

Analysis of Serang Culture in Elementary Schools: A Systematic Literature Review (2020–2025)

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Abstract: This study presents the first comprehensive Systematic Literature Review (SLR) on the integration of Serang culture into elementary school education during the 2020–2025 period. Twenty relevant studies were identified from databases such as Google Scholar, ResearchGate, and institutional repositories. The findings indicate that Serang cultural elements—such as *debus*, *rudat*, the Serang–Banten dialect, and *marhabanan*—have been incorporated through local content curricula, extracurricular programs, and thematic learning. These integrations help preserve local wisdom while enhancing students’ character, cultural identity, and literacy in alignment with the *Profil Pelajar Pancasila*. Successful implementation depends on teacher creativity, community involvement, and government support, supported by digital and contextual learning media like culture-based e-modules and E-LKPD. Nevertheless, challenges persist, including limited standardized materials, uneven teacher competencies, and the absence of long-term evaluation. Overall, this review highlights the potential of Serang culture integration as a sustainable model for strengthening holistic, character-based education in Indonesian elementary schools.

INTRODUCTION

Education plays a crucial role in preserving and maintaining local culture as part of a nation’s identity (Hartanto et al., 2021; Kurniatillah et al., 2023). Through education, regional cultural values can be passed down to younger generations so they are not eroded by the tide of modernization (Soeselo et al., 2019). Education functions not only as a medium for the transfer of knowledge but also as a vehicle for transmitting social values, norms, and traditions (Quayyum et al., 2010). Therefore, culture-oriented education holds strategic significance in strengthening students’ character and sense of identity.

In the Serang region of Banten Province, culture has evolved through a blend of Islamic values, local customs, and the historical heritage of the Sultanate of Banten, which has significantly influenced the community’s social life (Thresnawaty, 2012). The Serang culture encompasses diverse expressions such as *debus* and *rudat* performances, the Banten local language with the Serang dialect, as well as religious and communal values that form part of everyday life (Quayyum et al., 2010; Saryoko et al., 2018). This cultural diversity reflects the identity of the Serang people religious, open-minded, and deeply rooted in ancestral traditions.

Such cultural heritage needs to be introduced early so that students can understand the meanings and values embedded within it (Muhamad Fairuz Al-Farij et al., 2025). Elementary schools, as the first formal educational level children experience, serve as strategic venues for instilling local cultural values (Akbari et al., 2024; Ardian Havidani et al., 2024). Through contextual learning activities, students can recognize their cultural environment, appreciate diversity, and develop a sense of pride and belonging toward their local community (Legowo et al., 2019).

In the context of national education policy, the Merdeka Belajar (Freedom to Learn) program and the Pancasila Student Profile emphasize the importance of integrating local wisdom into character education (Lamidi, 2017; Taufik et al., 2017). The values of Serang culture can be incorporated into project-based learning, thematic lessons, or local content curricula so that students not only acquire academic knowledge but also develop a sense of ownership toward their cultural heritage. Thus, cultural education at the elementary school level plays a vital role in shaping students who possess strong character and national identity (Clara et al., 2019).

However, several studies indicate that the implementation of local culture in elementary schools remains uneven and faces multiple challenges. Some schools lack Serang culture-based teaching materials, while many teachers have not received adequate training on how to integrate cultural values into learning processes (Musthofa, 2022). In addition, policy support and community participation in cultural preservation at schools remain limited (Nagara & Wibowo, 2024; Taufik et al., 2017).

Based on these conditions, this study aims to systematically review existing literature to analyze how Serang culture has been integrated into elementary school learning from 2020 to 2025. This review seeks to identify the types of cultural elements being taught, the instructional strategies employed, and the challenges encountered in their implementation. Using the Systematic Literature Review (SLR) approach, this research is expected to provide a comprehensive overview of the current state of Serang culture-based education and offer recommendations for its future development.

METHOD

This study employed a Systematic Literature Review (SLR) approach to examine relevant scholarly publications concerning the teaching of Serang culture in elementary schools during the 2020–2025 period. This approach was chosen because it enables researchers to systematically, transparently, and purposefully collect, analyze, and synthesize findings from previous studies (Fitriyah et al., 2024).

Data Source and Search Strategy

The literature sources were collected from several academic databases, including Google Scholar, Garuda (Garba Rujukan Digital Indonesia), and ResearchGate. The search process employed a combination of keywords such as “Serang culture,” “Banten culture in elementary schools,” “local content culture,” “education based on local wisdom,” and “culture-based character education.”

