



Fostering Cultural Citizenship: The Implementation of Traditional Dress Regulation at Yapenthom 1 Junior High School

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ABSTRACT

Indonesia's local cultural heritage faces significant challenges amidst the accelerating forces of globalization, which increasingly undermine traditional values, particularly among younger generations vulnerable to foreign cultural influences. In an effort to safeguard this heritage, the Indonesian government has introduced policies mandating the use of traditional attire within educational institutions as a strategy for cultural preservation. This study investigates the implementation of such a regulation at Yapenthom 1 Junior High School, focusing on students' perceptions and its broader impact on the school's cultural environment. Employing a qualitative research design, data were gathered through Focus Group Discussions (FGDs) with students, as well as in-depth interviews with teachers and school leadership. The findings indicate that students generally perceive the traditional dress policy as an effort to maintain cultural identity and promote respect for cultural diversity. However, a segment of students expressed concerns over the policy's perceived constraints on personal expression. The regulation is seen to positively influence character education by instilling values of discipline and responsibility, while also enhancing the effectiveness of the BelaSikka program. This study offers valuable empirical insights for policymakers seeking to design culturally responsive educational strategies that balance heritage preservation with the evolving needs of a diverse student population.



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INTRODUCTION

Indonesia, as an expansive archipelagic nation, is renowned for its profound cultural diversity. This richness manifests in the multitude of languages, customs, ethnic identities, and traditional arts that stretch across the archipelago, from Sabang in the west to Merauke in the east. Far beyond being a marker of collective identity, culture functions as a dynamic medium for education and character formation, embedding values and norms within everyday life (Ichwan et al., 2021). Koentjaraningrat (1987) underscores that culture is not merely a static heritage but a living system of ideas, practices, and human creations, continually learned, internalized, and transmitted across generations. In this context, cultural heritage becomes a vital pedagogical resource, offering communities a means to cultivate social values, ethical consciousness, and a sense of belonging in an increasingly globalized world.

Indonesia's rich local cultural heritage is currently confronted with multifaceted challenges. The younger generation is increasingly susceptible to the influence of foreign cultures, which are often perceived as more modern, practical, and attractive, gradually displacing their interest in indigenous traditions (Artisna et al., 2022). This cultural shift has resulted in a noticeable decline in youth awareness and appreciation of local cultural values, including the use of regional languages, participation in traditional ceremonies, and the preservation of symbolic elements such as traditional attire (Zuhriah, 2022).

This phenomenon represents a threat to the sustainability of local culture. According to (Aisara et al. 2020), the loss of affection toward local culture among teenagers can result in the interruption of cultural value transmission. Indonesia risks losing its cultural roots, which could weaken national identity in the face of intense global cultural flows. In response to these challenges, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, issued Regulation No. 50 of 2022, which mandates the use of traditional dress as a school uniform on designated days (Reicika et al. 2022). This policy aims not only to introduce and preserve local culture among younger generations but also to instill character values such as discipline, responsibility, and patriotism through experience in the formal education system.

Culture should not merely be treated as a subject of study, but rather integrated as a pedagogical approach to help shape students' identity and character (Khasanah et al. 2021). Culturally responsive education allows students to explore symbolic meanings, core values, and social practices within their cultural backgrounds. This type of education encourages learners not only to cognitively understand their culture but also to embrace it as part of their personal identity. Traditional dress is one form of material culture that carries deep symbolic and philosophical meaning. According to (Ismail and Alexandro, 2020), traditional dress is not just clothing, but a symbol of identity, social status, and respect for inherited customs. The use of traditional dress in the school environment helps reinforce students' cultural identity and fosters collective awareness of the importance of cultural preservation amidst modernization.

Several studies have shown that the use of traditional dress in educational settings contributes positively to character development. (Reicika et al. 2022) found that implementing traditional dress regulations in elementary schools enhances students' pride in local culture and promotes discipline. Similarly, (Tandoko & Sunarya, 2023) argue that incorporating traditional clothing into school uniforms introduces students to Sundanese cultural values while considering comfort and modern student needs. Nevertheless, there is still a lack of research specifically examining students'

perceptions of traditional dress regulations and their impact on school cultural dynamics and character building. Most previous studies have focused on technical implementation or the role of teachers in policy enforcement, while students' perspectives—who are the primary subjects of the policy remain underexplored. Thus, this study presents a novel contribution by placing students at the center of analysis to better understand the effectiveness of cultural policies in schools.

