



## Analysis of *Tumpeng* Values in Social Studies Learning

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### **Abstract**

This research aims to analyze the values contained in the *tumpeng* tradition and their implementation in Social Sciences (IPS) learning at MTs Al Qur'an Terpadu Annawawi. The *tumpeng* tradition, which is a symbol of gratitude in Javanese society, not only has sacred value but is also educational and relevant to be taught in an educational context. A qualitative approach with ethnographic methods was used in this research to explore these values in depth through interviews, participant observation and documentation. The research results show that *tumpeng* contains noble values such as gratitude, togetherness, cooperation, and respect for nature and God. In the context of social studies learning, *tumpeng* can be used as a learning medium that teaches moral and social values, as well as enriching students' understanding of local culture. The integration of *tumpeng* values in social studies learning also supports multicultural education and the development of tolerance among students. This research makes a significant contribution by showing that local cultural traditions such as *tumpeng* can be used as an effective learning tool. This not only enriches students' knowledge of history and culture, but also instills important moral and social values in everyday life. Therefore, it is hoped that the integration of the *tumpeng* tradition in the social studies curriculum can create a generation with character, inclusiveness and tolerance. It is hoped that further research can expand the sample scope and further explore the implementation of the *tumpeng* tradition in various regions.

**Keywords:** *Tumpeng; Social Studies Learning; Cultural Values; Multicultural Education; Character Education*

### **Introduction**

One of the traditions in Indonesia, especially in Javanese society, is *tumpeng*, which is a symbol of gratitude in Javanese society. *Tumpeng* is a ceremony or celebration that is usually held in a religious, social or cultural context in Javanese society which contains symbols or important meaning for each event. The *tumpeng* tradition is a cultural heritage that is rich in deep social, religious and cultural values in Javanese society, even throughout Indonesia. The community is quite strongly bound by the *tumpeng* tradition at every important moment or event, especially those related to expressing gratitude to God. Even though it is believed to originate from the island of Java, people throughout Indonesia understand and know it well (Ridzki & dkk, 2023).

The sacred value of *tumpeng* has developed following the cultural dynamics of Javanese society. This started when the Javanese people adopted the *capitayan* belief, which then continued with the entry

of Hinduism and Buddhism until the time of the influence of Islam, the *tumpeng* food remained sustainable as a material completeness in operate confidence society and understanding values which of course continue to develop (Ed Dally, 2019). *Tumpeng* is served on special sacred occasions as a form of request or expression of gratitude. *Tumpeng* is usually found at family birthdays and is only occasionally served at certain formal events, such as every August 17 to commemorate Indonesian Independence (Krisnadi, 2020). As a symbol of gratitude and respect for the blessings given by God, *tumpeng* is not just a dish, but also a learning medium that is full of meaning and moral messages. Values such as togetherness, gratitude and respect for nature are reflected in every *tumpeng* implementation, making it a great potential in developing Social Sciences (IPS) learning in schools in Indonesia.

In an educational context, *tumpeng* not only reflects cultural heritage, but is also a means to enrich social studies learning with authentic learning experiences. Understanding the *tumpeng* tradition can provide deep insight into the rich cultural heritage and the values contained therein, such as cooperation, togetherness, and respect for nature. Values such as cooperation, social skills, and appreciation for tradition become invaluable life lessons for students. By integrating *tumpeng* in learning, students are invited to explore and understand the layers of meaning hidden behind the shape and composition of *tumpeng*. This includes an understanding of color symbolism, arrangement direction, and the type of side dishes chosen (Coryel, 2013), all of which have spiritual and philosophical connotations in Javanese society.

So this research focuses on analyzing the values of *tumpeng* in the context of Social Sciences (IPS) learning at the Annawawi Integrated Qur'an MTs. *Tumpeng*, which is often served at various celebrations, is not just a dish, but also a teaching medium that is rich in educational value. Apart from that, this research also adopts the concept of multicultural education to explore more deeply how *tumpeng* values can teach students about diversity and tolerance.

This research is important because it provides a new perspective in the integration of local cultural values into the national education curriculum. By understanding the values of *tumpeng*, it is hoped that IPS education in Indonesia not only conveys factual knowledge, but also builds the character and identity of students. IPS education is expected to be able to develop individual or community qualities where the community is expected to be more sensitive and concerned about a problem. With such a process, a country or nation can inherit religion, culture, thoughts and future- (Wahyuni & dkk, 2022)oriented life values . Through IPS education , civilized, characterful and cultured human (Ridwan, 2014)resources are expected to be achieved .

In the initial observations of researchers , MTs Al Qur'an Terpadu Annawawi found that the implementation *reading tumpeng* when the students of MTs Al Qur'an Terpadu Annawawi have completed the recital of the Qur'an or thanksgiving ordered by the kyai who also acts as caretaker of the boarding school and chairman of the foundation. The bancakan *tumpeng* tradition is also held every full moon or in the middle of the month of the Qomariah year , this bancakan *tumpeng* is a form of gratitude for the blessings of Allah who has given us sustenance .