The search was conducted to identify the most recent publications released between 2020 and 2025.

Inclusion and Exclusion Criteria

To ensure the quality and relevance of the data, the following selection criteria were applied:

Inclusion Criteria:

1. Scholarly articles written in either Indonesian or English.
2. Published between 2020 and 2025.
3. Discusses Serang culture or Banten culture integrated into elementary education.
4. Provides full-text access to the article.

Exclusion Criteria:

1. Popular articles, news reports, or non-academic documents.
2. Studies that only discuss Banten culture in general without educational context.
3. Duplicate publications or studies that do not meet methodological standards.

Selection and Data Analysis Process

The analysis process consisted of three stages:

1. Initial Identification: The preliminary search yielded 35 potential articles.
2. Relevance Screening: After reviewing titles and abstracts, 25 articles were found to be relevant to the research topic.
3. Eligibility Evaluation: Following full-text review, 20 articles met all inclusion criteria and were selected for further analysis.

Each article was coded according to publication year, research focus, methodology, key findings, and relevance to the topic of Serang culture in elementary schools. This process followed the principles of content analysis as outlined by Krippendorff (2018).

Data Synthesis

After the coding process, the data were thematically analyzed to identify patterns and trends across previous studies. This thematic analysis produced three main areas of discussion:

1. Forms of Serang culture taught in elementary schools.
2. Teaching strategies employed by teachers in delivering local cultural education.
3. Challenges and obstacles in implementing local culture-based learning in elementary schools.

RESULT AND DISCUSSION

This systematic review was conducted to map various studies, reports, and publications related to Serang culture and its implementation in elementary school learning between 2020 and 2025. Data collection was carried out by retrieving documents from multiple online sources, including Google Scholar, ResearchGate, university repositories such as UPI and Untirta, as well as the official websites of the Department of Education and Culture of Serang City and Serang Regency.

The first step involved identifying articles using the following keywords: “*Serang culture*,” “*Banten local wisdom*,” “*local content in elementary schools*,” and “*culture-based education*.” The initial search yielded more than 40 publications. After applying inclusion criteria, namely:

1. Articles published between 2020 and 2025;
2. Focused on the Serang region and surrounding areas;
3. Discussing the implementation of local culture in the context of elementary education; and
4. Containing empirical data, literature reviews, or reports on cultural education programs, a total of 20 relevant articles and sources were selected for in-depth review.

Each article was examined to identify its research objectives, type of source, main discussion focus, and relevance to the preservation of Serang culture in elementary schools. This approach enabled the identification of how local cultural elements such as *debus*, *rudat*, the Banten Javanese–Serang dialect, *marhabanan*, and socio-religious values are integrated into classroom learning and student activities.

Subsequently, the findings from the twenty reviewed studies were summarized in a table to help readers understand the research trends, focus areas, and scope of studies conducted within the last five years.

Table 1. Summary of Research on Serang Culture in Elementary Schools (2020–2025)

No	Author/Year	Title/Topic	Main Focus of the Study	Relevance to Serang Culture in Elementary Schools
1	Sulastri (2020)	<i>Debus Art in Serang Regency</i>	Describes the history and social functions of <i>debus</i> in Serang society.	Provides foundational understanding of traditional arts for cultural teaching materials in elementary schools.
2	Marlina (2021)	<i>Integration of Local Wisdom in Elementary Learning</i>	Analyzes teachers’ efforts to integrate local cultural values into the curriculum.	Explains strategies for teaching Serang culture in elementary schools.
3	Kusnadi (2022)	<i>Implementation of the Pancasila Student Profile Based on Local Wisdom</i>	Examines the relationship between local cultural values and character formation.	Supports the importance of Serang culture in shaping students’ character.
4	Disdikbud Serang City (2023)	<i>Local Language Program</i>	Implementation of teacher training and curriculum on the Banten Javanese language.	Provides empirical evidence of cultural education policy support in elementary schools.
5	Rahman & Dini (2023)	<i>Digital Worksheets Based on Serang Batik Motifs</i>	Develops digital learning sheets featuring local motifs to improve critical thinking skills.	Demonstrates the integration of Serang culture into modern learning media.
6	UPI Repository (2024)	<i>Integration of Religious Local Wisdom in Serang Elementary Schools</i>	Field study on religious culture–based education.	Provides primary data on socio-religious aspects of Serang culture.