This research was conducted at Yapenthom 1 Junior High School in Maumere, a school that has applied the traditional dress regulation since 2022 as part of its support for the Bela Sikka program local government initiative aimed at preserving the cultural values of the Sikka region. The site was purposefully selected because the school exemplifies an active implementation of culture-based education at the junior secondary level. Using a qualitative approach, this study seeks to explore students' perceptions of the traditional dress regulation and to understand its impact on the cultural dynamics and character formation within the school environment. The findings are expected to contribute significantly to the development of culturally contextualized education policies that are responsive to students' needs in the era of globalization. Based on this background, the research questions posed in this study are: (1) What are the students' perceptions of the traditional dress regulation at Yapenthom 1 Junior High School? and (2) What are the impacts of the regulation on the school's cultural dynamics and students' character development?

METHOD

This study employs a qualitative research approach. Qualitative research seeks to explore and understand phenomena such as the experiences of research subjects, including their behaviors, perceptions, motivations, and actions, in a holistic manner. The data are presented descriptively through words and language, situated within a natural context, and gathered using a variety of naturalistic methods (Innuddin et al., 2023). Specifically, this study adopts a descriptive research design, aiming to explain, describe, and map students' perceptions of traditional dress regulations, as well as to analyze the impact these regulations have on their attitudes and behaviors. The data collection technique employs Focus Group Discussions (FGD) with students to explore their perceptions of the traditional dress regulations at school. This approach aligns with Boateng's in (Astriani and Puspasari, 2021), view which explains that FGD is a process of gathering information and problem-solving on specific issues through group discussions. FGD is involving 75 students, the school principal, and two teachers. FGD was chosen because this technique allows for more open and interactive discussions, where participants can share their views and experiences regarding the traditional dress regulations at school. Moreover, FGD provides students with the opportunity to express things they might find difficult to share in individual interviews. This is due to the sense of solidarity and comfort within the group, which encourages participants to speak more freely.

Furthermore, the researcher interview teachers and the principal to assess the impact of these regulations. The reason for using this technique is to obtain more in-depth and detailed information about the traditional dress regulations from the perspective of those directly responsible for its implementation. This research uses interview guidelines in the form of questions that asked to the interviewees.

The location of this research is located at Yapenthom 1 junior high school. The data obtained from the results of the research analyzed and presented in accordance with Bogdan & Balkan's model. The first step is data reduction, where the researcher identification the data from focus group

discussion with students about students' perceptions of traditional dress regulations in schools and interview from teachers and principal about the impact of this regulation, the second step is data display. In this step, the researcher writes the description of interview results. The last step is drawing conclusion, at this stage, the researcher summarizes the interview result (Rahmat, 2020).

RESEARCH RESULT AND DISCUSSION

1. Students' Perceptions on Traditional Dress Regulations at Yapenthom 1 Junior High School

a. Preserving Cultural Identity

One of the effort to maintain cultural identity is through policies that encourage the use of traditional dress in schools. Such policies not only serve as a form of respect for cultural heritage but also as an educational tool for students to better understand and appreciate the diversity of cultures. The importance of this regulation is reflected in the findings of a study conducted through FGD, where students expressed their views on the role of this rule in preserving cultural identity.

Based on the research conducted through to, the students believe that the regulation regarding the use of traditional dress in schools plays an important role in preserving cultural identity. As expressed by one of the students:

"Traditional dress allows others to recognize where we come from, and this shows that the school values and strives to preserve local culture." (RL)

Moreover, traditional dress regulations help foster a feeling of pride in cultural heritage, as expressed by a student:

"Wearing traditional dress at school makes me feel very proud because it reminds me to always appreciate and preserve the heritage passed down by our ancestors." (AU)

Traditional dress also reminds students of the importance of maintaining their cultural heritage in daily life, including within their families. As stated by a student:

"In my family traditional dress holds significant meaning in various ceremonies. When I wear it at school, I feel like I am helping to preserve my family's traditions." (YI)

In addition to playing a role in preserving culture, the traditional dress regulation also strengthens students' identity. By wearing it, students not only comply with the rules but also gain a deeper understanding of their cultural heritage, develop a sense of belonging, and become more confident in expressing their cultural identity within the school environment. Similarly, some students shared;

"By wearing traditional dress, I feel more connected to my cultural roots." (OA)

In addition to strengthening individual cultural identity, this regulation also instills a sense of pride in students for preserving their cultural heritage amidst the challenges of modernization. Meanwhile, one student stated;

"I am proud to preserve local culture amidst the development of modern times." (RL)

This statement highlights how students feel they play an important role in sustaining tradition despite the pressures of modernization.

