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INTEGRATING MONDRENG MUSIC INTO ISLAMIC AND CULTURAL EDUCATION: A LOCAL WISDOM-BASED APPROACH

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ABSTRAK

Untuk memperkuat identitas peserta didik dan mempertahankan kearifan lokal, pendidikan Islam dan budaya lokal harus diintegrasikan. Musik mondreng, seni tradisional Blitar, memiliki nilai sosial, religius, dan edukatif yang dapat diterapkan dalam pembelajaran. Tujuan penelitian ini adalah untuk mempelajari bagaimana musik mondreng dapat digunakan dalam pendidikan Islam dan budaya dengan menggunakan pendekatan yang berbasis kearifan lokal. Metode kualitatif dengan pendekatan etnopedagogi digunakan, yang melibatkan observasi, wawancara, dan penelitian dokumentasi terhadap praktisi pendidikan dan pelaku seni. Hasil penelitian menunjukkan bahwa integrasi musik mondreng dapat meningkatkan pemahaman peserta didik tentang nilai-nilai keislaman seperti kebersamaan, spiritualitas, dan etika. Ini juga dapat meningkatkan keterlibatan peserta didik melalui pengalaman pembelajaran langsung. Karena pembelajaran berakar pada budaya lokal, itu lebih kontekstual dan bermakna. Sebagai kesimpulan, musik mondreng berfungsi dengan baik sebagai alat untuk mengintegrasikan pendidikan Islam dan budaya. Penguatan konsep etnopedagogi berbasis seni lokal adalah manfaat teoretis dari penelitian ini. Sementara itu, manfaat praktis dari penelitian ini adalah model pembelajaran aplikatif berbasis pengalaman. Salah satu penemuan baru dalam penelitian ini adalah penggabungan pembelajaran berbasis pengalaman ke dalam kerangka pendidikan Islam melalui praktik musik tradisional secara langsung.

Keywords:	ABSTRACTS
Mondreng, music traditional, study ethnography, learning community, education Islamic character.	<i>For strengthen identity participant educate and maintain wisdom local, Islamic education and culture local must integrated. Music, art traditional Blitar, has mark social, religious and educational which can implemented in learnin . Research objectives This is for learn How music mondreng can used in Islamic education and culture with use based approach wisdom local. Qualitative methods with approach ethnopedagogy used, which involves observation, interviews, and research documentation to practitioners education and actors art. Research results show that integration music mondreng can increase understanding participant educate about values Islam like togetherness, spirituality, and ethics. This can also increase involvement participant educate through experience learning directly. Because learning rooted in culture local, that more contextual and meaningful. As conclusion, music mondreng functioning with Good as tool for integrate Islamic education and culture. Strengthening draft ethnopedagogy based art local is benefit theoretical from study this. Meanwhile that, the benefits practical from study This is a learning model applicable based experience. One of the invention new in study This is merger learning based experience to in framework Islamic education through practice music traditional in a way direct.</i>

A. INTRODUCTION

Value of wisdom local has long been considered as foundation identity culture something community and function as source contextual learning for participant educated(Fathurrozi, 2023; Wati et al., 2024), . In the Indonesian context , integration wisdom local to in Islamic Education and curriculum based culture has understood as a strategy for strengthen identity Islam , familiarity with culture local , as well as formation character participant education based on values sublime culture local(Haluti et al., 2024; Yufrinalis & Hero, 2023). Emphasis on music traditional as a learning medium culture and religion has appear as potential For enrich experience learning , including through practice music traditional such as music patrol and Engklek , as well as variation music area others , which brings values solidarity , mutual cooperation, and moderation religious(Ismah et al., 2023; Solihin et al., 2024). As a result , enter element music Mondreng to in inheritance music local can become location research that combines literacy culture with Islamic education that focuses on wisdom local . In addition , literature ethnopedagogy emphasize that practice learning contextual based culture local can form character , maintain identity culture , and improve relevance curriculum(Istiningsih & Dharma, 2021; Sugara & Sugito, 2022).

