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Revitalizing Traditions through Community Services Activity: LASKAR Kencana (Preserving Traditions as Teenagers' Creations) in Braja Kencana Village, East Lampung Regency

Vincentius Irvin Prayudi¹, Syakila Amanda², Shaffa Riyadhul Jannah Miftah³, Fadhil Muhammad Nizam⁴, Bela Aprida Yani⁵, Auri Hamurwani⁵, Arya Ananta⁵

¹Department of Architecture, Faculty of Engineering, University of Lampung, Indonesia

²Department of Mathematics, Faculty of Mathematics and Natural Sciences, University of Lampung, Indonesia

³Department of Law, Faculty of Law, University of Lampung, Indonesia

⁴Department of Geophysical Engineering, Faculty of Engineering, University of Lampung, Indonesia

⁵Department of Geodesy Engineering, Faculty of Engineering, University of Lampung, Indonesia

*Correspondence: E-mail: vincentiusirvinprayudi@yahoo.com

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ABSTRACT

The LASKAR Kencana (Preserve Traditions as Teenagers' Creation/*Lestarikan Adat sebagai Kreasi Anak Remaja*) program in Braja Kencana Village, East Lampung Regency, is an initiative that mainly aims to revitalize local traditions through the youth creativity. This program, in the form of a community services activity, was designed to integrate traditional preservation with the development of creativity of the younger generation in Braja Kencana Village, so that village residents can play an active role in maintaining and preserving the cultural heritage of this village. This activity was carried out from June to August 2024 in Braja Kencana Village. The method used was a qualitative method with data obtained from this activity carried out by the community services team relating to social phenomena that occur in the Braja Kencana Village community. The method consisted of three stages: 1) analysis and identification regarding the community's interests and local potentials that can be developed, 2) implementation of program activities, and 3) evaluation and follow-up with village officials. Activities in the implementation stage included art training, traditional festivals, and development of digital media that displays village traditions. The results of this activity show an increase in children and teenagers' awareness of the importance of preserving customs and their success in creating innovations that are relevant to local culture. In conclusion, this program has not only managed to strengthen village's cultural identity, but has also empowered the younger generation to become agents of change in their cultural context.

1. Introduction

Revitalizing local traditions is one of the important efforts in maintaining cultural identity amid the increasingly strong currents of modernization and globalization. In Indonesia, which has a very rich cultural diversity, local traditions are often threatened by the times that tend to shift original cultural values (Saputra, 2020). In this situation, local cultural preservation becomes crucial to ensure that cultural heritage can be passed on to future generations. Particularly, cultural preservation in villages is a key to maintaining local identity and fostering a sense of pride within the community. By preserving culture, village communities can be more robust in facing the challenges of modernization (Sudarmadi, 2019). The preservation of village culture is not only important for maintaining cultural heritage, but can also be a driving force for sustainable development through economic empowerment, social strengthening, and environmental preservation (Rahayu, 2020).

Cultural education and locally-based skills training are considered effective methods in revitalizing village culture. These activities not only ensure the continuity of local culture, but also contribute in improving the economy and welfare of the community (Nugraha, 2021). These kinds of program are designed to engage the younger generation, particularly children and teenagers in villages, in specific activities that aim to preserve and revive local traditions that are being eroded by changing times (Wijayanti & Suryani, 2021). Cultural revitalization through traditional arts and rituals is an important step to preserve the village's cultural heritage and strengthen social relations within the community (Ardiansyah, 2018).

Braja Kencana Village, as one of the villages in Indonesia with significant cultural wealth, faces great challenges in maintaining traditions amidst the onslaught of modernization. In a program known as LASKAR Kencana, students and villagers work together to revitalize local traditions through various activities, such as traditional art training, introduction to traditional games, and organize cultural events by involving the local community (Rahmawati, 2022). These activities not only aim to preserve traditions, but also to build awareness and pride among the younger generation concerning their cultural heritage (Susanto, 2023).