According to previous research (Ridzki & dkk, 2023) (Krisnadi, 2015) (Ed Dally, 2019) show that *Tumpeng* is a ceremony or celebration that is usually held in a religious, social or cultural context in Javanese society which contains symbols or important meaning for each event. The community is quite strongly bound by the *tumpeng* tradition at every important moment or event, especially those related to expressing gratitude to God. Even though it is believed to originate from the island of Java, people throughout Indonesia understand and know it well. Apart from that, this activity reflects the values adhered to by Islamic boarding schools, such as togetherness, gratitude and respect for science. *Bancakan tumpeng* is a symbol of deep gratitude and recognition of the abundance of good fortune given by Allah, as explained in various sources and studies of traditions in Islamic boarding schools. The values of *tumpeng* have been widely recognized and understood by society, the implementation of these values in the educational context still needs more attention.

However, even though *tumpeng* has become an important part of social and cultural life in Indonesia, there is little research that specifically examines the values contained in the *tumpeng* tradition and implements them in an educational context. Therefore, this research will fill this knowledge gap by providing new insight into the potential values of *tumpeng* in enriching social studies learning at MTs Al Qur'an Terpadu Annawawi. Thus, it is hoped that the results of this research can become the basis for developing learning models that are more meaningful and relevant to the Indonesian cultural and social context.

## **Method**

In this research, the researcher adopted a qualitative approach with ethnographic methods to explore the values contained in the *tumpeng* tradition at MTs Al Qur'an Terpadu Annawawi (Fitzgerald & Maher, 2019). We chose this method because it allows us to engage directly and deeply with the research subjects. Primary data was collected through interviews, participatory observation, and direct documentation from MTs teachers, santri. Secondary data was obtained from relevant literature. The research was carried out at MTs Al Qur'an Terpadu Annawawi, with a time to be determined based on conditions and research needs. Data collection techniques included participant observation, structured interviews, and documentation, all of which were designed to gain a comprehensive understanding of the role of *tumpeng* in social studies education and its integration in the school curriculum (Khamphilavong1, 2021).

## **Results and Discussion**

This research was conducted to analyze the values of *tumpeng* in social studies learning. Following are the results and discussion, it can be concluded that the *tumpeng* tradition has significant educational value and is relevant to be taught in social studies learning. This tradition not only teaches history and culture, but also instills moral and social values in students.

### **1. Understanding the *Tumpeng* Tradition**

According to as a result of the research, students showed a good understanding of the *tumpeng* tradition. Most students know *tumpeng* as a cone-shaped food that is usually served at important events such as thanksgiving, birthdays and other celebrations. They said that *tumpeng* comes from Javanese traditions which are closely related to Kapitayan beliefs and respect for mountains which are considered sacred. According to (Pianto, Hadi, & Nurcholis, 2022) *Tumpeng* is a way of serving rice in a cone shape and arranged together with side dishes. Processed rice for *tumpeng* rice is generally yellow rice, although regular white rice or uduk rice is also often used. *Tumpeng* has a deep meaning and sacred symbolism. This processed rice dish is very synonymous with the cultural traditions of traditional ethnic groups in Indonesia, especially on the island of Java (Java, Sunda and Madura) and Bali.

Apart from that, the results of interviews with students show that they are aware of the various noble values contained in the *tumpeng* tradition, such as gratitude, togetherness, cooperation, and respect for nature and God. Gratitude is the essence of the *tumpeng* tradition, expressing gratitude for blessings to God Almighty (Arrazaq, 2023). They understand that the conical shape of *tumpeng* symbolizes a mountain that is considered sacred and that the process of making *tumpeng* involves cooperation between family members.

### **2. Integration of *Tumpeng* Values in Social Sciences Learning**

The social studies teacher explains *tumpeng* in a good and interesting way, although not all students feel that this learning has been deeply integrated into the social studies curriculum. Some

students feel that learning about *tumpeng* helps them understand social studies better because it teaches values such as gratitude, togetherness, and appreciation for local culture.

However, several students stated that there were no special activities in class that used the *tumpeng* tradition as a learning medium. They hope that there will be more activities that link the *tumpeng* tradition with social studies lessons.

The integration of *tumpeng* values in social studies learning can be done through various approaches that consider value education theory and culturally relevant pedagogy. Cultural Theory Relevant Pedagogy (CRP) introduced by Gloria Ladson-Billings emphasizes the importance of teaching that is relevant to students' culture to improve their skills and understanding of learning material (Hall, Avent, Boyce, & Acheampong, 2024). This approach is very suitable for integrating the *tumpeng* tradition in social studies learning, where teachers can use *tumpeng* as a tool to teach cultural and social values.