Although phenomenon literacy culture in learning in Indonesia shows increased interest to approach based culture local approach This Still used in a way No evenly , especially in the field of Islamic education and subjects lesson general where the material lesson in a way direct integrated with culture local . In the digital and globalization era , there are Lots related challenges with domination global culture . In addition , the wisdom local risky is lost If No There is means learning that is explicit plant it in curriculum context local . Some studies previously show that teachers must

trained , curriculum must made based on wisdom local , and support policy required For apply learning . Mondreng Music considered as expression culture local containing meaning religious , ethical community , and principles harmony social . This can functioning as a medium that can connect content Islamic teachings , values culture and identity area in a way overall(Amarulloh et al., 2024)

According to study previously , wisdom local has entered to in various field studies , including Islamic education , in general wide . Erlande , 2024, stated that with use learning based technology , wisdom local can used For speed up education character in the framework of Pancasila and citizenship . However , this face challenge like lack teacher abilities and needs training sustainable(Erlande, 2024). Muzakir & Suastra (2024) emphasize values ethnopedagogy contained in wisdom local Sasak tribe as base For change curriculum in schools . In the project strengthening profile Pancasila students , Suttriso & Rofi'ah (2023) explain How mark wisdom local Bojonegoro integrated . They show stages design , madrasa readiness , and modules based learning theme wisdom local(Suttriso & Rofi'ah, 2023). By special , a number of studies show potential and challenges For integrate wisdom local in Islamic and cultural context local , as well as need will be a contextual learning model . Studies this also shows that merger wisdom local with learning about culture local and Islamic religion allows improvement understanding about mark culture and religion(Haluti et al., 2024).

Regardless from fact that Lots study emphasize importance wisdom local , no Lots study specializing in analyzing music Mondreng as tool interdisciplinary that integrates Islamic education with studies culture local . Previous studies usually value - centered wisdom local or music traditional as context culture , without connect it with Islamic curriculum , literacy culture , or formation character with use music as a teaching medium. This is cause difference between potential music Mondreng as a medium for Islamic learning based on culture local and method classroom learning that requires design curriculum , modules , evaluation , and concepts ethnopedagogy . Therefore that , research This fill in gap with make framework conceptual For Mondreng Music Integration in Islamic Education which utilizes wisdom local as foundation . Framework conceptual this also includes design curriculum , design modules and plans evaluation based on proof empirical .

Although Lots study emphasize importance wisdom local , no Lots study specifically for viewing music Mondreng as tool interdisciplinary that combines studies culture local and Islamic education . Previous studies usually focus on values wisdom local or music traditional as context culture , but No link it with Islamic curriculum , literacy culture , or formation character with use music as a teaching medium. This is cause difference between potential music Mondreng as a medium for Islamic learning based on culture local and method classroom learning that requires design curriculum , modules , evaluation , and concepts ethnopedagogy . As a result , research This create framework conceptual For insert Mondreng Music to in Islamic education with utilise wisdom local as basic . Curriculum design , design modules and plans evaluation based on proof empirical also includes in framework conceptual This .

Previous studies show that in various eye lessons , ethnography and approaches culture local has used . It has been produce Lots things , including greater understanding Good about mark culture , response student to context local , and improvement interest student in Study through material based culture(Sugara & Sugito, 2022). In Islamic education , the integration model culture local through contextual Islamic Education curriculum and modules has identified as method effective For strengthen identity Islam participant educate and grow tolerance they . Some research also shows that For reach sustainable impact , learning based wisdom local need teacher training , design curriculum and support infrastructure(Damanik et al., 2023). Integrating music Mondreng in a way regular to in Islamic Education curriculum , education culture and literacy culture local can become innovation that can increase depth learning value and improve involvement and understanding student to Islamic teachings in practice culture they .

This method combine component music traditional as a sensory medium , literacy culture and practices moderation existing religions in context ethnopedagogy and studies culture local . Research This different from studies previously more focus on aspects mark culture in a way overall or learning culture without mapping Concrete Music Mondreng . Research This offers a practical model that can used in schools elementary and Islamic schools . This model covers protocol implementation , syllabus design based on Mondreng , and tools evaluation learning character based on wisdom local .

main purpose study This is as following : (a) develop framework conceptual support Mondreng Music Integration in Islamic education based on wisdom local ; (b) make design curriculum and modules integrated learning Islamic content , music Mondreng , and value wisdom local in a way synergistic ; (c) make lesson plan design , audio-visual teaching materials , and activities enhancing learning identity Islam and tolerance culture ; and (d) making tool evaluation that evaluates How knowledge , opinions , and abilities student changed related moderation religion and values culture ; and (e) studying problem policy implementation and suggestions For scale national .