Therefore, cultural revitalization is an important effort in maintaining local identity amidst the swift flow of modernization and globalization. In Indonesia, which has tremendous cultural diversity, the preservation of local traditions is crucial to ensure that cultural heritage is not lost and can still be passed on to future generations. Cultural revitalization programs, such as art training, introduction of traditional games, and the organization of cultural events at the village level, such as those conducted in Braja Kencana Village through the LASKAR Kencana program, are strategic steps to not only preserve traditions, but also empower communities, especially the younger generation, so that they have awareness and pride towards their local culture. Therefore, in a broader scope, these revitalization activities aim to protect cultural heritage, strengthen social cohesion, and contribute to sustainable economic development and the welfare of village community.

2. Methods

The implementation of this community service activity in Braja Kencana Village was carried out through participatory methods, namely methods that allow the village community (participants, specifically children and teenagers) to play an active role in every predetermined activity. Community services activity in Braja Kencana Village was conducted as the LASKAR Kencana (Preserve Traditions as Teenagers' Creation/*Lestarikan Adat Sebagai Kreasi Anak Remaja*) program. Each stage

of this program was systematically designed to ensure that the main objectives of this program, namely revitalization of local traditions and improvement of youth competencies, can be achieved effectively and sustainably in the long term.

2.1 Preparation stage

This stage began with an initial coordination between the community services team from University of Lampung and the village officials, women association of Family Empowerment Program (*PKK*), and youth cadres of Integrated Services Post (*Posyandu*) in Braja Kencana Village. This stage consisted of two steps:

- a) Identification: The team conducted an initial survey to identify what local cultural interests and traditions still exist in the village and which local culture that apparently began to be abandoned along with the times. This was obtained through discussions with the village head, the head of the *PKK*, and the youth cadres of village's *Posyandu*.
- b) Activity plan: Based on the identification results, the team compiled a work plan, included the LASKAR Kencana core activities that would be carried out, namely dance training; handicraft and painting training; poster and video editing training; singing, speech, and poetry recitation training; and preparation to enliven the 1st Muharram Festival in Braja Kencana Village.

2.2 Implementation stage

This stage was the core of the LASKAR Kencana program, in which various activities that had been prepared were carried out to achieve the objectives of this program. This stage consisted of several activities:

- a) Various training
- b) Introduction and development of traditional games
- c) Enliven the 1st Muharram Festival in Braja Kencana Village

2.3 Evaluation and follow-up stage

After the implementation of all activities, an evaluation phase was conducted to assess the success level of the program and its impact on the village community. This stage consisted of two main steps:

- a) Monitoring and evaluation: The team conducted surveys and interviews to evaluate the extent to which the program has been successful in increasing cultural awareness among the village community, especially among in children and teenagers. This evaluation also included aspects of participation, training effectiveness, training impact, and the sustainability of activities that had been implemented.
- b) Follow-up: Based on the evaluation results, the team compiled the follow-up recommendations for the sustainability of the LASKAR Kencana program in the future, which will be continued by the cadres of village's *Posyandu* assisted by the head of the village's *PKK*. These recommendations were submitted and presented to the village head and the head of *PKK* to be used as a reference to be used in the long-term efforts to preserve the local culture and improve the qualities of the community's human resources.



Figure 1. Evaluation and discussion of the LASKAR Kencana program design.

Through this method of implementation, it is hoped that the LASKAR Kencana program will not only succeed in revitalizing local traditions in Braja Kencana Village, but also become a role model that can inspire other regions that carry similar goals.

3. Results and discussion

The implementation of the LASKAR Kencana program in Braja Kencana Village, East Lampung Regency, has successfully achieved the main objectives of revitalizing local traditions and improving the skills of children and teenagers. The implementation results of this program can be seen from the results of a digital survey conducted by the community service team to village officials, the general public, and the children and teenagers who participated in the LASKAR Kencana program themselves. This survey consisted of five assessment categories, namely 1 (highly no), 2 (no), 3 (moderate), 4 (yes), and 5 (highly yes). The survey reveal the considerably good results because 75% of the participants who filled out the survey said that the LASKAR Kencana program in this village was highly successful and really helped the village community in revitalizing local culture as well as increasing the skills and competencies of children and teenagers. The community also hopes that this program can continue to be implemented in the future, even though in an online (digital) form.

