feelings and creations. Linton, Culture is the totality of attitudes and behavioural patterns as well as knowledge, which is a habit inherited and owned by members of a particular society (Girard, Brocherie, & Ihsan, 2020). KBBI, Culture is a thought, custom or reason. Grammatically, the meaning of Culture is derived from the word culture, which refers to how humans think. From the Islamic religious perspective, Culture is the historical treasure of a group of people, reflected in testimonies and various values that outline that life must have spiritual meaning and purpose (Haetami & Triansyah, 2021).

Everything that is sometimes believed by a group of people so that when this belief is not carried out or implemented, something will happen. However, this has almost become extinct as time goes by. Culture is a legacy of ancestors that is simple but contains many values. Pakarangan is a place where a house lives, or there is a house standing on the land, and the land was inherited by ancestors or purchased by relatives or distant relatives. Pakarangan is a place that must also be looked after by the owner, either by providing safety measures or by other means of doing good.

Rokat Pakarangan is a tradition carried out by the community which is believed to bring salvation and change in a person's fate, both individually and as a congregation. Rokat Pakarangan is a culture or tradition that is carried out once a year and is carried out in every house by preparing a small hole to be used as a place to slaughter roosters, roosters whose feathers must be three colours, ketupat, rice, other foods such as cakes, meat etc. Invite relatives, whether close neighbours or family whose homes are pretty far from those who have the event; invite ustad or kiai or religious figures so that all those invited arrive on time at the appointed time. All invitees will recite the praises of the holy verses of the Koran led by one person, usually an ustad or kiai.

There are many assumptions that there are many different cultures or traditions in Sumenep. This is indeed true; in fact, Sumenep is indeed rich in various cultures or traditions, both those that are well-known internationally and those that are not. The Aeng Panas village government has declared the Rokat Pakarangan culture or tradition as something that will not become extinct so that all students and teenagers will still know this culture or tradition even though it has become obsolete.

Considering that many things need to be preserved in Aeng Panas village, it takes a long time to introduce this culture or tradition to students or teenagers. Aeng Panas' culture or traditions that can be reintroduced will not only be an introduction to local students or teenagers but also to the broader community, especially Sumenep and generally abroad. We are trying to raise the culture or traditions of the Rokat Pakarangan in Aeng Panas village through the DM4 approach to teenagers or students in Aeng Panas, particularly the general public. The aim is to preserve culture or traditions not widely known by teenagers and students through the Guided, Reading, Interpreting, Understanding and Applying (DM4) learning approach or model. Many people will learn about this culture.

The teacher in classroom learning is a facilitator optimally responsible for positively influencing students' physical and psychological development (Nanang, 2012: 106). In class, the teacher explains the material or examples that will be discussed to identify students' initial knowledge about the culture or traditions in their environment. Identifying students' initial

knowledge about culture or traditions in the student's environment aims to explore students' thoughts to accommodate the concepts, principles or beliefs rooted in the culture of the society in which they live. In this guided activity, the teacher also provides direction and guidance regarding literacy sources related to culture or tradition through village books, village stories, village profile videos, village blogs or other reading sources related to the village or culture. Through this mentoring activity, students can be directed and focused on the topics discussed later.

Reading is a systematic process for forming meaning in writing/symbols (adding insight, experience and knowledge)—activities to gain new experiences and knowledge from new situations. In reading activities, teachers involve students in searching for and collecting information, using media to enrich experiences to increase insight, and facilitating students' reading so that students are active. At this stage, students are asked to interpret what they have read or what they have captured or interpreted from books or sources that they have read. Solving activities provide feedback and an overview of everything teenagers or students have received or responded to after reading.

Understanding is the final step of this approach model. Understanding is to find out to what extent students or teenagers know about the culture that has been studied or about what has been obtained through explanations from teachers, reading from sources and interpreting what has been read so that with mature understanding, the final results of students or teenagers are also will show significant results about the outcome of understanding culture. Applying is applying what has been obtained through learning and what has been obtained from the culture or tradition studied so that its application or application impacts many students and young people.

The results of this research are an introduction to the culture or traditions of the Aeng Panas rokat Pakarangan, where through the Guided, Reading, Interpreting, Understanding and Applying (DM4) learning approach or model, the results will be excellent. Meanwhile, the results of the second research, the DM4 Learning Model approach, can increase the potential of local culture or traditions in Aeng Panas. The results of this second research can improve the cultural or traditional potential and the development of the village. Through the Guided, Reading, Interpreting, Understanding and Applying (DM4) learning approach or model, the cultural potential or traditions of the Aeng Panas Rokat Pakarangan will continue to be preserved. There is also this potential; many people are interested in discovering what the culture or tradition of rokat Pakarangan is like in the village of Aeng Panas, Kec. Pragaan District Sumenep. So that the reference or target of the village government, which has set out to preserve the Rokat Pakarangan culture permanently, thrives.

## CONCLUSION

Bearing in mind that many things need to be preserved in Aeng Panas village, it takes a long time to introduce this culture or tradition to students or teenagers. About Aeng Panas' culture or traditions that can be reintroduced, not only will it be an introduction to local students or teenagers, but in the future, it will also be introduced to the broader community, especially Sumenep and generally abroad. We are trying to raise the culture or traditions of the Rokat Pakarangan in Aeng Panas village through the DM4 approach to teenagers or students in Aeng Panas, particularly the general public. The aim is to preserve the culture or traditions teenagers and students need to learn more about. Through the Guided, Reading, Interpreting, Understanding and Applying (DM4) learning approach or model, the cultural potential or tradition of Aeng Panas rokat Pakarangan will continue to be preserved. There is also this potential; many people are interested in discovering the culture or tradition of rokat Pakarangan in the village of Aeng Panas, Kec. Pragaan District Sumenep. So that the reference or target of the village government, which has set out to preserve the Rokat Pakarangan culture permanently, thrives.

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