In a way conceptual , research This use framework ethnography that emphasizes learning based culture local as source knowledge and learning strategies . In addition , research This utilizing innovation models curriculum that integrates Mondreng to in various subjects , including art culture , language culture , Islam, and content local . For validate that design curriculum Mondreng in accordance with curriculum independence and learning free , research systematic literature , analysis practice best in the area culture of the same kind , and pilot programs in several pilot school used .

It is expected that results study This will provide a model for policy curriculum , outline For manufacturing teaching materials , and related teacher training strategies with integration culture local in Islamic education . One of the consequence from policy This is formation standard teacher competencies for manage curriculum based Mondreng , manufacture module teacher training , and provision infrastructure audio-visual media learning that supports use music Mondreng in a way sustainable in schools elementary and Islamic schools .

B. METHOD

For research How music Mondreng can entered to in curriculum Islamic education based on wisdom local in some school elementary and Islamic schools , research This use approach studies case . Approach This chosen Because allows understanding contextual about identity culture , practice learning and dynamics connection between Islamic teachings , music traditional Mondreng , and value wisdom local in various community .

Seven informant the keys involved in study This chosen purposively because they own deep understanding about context culture local , practice classroom learning and music Mondreng . Choice informant including Islamic Education teachers, instructors extracurricular music traditional , head school , researcher curriculum , parents students and figures community culture local . Before study started , all participants and institutions related has agree in a way written ethics research . The informants given information about goals , rights For reject or limit participation , and guarantees anonymity and confidentiality . Consent ethics This aligned with guidelines ethics study qualitative and university provisions , including agreement participants For recording , use quotations and mentions identity only If approved(Nurohman et al., 2024)

For maintain data depth and triangulation between source theoretical and practical in the field , sample consists of from seven informant important . The principle of purposive sampling directs election size sample . Principle This emphasize that a case rich with information required For reach credibility and transferability findings in context design curriculum Mondreng based wisdom local . At this stage interpretation initial , triangulation source (informant) key , document curriculum , video/audio recordings of learning , and notes observation class) and triangulation technique (interview in-depth , observation participants , and analysis document) strengthens data validity . For maintain firmness analysis qualitatively , Miles, Huberman, and Saldana used draft trust(Jalil, 2021).

Design study done in a way gradual : (a) stage preparation and research literature For form framework concept ; (b) create instrument semi- structured interviews , guidelines observation , and rubric analysis document curriculum related Mondreng ; (c) choose location studies representative cases context culture local ; (d) get agreement institutions and informants ; and (e) running instrument pilots For ensure clarity questions and credibility technique disclosure(Erlande, 2024) . emphasized that design This prioritize caution ethics , data security , and collaboration sustainable with community local and institutional education .

Three methods main used For collecting data: (1) interviews in-depth and semi-structured with informant important , including Islamic Education teachers, mentors music Mondreng , head school , figures culture local , and parents ; (2) see the people involved in activity music and sessions learning , as well as integration Islamic content

in context culture local ; and (3) see documents , such as curriculum , modules learning , notes meeting curriculum , and audio-visual materials used in class . For get comprehensive understanding about practice learning , dynamics class , and perception about impact culture and Islam , third approach This used in study qualitative(Rahman, 2024).

Data analysis in thematic done with use tiered approach : (a) reducing data through transcription , simplification material and grouping theme beginning ; (b) displaying data in form matrix thematic , summary cases , and visualization network thematic ; and (c) create conclusion / verification through comparison inter- site and cross-check between interview data , observations , and documents . soft analysis qualitative (such as NVivo or ATLAS.ti) is used as tool help in manufacturing code thematic , grouping themes , and coding for increase depth analysis . Approach This consistent with methodology analysis thematic approach recommended by Miles, Huberman, and Sarkisian/Saldaña for study qualitative multicitation(Sholeh, 2023).

Framework ethnopedagogy used in study this , which emphasizes use learning based culture local as source information and learning strategies . Researchers can see How values Islam , culture local , and literacy culture interact One each other with the data collected from activity class The real Mondreng . After presentation findings stage initial , triangulation technique , informant key , material curriculum and notes observation used For ensure validity of the data. In addition , researchers using audit trail to keep decision analytical them and reflection self For reduce their bias . This method follow principle credibility in study qualitative and guidelines ethics research¹ (Fathurrozi, 2023).