The use of traditional dress in school is not just about aesthetics but rather about shaping students' character to appreciate their own culture. One teacher stated;

"The greatest benefit of wearing traditional dress at school is that it strengthens the connection between students and their local culture." (ADI)

The pride that comes from wearing traditional dress strengthens the emotional bond students have with their culture, which in turn helps them to appreciate and understand their local culture more deeply. In this statement, the principal also stated;

"The support from parents demonstrates their commitment to preserving culture through the implementation of this regulations." (GE)

The implementation of the traditional dress regulation in schools has also brought significant changes in students' habits, demonstrating that cultural understanding is not formed instantly but through a process of adaptation and habituation. Therefore, the regulation regarding traditional dress in schools plays an important role in preserving cultural heritage and traditions. This is in line with (Arifin, 2024) the use of traditional dress also provides meaningful learning for students in shaping national character and preserving Indonesian culture.

Traditional dress not only introduces ancestral values to the younger generation but also helps maintain and honor the culture that has been passed down. By wearing traditional dress, students are taught to appreciate and preserve their traditions, strengthen their cultural identity, and maintain a connection the past amidst the influence of globalization. Based on (Tandoko et al., 2023), which states that the aim of this regulations is to instill, familiarize, and apply traditional values to students in the modern era, as well as support the Ministry of Education, Culture, Research, and Technology Regulation (Permendikbud) No. 50 of 2022, which mandates the use of traditional dress as school uniforms at all levels of education, in order to foster nationalism, unity, equality, and to enhance students' discipline and responsibility, regardless of their parents' socio-economic background.

b. Mutual Respect and Appreciation for The Cultural Diversity

Cultural diversity in schools is a valuable asset, and one way to celebrate it is through traditional dress. Wearing traditional dress is not only a symbol of cultural identity but also plays a role in fostering awareness and appreciation of the various cultural heritages around us. For many students, traditional dress is more than just dress; it represents pride and a form of respect for their cultural roots.

By wearing traditional dress, students can display their cultural origins reflecting their appreciation for the diversity present in the school. As one student stated:

"Traditional dress gives me the opportunity to appreciate differences and strengthen my pride in local culture." (RO)

This statement highlights how traditional dress helps students appreciate differences and enhances their pride in their local culture. Additionally, another student shared a positive experience:

"I am impressed and inspired when I see my friends wearing traditional dress, as it shows their pride in their cultural heritage." (AI)

This emphasizes that traditional dress can inspire students to value the cultural heritage of their peers. Furthermore, traditional dress also creates a strong emotional bond between students and their culture, as expressed by one student:

"I feel very connected to my culture when wearing traditional dress." (CA)

The diversity of traditional dress in schools also fosters respect and understanding among students. One student stated:

"With the variety of traditional dress at school, students can learn to appreciate cultural diversity more." (AS)

Finally, traditional dress plays a crucial role in strengthening appreciation for cultural diversity. As one student expressed:

"I feel very happy because wearing traditional dress allows me to appreciate the cultural diversity around me." (RN)

This statement reinforces that wearing traditional dress not only reflects cultural identity but also fosters respect and appreciation for diversity within the school community. It also encourages students to embrace and respect the richness of the cultures. By wearing traditional dress, students not only express their cultural identity but also learn to respect differences, strengthen their cultural pride, and build a deeper emotional connection with their ancestral heritage. (Sundari, 2024) sees that the goals of a culture-based curriculum, which aims to teach students to appreciate and familiarize themselves with traditional dress, while also preserving local culture and fostering a love for their cultural heritage.

This aligns with that (Galuh & Hayani, 2024) opinion that the use of traditional dress in schools signifies that the school applies a character education approach based on culture, which aims to teach students to appreciate and become accustomed to traditional dress, while also preserving local culture and encouraging students to love their cultural heritage.

Traditional dress also plays a role in enriching students' understanding of cultural diversity. As one student expressed:

"I am happy because by wearing traditional dress, we can preserve cultural richness and learn about the customs of our friends who have different ways of dressing." (AI)

Through the implementation of this regulation, students have the opportunity to better understand and appreciate their peers' cultural diversity, which can strengthen social relationships between individuals. Additionally, another student stated:

"Each individual has their own distinctive dress, and that is an amazing thing because it showcases the cultural diversity within the school." (AO)

The diversity of traditional dress highlights each individual's unique cultural identity, ultimately enriching the school environment, fostering an inclusive atmosphere, and reinforcing a sense of unity in diversity. By seeing and experiencing this cultural diversity firsthand, students develop greater cultural awareness and a more inclusive mindset. This is reflected in a student's statement:

"I am very interested in the uniqueness of the traditional dress worn by my friends. For example, when I see a friend wearing a kebaya with a batik sarong, I learn that each batik pattern has its own meaning." (SI)