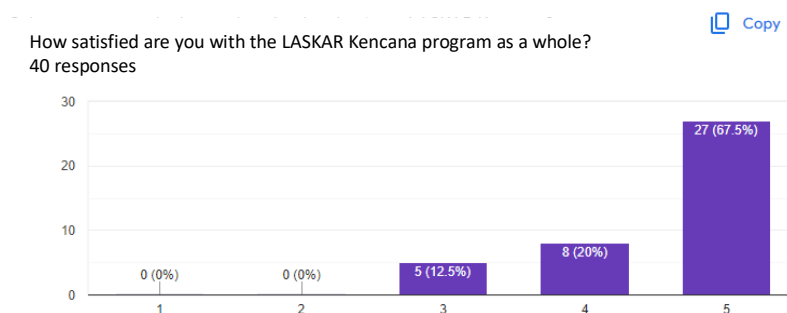


Figure 2. The survey results regarding the participants' satisfaction about the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 2, the majority of participants were very satisfied, with 67.5% of respondents giving a score of 5, and 20% giving a score of 4, while another 12.5% were moderately satisfied with a score of 3. None of the respondents gave a score of 1 or 2, indicating that there was no significant dissatisfaction concerning the implementation of this program. Overall, this community service activity was well received by the large majority of participants, signifying the success of this program in achieving the objectives of revitalizing local traditions and increasing youth competencies.

Did the LASKAR Kencana program meet your expectations, namely helping you develop your potentials in various fields?
40 responses

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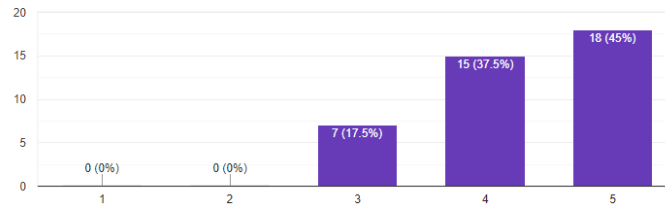


Figure 3. The survey results regarding the participants' perception about the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 3, the majority of participants perceived that the program met their expectations in helping them develop their potential in various fields. With 82.5% of respondents giving the scores of 4 and 5, the program was considered successful in achieving its objectives, namely providing a positive and relevant impact for the participants. These results signify the success of the program in meeting the community expectations.

To what extent did the LASKAR Kencana program help in increasing your understandings and knowledges?
40 responses

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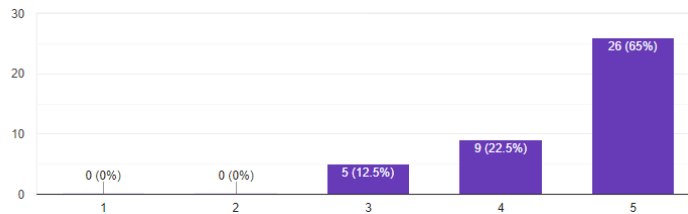


Figure 4. The survey results regarding the participants' perception of the success level of the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 4, the survey regarding the extent to which the LASKAR Kencana program helped in increasing the participants' skills and knowledges reveals the following results. Among the 40 respondents, 65% or 26 respondents gave a score of 5, indicating that they felt this activity was very helpful. A total of 22.5% or 9 respondents gave a score of 4, and 12.5% or 5 respondents gave a score of 3. None of the respondents gave a score of 1 or 2. These results indicate that the majority of participants felt this activity was very effective in improving their skills and knowledges, indicating that this program was successful in terms of competency development.

Did you actively involve in the LASKAR Kencana program?
40 responses

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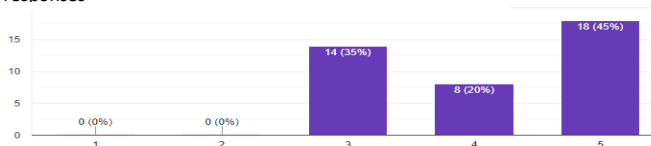


Figure 5. The survey results regarding the participants' involvement during the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 5, among the 40 respondents, no one chose a score of 1 or 2 (0%), indicating that no respondent claimed not to be involved at all. A total of 14 respondents (35%) gave a score of 3, which can be interpreted as moderate involvement. Meanwhile, 8 respondents (20%) rated their involvement at level 4, which indicates a moderately active participation. The majority of respondents, 18 people (45%), chose a score of 5, which indicates a highly active involvement in this program. These results reflect a fairly high enthusiasm and involvement of the participants in the custom preservation program among the community.