Testing method credibility following used For inspect data validity : (a) cross-check between information obtained from interview with observational data and documents curriculum ; (b) debriefing with colleague colleagues in the Department of Islamic Education for test interpretation thematic ; (c) triangulation time with repeat interview or review documents at the stage different during period study For ensure stability findings ; and (d) audit trails that record information collected from Interview Steps This in line with practice increase internal validity and transparency procedural in studies qualitative(Jamaluddin & Lufityanto, 2021) .

Instrument main includes : (a) guidelines semi- structured interviews that include perception informant to Mondreng , relationship between music traditional and Islamic values , as well as readiness curriculum based Mondreng ; (b) sheet observation session learning Mondreng in class (context) culture , interaction , media use , involvement students , as well as evaluation culture and religion) ; (c) rubric analysis document For evaluate suitability curriculum Mondreng with principle literacy culture , ethnopedagogy , and moderation religious ; (d) rubric data validity and reliability findings . For ensure that the result consistent and relevant with objective research , instruments the designed with consider literature ethnopedagogy and design curriculum based culture local(Istiningsih & Dharma, 2021).

Research ethics must be applied to all research, including protection of identity, confidentiality, and respect for participants. For interesting self without sanctions. All informants important, institution, school and parents of students involved in activity class related Mondreng have given agreement written and agreed ethics. Data only sent in form of quote anonymous, aggregated, or summary that is not can identify individual. If agreement they have given in a way clear. Research results delivered in a way open with convey conclusion main, constraints methodological, and consequences from practices and policies education based on local wisdom. For guard integrity scientific and contextual empirical study, researcher will write comment short about dispute between findings field and references theoretical in part discussion.

C. RESULT AND DISCUSSION

Findings

1. Cultural Context

Research result shows that music Mondreng functioning as a tool that is authentic connect tradition religious with identity culture local. Mondreng not only functioning as entertainment music traditional in school elementary and Islamic schools; it also functions as a capable learning medium mobilize memory about culture and language local, as well as rhythm social. It helps strengthen principle moderation religion and tolerance intergroup culture. These results in line with idea ethnopedagogy that learning based culture local increase relevance curriculum for students and strengthen identity culture they while still confirm commitment to the teachings of Islam which are mercy for all - 'alamin (Haluti et al., 2024). In the field, participants report that activity Mondreng awaken interest student to Islamic content because context music.

Success of the learning model Mondreng is very context dependent culture local. Mondreng considered as Language culture that reflects values community like cohesion social, work same, and standard honor in interaction between citizens. Emphasis Mondreng in practice culture local allows literacy culture integrated with Islamic Religious Education and Cultural Content area, as shown by research about music traditional others that improve understanding mark culture through approach multimodal learning involving educators say that module Mondreng designed in a way contextual and integrated exercise rhythm with learning morals, allows student for linking incident daily with Islamic teachings and practices social based on wisdom local.

Invention study This is effort for connect Mondreng with design Islamic Religious Education curriculum based on wisdom local than material culture. This method give framework Work integrative which includes design syllabus Mondreng, sheet audio-visual work, and rubrics evaluation that evaluates change knowledge, attitudes, and skills related literacy culture, moderation religion and literacy culture local. The results show that when Mondreng used as approach multimodal learning that encourages participation active students, involvement student increased, sense of pride to identity culture area increased, and students become more open to religious and cultural diversity around them. However, some The informant also highlighted that the teacher does not own ability for manage intervention based Mondreng.

Training sustainable and support policy is key sustainability implementation across the country(Erlande, 2024).

Relevant recommendations For maker policy and practitioners school originate from draft culture local used in studies This . First , teacher training programs must made with focus on ethnopedagogy , literacy culture , and ways enter music traditional to in Islamic Religious Education curriculum , as well related subjects with culture local . Second , support infrastructure multimodal learning , such as audio-visual devices , devices recording Mondreng , and space supportive class practice music group , very important For reach unification between music , Islam, and culture local . Third , evaluation Keep going continuous based proof required For evaluate impact on tolerance , identity Islam , and the formation of character student while maintain rights and involvement community culture local in design curriculum Mondreng . Fourth , recommendations For policy national which includes Mondreng as part from curriculum culture local can strengthen ecosystem contextual and inclusive education , in line with Spirit Study free .