Wearing traditional dress provides students with the opportunity to learn about the uniqueness of each culture, thus broadening their perspectives on the cultural heritage around them. Additionally, it fosters a sense of pride in their own cultural identity. Another student shared:

"I feel proud because through traditional dress, I can introduce my culture to others."
(KN)

This statement demonstrates that traditional dress serves as a means for students to share and introduce their culture in a positive and respectful way, fostering social awareness among their peers. Beyond students' perspectives, some teachers also emphasized that the purpose of this regulation is to instill a love for local culture. As one teacher stated:

"The purpose of the regulation regarding the use of traditional dress in school is to cultivate a sense of love for local culture." (CT)

This statement indicates that the regulation not only aims to introduce traditional dress but also broadens students' understanding of the cultural diversity within their school environment. Therefore, the implementation of traditional dress in schools helps students better understand and appreciate cultural differences. The diversity of traditional dress worn in schools provides students with the opportunity to recognize, respect, and celebrate their peers' cultures. This initiative not only strengthens cultural identity but also contributes to supporting and enriching Indonesia's cultural diversity (Putra, 2024).

c. Limits The Freedom of Expression

There are also negative perceptions from some students regarding the regulation of wearing traditional dress in schools. Some students argue that this regulation limits their freedom of expression, especially in terms of choosing dress that better reflects their personal style. One student state;

"I feel that traditional dress does not suit my personal style, which makes me feel less confident when wearing it,"(YN)

The mismatch between traditional dress and a student's personal style can lower their self-confidence, which in turn may affect their psychological well-being at school. This shows that dress is not only a cultural identity but also an essential form of personal expression in shaping students' self-image in society. According to (Qorib et al. 2023), this phenomenon illustrates a cultural shift where dress is no longer merely considered a practical necessity, but also a means of self-expression and symbol of social status in modern society. Traditional dress that does not align with a student's personal preferences can create tension between the cultural identity represented by the dress and the individual identity they wish to project.

The process of wearing traditional dress requires time and attention to various details, which can disrupt students' daily routines and reduce efficiency in carrying out school activities. One student added:

"Sometimes, I feel burdened by the obligation to wear traditional dress, especially when it requires meticulous preparation." (FS)

This emphasizes that the extra attention needed for preparing traditional dress can become an additional burden for students, affecting their comfort and well-being during school activities. In addition, another student stated:

"My opinion about this rule is that I disagree because traditional dress is very complicated and impractical to wear." (TO)

This reflects the view that traditional dress is considered impractical and may reduce students' comfort in engaging in daily activities. The detailed preparation required for traditional dress demands extra time and effort, potentially disrupting students' focus on lessons and other school activities.

The practical burden and discomfort caused by this regulation create challenges in the implementation of the traditional dress regulations at school. This concern is further supported by research findings, which indicate that students' perceptions of traditional dress regulations are influenced by several factors, including comfort in wearing traditional dress, knowledge of the dress code, and understanding of traditional dress itself (Harini et al. 2021). These varied perceptions reflect the complexities of enforcing traditional dress policies in schools. Therefore, it is crucial for schools to consider students' perspectives to ensure that the regulation is widely accepted. Balancing cultural preservation with students' comfort and personal freedom be key to implementing these regulations effectively without causing dissatisfaction among students.

2. The Impacts of the Traditional Dress Regulation at Yapenthom 1 Junior High School.

To gain a comprehensive understanding of the impact of the traditional dress regulation at Yapenthom 1 Junior High School, a study was conducted through a Focus Group Discussion (FGD) with students, as well as interviews with teachers and the school principal. This discussion provided valuable insights into the effects of the regulations on students' daily lives, changes in their attitudes, and their understanding of cultural values. Additionally, interviews with teachers and the school principal offered perspectives on the effectiveness of this regulations, the challenges in its implementation, and its overall impact on the school environment. There are several impacts of the traditional dress regulation, they are:

a. The Establishment of Character Education

The traditional dress worn on Thursdays provides students with a direct experience of engaging with their culture, not just in theory but in practice. Not only teachers, but the principal also explained that the impact of this regulation is not only felt by students but also involves teachers as agents of change in cultural preservation efforts. The principal emphasized that:

The impact of implementing the use of traditional dress is the establishment of good habits within the school environment, which affects not only the students but also the teachers."(GE)

By wearing traditional dress, both students and teachers are encouraged to better understand and appreciate their own culture. As the principal stated;

"Both students and teachers become more aware of what traditional dress looks like and the importance of cultural preservation in daily life."(GE)

The implementation of this regulations is not just about wearing traditional dress; it is about developing deep-rooted habits of appreciating cultural heritage. Thus, the implementation of traditional dress in schools is not merely an obligation but also serves as a means of instilling cultural character education. This regulation helps establish good habits in understanding and appreciating cultural heritage, allowing students to become more accustomed to wearing traditional dress as part of their identity.