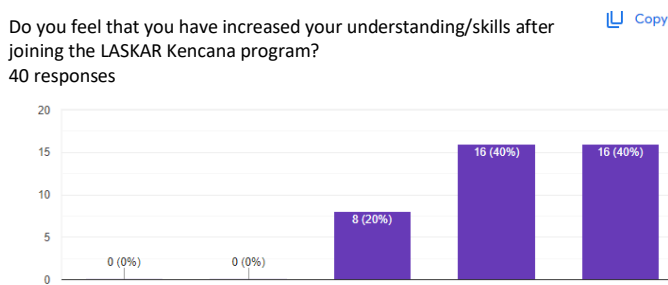


Figure 6. The survey results regarding the participants' perception of their skill improvement due to the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 6, the survey results regarding respondents' increased knowledge or skills after joining the LASKAR Kencana program show that among the 40 respondents, none of them chose a score of 1 or 2, indicating that all respondents felt a positive benefit from their participation. A total of 8 respondents (20%) gave a score of 3, indicating that they felt a moderate improvement. The majority of respondents, 32 people (80%), gave scores of 4 (40%) and 5 (40%), indicating that they felt a significant increase in terms of knowledges or skills after joining the LASKAR Kencana program. These results show the large positive impact of the program on the development of participants' knowledge and skills.

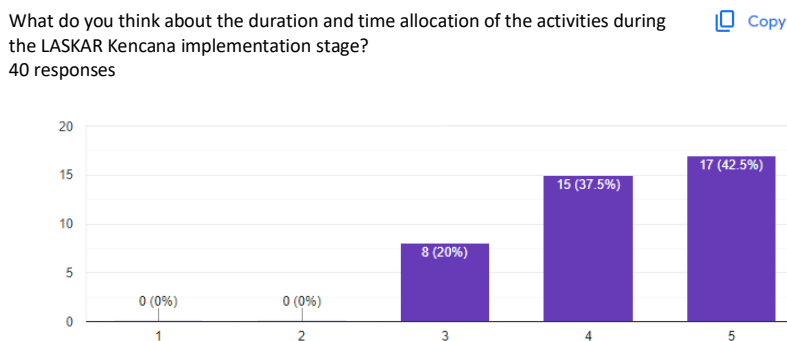


Figure 7. The survey results regarding the participants' opinion about duration and time allocation during the LASKAR Kencana activities in Braja Kencana Village.

As seen in Figure 7, among the 40 respondents, no one gave the score of 1 and 2, meaning that no respondent felt that the duration of the activities were inadequate or too short. A total of 8 respondents (20%) gave a score of 3, indicating that they felt that the time allocation and duration of the activities were adequate. The majority of respondents gave higher ratings, with 15 respondents (37.5%) choosing a score of 4, and 17 respondents (42.5%) choosing a score of 5, indicating that the majority of them were satisfied with the time allocation and duration of the activities. These results show that the

LASKAR Kencana program had been designed with time allocation that meets the expectations of the majority of participants.