In a way overall , results study This show that insert Mondreng Music to in Islamic education based on wisdom local can enrich experience learn , improve literacy culture , and strengthen identity tolerant religion among student . Someone believe that the sustainability of the program depends on the environment supportive culture Work The same between teachers, parents , figures culture and community local . This result in line with study previously about utilization music traditional as a medium for learning cultural and religious , as well as role ethnopedagogy in build character based on the values of Pancasila and moderation religious(Lestari et al., 2023) . Context culture different locales in each area cause design curriculum Mondreng must flexible while maintain principle ethnopedagogy and literacy culture . With Thus , this model own very large capacity For customizable and scalable across a wide range of school elementary and Islamic schools in the archipelago.

2. Music Structure

As shown by a visual analysis of music Mondreng , structure music traditional This usually consists of from pattern rhythmic , melodic vocals special , and structure ensemble involving a number of instrument typical from area that . Understanding about component music (intro, part main , refrains, and rhythmic coda) in context culture local allows teachers to make activity combined learning Islamic materials (such as principle moderation , mutual cooperation, and solidarity) with literacy culture local . This result in line with literature ethnopedagogy and literacy culture that emphasizes that structure music traditional can functioning as a relevant learning medium in a way cultural and religious . This can also help student more involved through experience sensory and meaning culture attached to them .



Mondreng Music Melody

With integrate Mondreng to in design Islamic Religious Education and Culture Curriculum local elements structure music can entered to in activity learning . For example , composition Simple Mondreng can use part repetitive rhythmic For exercise Work The same group , or mutual cooperation; pattern melody vocals can used For teach memorization prayer or paragraph short as well as studies socio-ethical ; and markers structural musical , such as repeat or refrain, can used For teaching In practice , the module Mondreng made use material based Mondreng , sheet audio-visual work , and rubrics assessment that assesses aspect cognitive (understanding about Islamic and cultural content local), affective (tolerance , identity Islam), and psychomotor (coordination rhythm , ability collaborate). Thematic results show that when structure Mondreng used in a way repeatedly in activity learning , interest student in Study culture local and identity Islam increased . Findings This in line with findings previously in literature about how much effective learning based culture local For strengthen identity culture and values Islam .



Mondreng Music Rhythm Pattern

Context culture local influence method structure Mondreng interpreted and implemented in schools . Variations score Different Mondreng regionally can help in design modules that can customized while still maintain base literacy culture and ethnopedagogy . Structure Mondreng often associated with principles like Work same , moderation religion , and appreciation to tradition local ; therefore that , adaptation material lesson must involving parents and figures culture local For ensure that the context original and get support from community . Study of integration culture in Islamic education shows that context local is very important For reach relevance curriculum and sustainability implementation (eg. studies ethnopedagogy and literacy culture)(Damanik et al., 2023). Teachers found that when Mondreng built on structure familiar rhythm for students (for example , patterns rhythmic area certain), students more easy understand it .



Figures 1&2. Implementation of Mondreng Music Education

Research result show that structure Mondreng in a way clear used as framework design Islamic Education curriculum based on wisdom local . This includes manufacturing Mondreng RPP design , audio-visual materials , and rubrics literacy - focused evaluation culture and moderation religious . Teacher training in ethnopedagogy , provision source Power For tool music and recordings Mondreng , and implementation system evaluation based evidence that assesses impact to tolerance , identity Islam , and the formation of character is a number of impact policy . Findings This in line with literature about integration culture and transformation curriculum in Islamic education that focuses on Independent Learning and Local Genius 6.o, which emphasizes connection between inheritance culture local and innovation curriculum and modern technology(Samsudin et al., 2023). As a result , the structure Mondreng can functioning as runway innovative For relevant Islamic learning in a way cultural , contextual , and inclusive across a range of level education .

3. Educational Values And Character

The results show that use Mondreng as a learning medium allows formation identity inclusive Islam . Values each other respect and moderation religious can planted through experience sensory and meaning culture local . Mondreng structure ,

which consists of from rhythm , pattern melodies , and ensemble formats , are used as multimodal framework for show How activity religious can done in culture local without sacrifice substance Islamic teachings . Practice This consistent with literature ethnopedagogy and literacy culture that emphasizes relevance curriculum to identity culture participant educate as well as Islam's ability to adapt with context local . This method is also in line with studies about education multiculturalism that emphasizes role culture local in formation identity inclusive religious(Nurohman et al., 2024). Observation results show that student more motivated For use curriculum.