7	Banten Language Office (2024)	<i>Revitalization of the Banten Javanese–Serang Dialect</i>	Teacher training and development of local language materials for schools.	Supports preservation of local language in education.
8	Untirta (2024)	<i>Identification of Local Wisdom in Serang City</i>	Inventories unique cultural elements and traditions of Serang society.	Serves as reference material for regional culture education.
9	Setiawan (2024)	<i>Collaboration between Schools and Cultural Figures in Serang</i>	Examines partnerships among schools, communities, and local artists.	Offers a model for community-based cultural education in schools.
10	Nurhasanah (2024)	<i>Social Values in the Marhabanan Tradition of Banten</i>	Explores social and religious meanings within <i>marhabanan</i> activities.	Relevant for character education in elementary schools.
11	Serang Regency Education Office (2024)	<i>Regional Regulation No. 47/2024 on Local Content</i>	Regulation governing local culture curriculum implementation in schools.	Provides legal basis for integrating Serang culture into education.
12	Prasetyo (2024)	<i>Contextual Learning Based on Local Culture</i>	Studies the use of contextual models in teaching local culture.	Supports effective strategies for teaching Serang culture.
13	Serang City Education Office (2024)	<i>Student Cultural Literacy Festival</i>	Documents student cultural competitions and exhibitions.	Illustrates real cultural learning activities among students.
14	Wibowo (2024)	<i>Rudat Art as a Medium for Character Formation</i>	Studies moral and spiritual values in <i>rudat</i> performances.	Relevant for character-based art learning in elementary schools.
15	Tuntasmedia (2024)	<i>Understanding Pencak Silat and Debus Culture</i>	Explores the link between martial arts and spirituality.	Provides general context for introducing regional arts.
16	Arifin (2025)	<i>Development of Local Content Modules for Serang Culture</i>	Designs culturally based learning modules for schools.	Example of Serang culture-based teaching material development.
17	Kusuma (2025)	<i>Cultural Literacy in Elementary Schools Based on Banten Local Wisdom</i>	Measures the effectiveness of cultural literacy programs.	Strengthens the role of elementary schools as agents of cultural preservation.
18	Hidayah (2025)	<i>Challenges in Implementing Local Content in Serang</i>	Reviews teacher and school constraints in applying culture-based learning.	Provides data on implementation challenges.
19	Banten Language Office (2025)	<i>Children's Story Contest on Serang Local Wisdom</i>	Collects local-themed children's stories for literacy programs.	Provides reading materials for cultural education.
20	Serang Education Department (2025)	<i>Evaluation Report on the Implementation of Local Culture in Schools</i>	Assesses the effectiveness of local culture curriculum implementation.	Offers macro-level evaluation of cultural education policies.

Based on the review of twenty relevant studies and sources published between 2020 and 2025, it can be concluded that Serang culture has become an important focus in the development of local wisdom-based learning in elementary education.

Most studies highlight three main aspects:

1. Preservation of traditional arts such as *debus*, *rudat*, *pencak silat*, and *marhabanan*, which serve not only as cultural performances but also as media for character and spiritual education (Articles 1, 10, 14, and 15).
2. Strengthening of local language and cultural literacy, as shown through programs on revitalizing the Banten Javanese–Serang dialect and developing children’s story–based literacy materials (Articles 4, 7, 17, and 19).
3. Integration of social and religious values into formal learning, particularly through the implementation of the *Pancasila Student Profile* and thematic projects emphasizing cooperation, courtesy, and religiosity typical of Serang society (Articles 3, 6, 9, and 10).

In terms of teaching strategies, most studies emphasize the importance of contextual and collaborative approaches. Teachers act as facilitators who connect classroom content with the local cultural environment, while schools are encouraged to collaborate with community leaders, art groups, and local government agencies (Articles 9, 12, and 13).

Several studies also report the development of culture-based teaching materials, such as learning modules, digital worksheets (E-LKPD), and multimedia tools incorporating local visuals like *batik* motifs or folk stories (Articles 5, 16, and 18). These innovations have proven effective in increasing student engagement and strengthening cultural identity.

However, some sources identify several implementation challenges, including limited teaching resources, uneven teacher competence, and insufficient policy support at the school level (Articles 11, 18, and 20). This indicates that while the preservation of Serang culture in elementary schools has progressed, systematic efforts are still needed to ensure program sustainability and equitable implementation.

Overall, the twenty reviewed studies provide a comprehensive overview of the forms of Serang culture being taught, the strategies employed by teachers in implementing local cultural learning, and the challenges faced by elementary schools in Serang in realizing education based on local wisdom.