Furthermore, with teachers acting as agents of change, cultural preservation efforts can be further reinforced and passed down to future generations (Sari et al. 2022). Therefore, beyond being just a dress code, this regulation plays a crucial role in shaping students' character and fostering a deep appreciation for local culture within the school environment. According to (Reicika et al. 2022) the implementation of traditional dress in schools serves as an indicator that schools are also applying culturally based character education, which teaches students to become accustomed to wearing traditional dress.

b. The Achievement of BelaSikka Programs

The regulations of wearing traditional dress in schools is part of the effort to preserve local culture and is in line with the spirit of the *BelaSikka* program a government initiative by the Sikka Regency. This program not only emphasizes the use of locally crafted goods but also promotes the preservation of cultural values in everyday life, including within educational environments. In this context, the use of traditional dress by students represents a tangible form of cultural value internalization among the younger generation, particularly Generation Z, who are generally more exposed to global cultural trends and modern fashion. As the Principal explained:

"The purpose of wearing traditional dress is to introduce and preserve local cultural heritage for the younger generation, ensuring that they recognize and appreciate their traditional dress." (GE)

This regulation is expected to raise cultural awareness and instill pride in local identity. It aligns with the mission of the *BelaSikka* program, which encourages the community including students to serve as cultural preservation agents. To ensure the effective implementation of this regulations, the school also emphasized the importance of maintaining the authenticity and appropriateness of traditional attire in accordance with the customs of each respective region.

"The traditional dress worn should be given more attention to ensure that it aligns with the customs of each respective region and truly reflects the values and cultural identity that need to be preserved." (GE)

The implementation of this regulations is based on regulations issued by the Department of Education, Culture, and Sports (PKO) of Sikka Regency, following the decision of the Regional Head, which mandates the wearing of traditional dress on the first Thursday of every month since 2022. In practice, this regulation has also helped establish new habits and discipline among students.

"The enforcement of the traditional dress regulation also formed a new habit among students, which eventually made them more disciplined in wearing traditional dress according to the guidelines." (SL)

The impact of this regulations extends beyond cultural preservation; it also strengthens social relationships and a sense of unity within the school community. The regular use of traditional dress fosters an inclusive atmosphere and promotes mutual respect among individuals, as expressed by both students and teachers:

"We do not discriminate against each other; we respect every difference that exists." (NA)

"The use of traditional dress can influence social relationships among students at school, as this activity fosters a sense of togetherness and mutual respect among them." (CT)

Thus, this regulation serves as a strategic tool to integrate cultural education into the formal education system. It reflects the spirit of the *BelaSikka* program not only through the promotion of local products but also through the character development of students who are culturally conscious and proud of their heritage. As a concrete form of strengthening character education based on local culture, this regulation aligns with Article 3 of the Ministry of Education, Culture, Research, and Technology Regulation (PermendikbudRistek) Number 50 of 2022 regarding school uniforms. It also supports findings from previous studies (Reicika et al. 2022) and (Arifin et al,2024), which emphasize that wearing traditional dress in schools contributes to fostering a sense of family, pride in preserving local culture, and reinforcing cultural values within students.

CONCLUSION

The traditional dress regulation at SMPK Yapenthom 1 Maumere has a positive impact on preserving local culture and fostering a collective identity within the school community. By involving students, teachers, and staff, this regulation creates a sense of unity in appreciating cultural heritage. The majority of the school community has responded positively, as reflected in their active participation in wearing traditional dress on designated days. Wearing traditional dress not only enhances cultural awareness but also promotes discipline and solidarity among school members. However, some individuals face challenges, such as discomfort or personal preferences that may not align with the regulation. Therefore, it is essential for the school to continuously evaluate and adjust the regulations to ensure it remains inclusive and well-accepted. Parental and community support plays a crucial role in sustaining this initiative. Encouraging students to wear traditional dress and educating them about cultural values can strengthen cultural awareness beyond the school environment. By actively engaging in cultural events and activities, the community can further reinforce the importance of preserving local traditions. Thus, this regulation benefits not only the school but also contributes to broader cultural preservation efforts in Indonesia.

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ATTACHMENT



Figure 1. Traditional attire that wearing by Yapenthom 1 Junior High School Students and Teacher.