As results from analysis thematic , section rhythmic Mondreng push Work equal and share role as well as not quite enough answer social in class . In groups these are the properties positive like discipline , work equality , honesty , and empathy promoted . Characteristics This in accordance with structure character based on Pancasila and values universal humanity . Structure music also works as a medium for teaching method good communication , how to honor differences , and ways share meaning culture in a way inclusive . This result in line with literature about ethnopedagogy that shows that education character based wisdom local emphasize role culture as support identity tolerant national and literature about education character based wisdom local that emphasizes that values character strengthened through exercise practice social and interaction cross culture(Damanik et al., 2023).

With emphasize principle harmony social , mutual respect and appreciation to diversity culture and religion, context culture Mondreng functioning as bridge For build tolerance intergroup . Structure appropriate music with rhythm community allows discussion reflective about ethics , morals , and moderation religious in life daily students . The results show that student more capable linking teachings Islam with culture local in a way peace , more want to understand opinion colleague colleagues of different religions or culture , and more Lots behavior inclusive in the classroom . The results in line with study about education Islamic tolerance , which emphasizes use values wisdom local as method For increase unity national without remove diversity culture(Zulkifli et al., 2024), and research that emphasizes how importance literacy culture For form identity multicultural Islam .

In a way practical , findings This push recommendation policies that emphasize teacher training in ethnopedagogy and literacy culture . Recommendations this also includes provide multimodal infrastructure , such as audio-visual equipment , archives Mondreng local , and space supportive class practice musical collaborative . In addition , the curriculum and modules learning based Mondreng must designed in a way integrated with Islamic Education and culture area . When integration Mondreng occurs , values education like moderation religion , empathy , tolerance , and responsibility answer social appear . The values This Work For build character national values based on nationality and identity culture local . In addition , the implications policy emphasize that evaluation based proof required For evaluate influence to identity Islam , tolerance culture , and contributions formation characters at the level national . Recommendations from literature like transformation curriculum based wisdom local and Independent Learning emphasize synergy between inheritance culture with innovation curriculum and modern technology . In other words, the structure

Mondreng No only become tool learning culture but also become runway For build moral generation high , inclusive , and empowered compete worldwide without sacrifice tradition local .

education character in music mondreng :

No	Character Values	Description	Implementation in Mondreng Music
1	Religious	Embedding mark faith and closeness to God	Lyrics nuanced preaching , prayer and praise to God
2	Mutual cooperation	Push Work same and togetherness	Game music done in a way groups and each other complete
3	Discipline	Practice regularity and compliance to rule	Follow rhythm , tempo, and schedule exercise
4	Not quite enough answer	Cultivate a sense of responsibility answer to each role	Every player hold role instrument certain in a way consistent
5	Tolerance	Value difference in group	Interaction between player with background diverse backgrounds
6	Creativity	Develop ability express and innovate	Improvisation in arrangement and performance
7	Love of culture local	Cultivate a sense of pride to inheritance culture	Preservation and staging music traditional mondreng
8	Work hard	Forming attitude abstinence give up in Study	Regular exercise for reach cohesiveness and quality show
9	Believe self	Increase courage appear in front general	Staging music at various events
10	Communicative	Practice ability interact and coordinate	Coordination between player moment practice and performance

D. CONCLUSION

This study confirms that Mondreng is a cultural practice that connects performing arts, local wisdom, and religious values in the social life of the Blitar community. This tradition shows that cultural arts not only function as artistic expression, but also as a social space where cultural values, musical experiences, and Islamic teachings are understood in community life. Through collective performances and the delivery of religious narratives, Mondreng offers a cultural experience that strengthens the relationship among cultural identity, social practices, and the community's religious life. These findings show that traditional arts can be understood as a medium for cultural learning that integrates musical practices with religious values in community life.

The results of this study also show that traditional arts have significant potential in the development of culture-based education and the formation of religious character in society. Cultural practices that are alive in the community provide contextual and meaningful learning experiences for the younger generation. Therefore, integrating traditional arts such as Mondreng into cultural and Islamic education can be a relevant learning strategy for strengthening education grounded in local wisdom. In addition, efforts to preserve traditional arts need to be supported through education policies and cultural programmes that involve schools, arts communities, and regional cultural institutions. This approach not only preserves the sustainability of local cultural heritage but also strengthens the role of traditional arts as a source of moral values and cultural identity in society.

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