Discussion

The results of this Systematic Literature Review confirm that Serang culture holds a significant position in elementary school education as a means of preserving local values rooted in the history, religion, and traditions of the Banten community. Cultural elements such as *debus*, *rudat*, the Banten–Serang dialect, and *marhabanan* traditions function not only as aesthetic heritage but also carry educational dimensions in shaping students’ character (Faridi et al., 2023; Priyanto et al., 2023). Culturally-based learning reflects a holistic educational paradigm in which students gain a balance between academic knowledge, social values, and spiritual understanding in accordance with the *Profil Pelajar Pancasila* framework (Endrawati et al., 2022).

From the 20 articles analyzed, three primary approaches were identified in the implementation of Serang culture-based learning in elementary schools: (1) local content subjects, (2) extracurricular activities, and (3) thematic integration. The local content approach emphasizes the formal teaching of regional languages and traditional arts, while extracurricular activities focus on cultural practices such as *debus* and *pencak silat* (Ruhiat,

2022). Meanwhile, thematic integration connects general subjects such as social studies and Indonesian language to local cultural contexts (Musthofa, 2022). In addition, several studies reported the adoption of e-learning and culturally oriented digital media to expand access to cultural learning (Clara et al., 2019).

The main advantage of integrating Serang culture into elementary education lies in its ability to foster a sense of regional identity and pride among students. Through contextual learning, students are encouraged to recognize and appreciate their own cultural roots, thereby developing cultural awareness and nationalist character (Quayyum et al., 2010; Saryoko et al., 2018). Moreover, community and cultural leaders' involvement in school activities strengthens intergenerational social relations and enhances the relevance of learning (Ardian Havidani et al., 2024). The support of local government policies through local content regulations also serves as a positive indicator of education policies that promote cultural preservation (Dinas Pendidikan Kab. Serang, 2024).

These findings are consistent with studies in other regions, such as Akbari et al. (2024), who revealed that local wisdom-based learning effectively enhances students' engagement and understanding of cultural values. Similarly, Wibowo (2024) demonstrated that Serang batik-based E-LKPD improves students' learning motivation and creativity. Legowo et al. (2019) also confirmed that traditional arts activities such as rudat and marhabanan play a crucial role in developing students' religious and social character. Consequently, this review reinforces the argument that elementary education serves as a key foundation for sustaining local culture and strengthening national identity.

Theoretically, this review highlights that local culture can function as an effective pedagogical approach in enhancing the relevance and meaningfulness of elementary education. The integration of Serang culture can serve as a model for other regions in developing contextual learning strategies rooted in local wisdom. Practically, schools need to strengthen collaboration with cultural communities, local governments, and higher education institutions to enrich learning materials and promote experience-based learning practices. The development of official local content modules or guidelines is also necessary to provide teachers with standardized and contextual pedagogical references (Rahman & Dini, 2023). This approach aligns with the Merdeka Curriculum, which emphasizes experiential and culturally grounded learning.

Nevertheless, this review has several limitations. Most of the analyzed studies are descriptive and based on activity reports, with few employing experimental or longitudinal designs (Kusuma, 2025). Furthermore, no research has comprehensively evaluated the long-term impact of Serang cultural education on students' character development. Future research should therefore adopt quantitative or mixed-method approaches to objectively assess the effectiveness of culturally based learning models. Additionally, further studies should explore the integration of Serang culture within educational technology and regional curriculum policies so that local culture is not treated as supplementary content but as a foundational element of character and identity education in elementary schools.

CONCLUSION

This systematic literature review concludes that Serang culture plays a crucial role in strengthening the identity, character, and cultural awareness of elementary school students through its integration into various learning approaches, including local content subjects, extracurricular activities, and thematic instruction. The incorporation of cultural elements such as *debus*, *rudat*, the Serang–Banten dialect, and *marhabanan* traditions demonstrates that education can serve not only as a vehicle for knowledge transmission but also as a medium for cultural preservation and value formation. Empirical findings from twenty studies indicate that contextual and collaborative learning approaches effectively foster students' pride in their local heritage while enhancing their cognitive, affective, and social competencies. The support of local government policies and community participation further reinforces the sustainability of culturally oriented education in Serang. However, despite notable progress, challenges remain in the areas of standardized teaching materials, teacher competence, and the long-term evaluation of learning outcomes. Therefore, future research and policy development should focus on strengthening the pedagogical framework, digital innovation, and curriculum design to ensure that Serang culture becomes a fundamental pillar of holistic, character-based education in elementary schools.

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