Education in the moral domain also emphasizes the importance of integrating values into the curriculum, not just as additional material but as an integral part of learning. In this case, the *tumpeng* tradition can be used to teach moral values such as gratitude, cooperation, and (Miranti, Lilik, Winarni, & Surya, 2021) appreciation for nature. Teachers can develop special modules that explore the history, symbolism and values contained in *tumpeng*, which can help students develop a deeper understanding of their own culture and the importance of these values in everyday life.

### 3. Multicultural and Tolerance Education through the *Tumpeng* Tradition

Through the *tumpeng* tradition, from interviews several students showed that they learned about cultural diversity and the importance of tolerance. They realize that *tumpeng* has deep symbolism and can help teach the values of inclusivity and respect for differences. This tradition also strengthens the sense of togetherness among school friends, especially when they eat together at *tumpeng* events.

The *tumpeng* tradition can be an effective tool in multicultural education and developing tolerance among students. Multicultural education theory emphasizes the importance of teaching cultural diversity and the values of tolerance to form a cultured society (Abdiyah, 2021) (Amalina, 2022). In the context of social studies learning, *tumpeng* can be used as a real example of Indonesia's cultural diversity.

Through learning about the *tumpeng* tradition, students can understand how various cultures in Indonesia have unique traditions but share universal values such as gratitude and cooperation. Direct experience in making and enjoying *tumpeng* together can also strengthen the sense of togetherness and respect for differences between students. This value approach emphasizes the importance of multicultural education to create intercultural understanding and tolerance. (Izzati, Muliastuti, & Rafli, 2023)

### 4. The Relevance of the *Tumpeng* Tradition in the Modern Context

According to the research results, it shows that students have different views regarding changes in the meaning of *tumpeng* over time. Some students feel that the meaning of *tumpeng* remains the same, while others see changes, especially in the way of presentation and the addition of more varied side dishes in a modern context. They also noted differences in the way *tumpeng* is served at formal and informal events.

The relevance of the *tumpeng* tradition in the modern context can be explained through the adaptation and evolution of cultural values that remain relevant to universal values such as gratitude, cooperation and respect for the environment. Holistic values education, emphasizing that cultural traditions must be studied not only in their historical context but also in their relevance to modern challenges and values (Jordan, 2022; Shephard, 2008)

The change in the meaning of *tumpeng* from a symbol of respect for the mountain to a symbol of gratitude to God reflects dynamic cultural adaptation (Danugroho, 2022). In social studies learning,

teachers can help students understand how traditions such as *tumpeng* can develop and remain relevant in a modern context, as well as how the values contained in them remain important in shaping students' character and morals.

By integrating the *tumpeng* tradition in social studies learning, students not only learn about history and culture, but also develop a deeper understanding of moral and social values that can be applied in everyday life. This approach supports the goals of values education which aims to create individuals with character and a harmonious society (Lestari & Bahri, 2021) (Guslinda, Kurniaman, & Mahdum, 2023).

## **Conclusion**

This research reveals that the *tumpeng* tradition contains various noble values such as gratitude, togetherness, cooperation, and respect for nature and God. This important finding shows that the integration of *tumpeng* values in social studies learning is very relevant and beneficial for student character development. Through culturally relevant pedagogical approaches, such as Culturally Theory Relevant Pedagogy (CRP) by Gloria Ladson-Billings, students can be more involved and understand the learning material better. The *tumpeng* tradition is also effective in multicultural education, teaching students about cultural diversity and the values of tolerance.

This research makes a significant contribution by showing that local cultural traditions such as *tumpeng* can be used as an effective learning medium in social studies. This not only enriches students' knowledge of history and culture, but also instills important moral and social values in everyday life. The main objective of this research, namely analyzing the values of *tumpeng* and its integration in social studies learning, has been achieved, with evidence that these values can enrich social studies learning and develop student character.

Overall, this research confirms that the *tumpeng* tradition has significant educational values and is relevant to be taught in the social studies curriculum. Culturally relevant approaches and multicultural education can increase student engagement and understanding, as well as teach important moral and social values. However, this study has several limitations, including the sample being limited to students from one particular school and a lack of quantitative data to support the findings.

For further research, it is recommended to expand the sample to include students from different regions and different cultural backgrounds. Quantitative research can also be conducted to measure the concrete impact of integrating *tumpeng* values in social studies learning. Further exploration of the differences in implementation of the *tumpeng* tradition in various regions will provide a more comprehensive insight.

Theoretically, this research supports the Culturally Theory Relevant Pedagogy (CRP) and multicultural education, which emphasizes the importance of linking learning materials to local culture. Practically, this research shows that the *tumpeng* tradition can be used as a tool to teach moral and social values in social studies learning, increase student engagement, and strengthen their understanding of cultural diversity.

## **Suggestion**

The final message from this research is that the *tumpeng* tradition is not only a cultural heritage that must be preserved, but also a powerful educational tool to shape the character and moral values of students. By integrating this tradition in learning, we can create a generation that is not only knowledgeable but also has an inclusive and tolerant attitude. Let's make the *tumpeng* tradition an inspiration to develop a more meaningful and relevant education with students' daily lives.

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