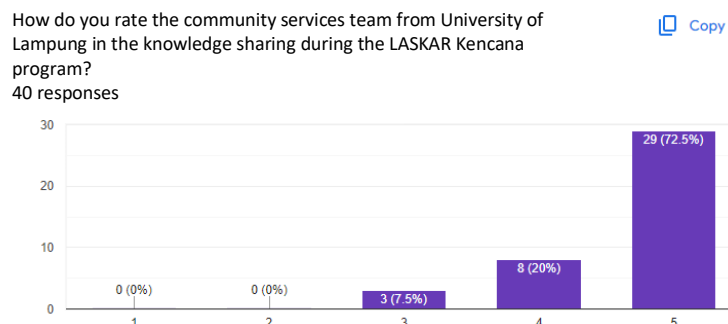


Figure 8. The survey results regarding the participants' satisfaction about the community services team during the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 8, the survey results related to the participants' satisfaction concerning the community service team in the knowledge sharing during the LASKAR Kencana program reveal that among the 40 respondents, 72.5% (29 people) gave a score of 5, which is the highest score in this survey inquiry. A total of 20% (8 respondents) gave a score of 4, while 7.5% (3 respondents) gave a score of 3. None of the respondents gave a score of 1 or 2. These results indicate that the majority of participants were very satisfied with the contribution of the team from University of Lampung in the knowledge sharing during the program implementation.

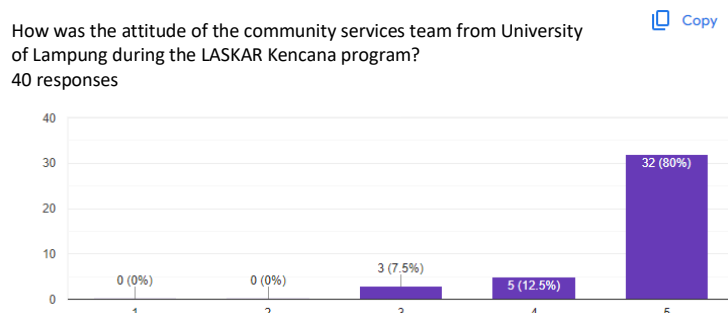


Figure 9. The survey results regarding the participants' perception about the attitude of the community services team during the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 9, the survey results concerning the attitude of the community services team while implementing the LASKAR Kencana program reveal that among the 40 respondents, the majority (80% or 32 respondents) gave the highest rating of 5. A total of 12.5% (5 respondents) gave a score of 4, and 7.5% (3 respondents) gave a score of 3. None of the respondents gave a score of 1 or 2. These results indicate that the majority participants felt that the attitude of the community services team was very favorable and positive during the program implementation.

Did the LASKAR Kencana program bring a significant impact on the community, especially for the children and teenagers in Braja Kencana Village?
40 responses

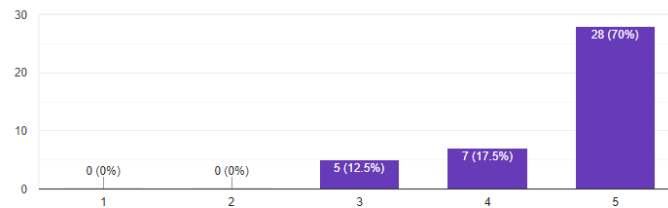


Figure 10. The survey results regarding the participants' perception about the impact of the LASKAR Kencana program in Braja Kencana Village.

As seen in Figure 10, the survey results regarding the impact of the LASKAR Kencana program on the community, especially for the children and teenagers, reveal that among the 40 respondents, 70% (28 respondents) considered that the program brought a very positive impact by giving a score of 5. 17.5% (7 respondents) gave a score of 4, and 12.5% (5 people) gave a score of 3. None of the respondents gave a score of 1 or 2. These results show that the majority of participants felt that the program brought a significant impact on the skill development of children and teenagers in the village.

Do you think the LASKAR Kencana program and its activities need to be held continuously?
40 responses

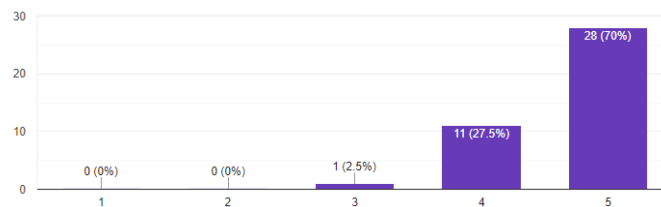


Figure 11. The survey results regarding the participants' expectation about the continuation of the LASKAR Kencana program.

As seen in Figure 11, the survey results related to continuation potential of the LASKAR Kencana program reveal that among 40 respondents, the majority (70%) or 28 respondents agreed that this program should always be held or continued periodically, by giving a score of 5. A total of 11 respondents (27.5%) gave a score of 4, which shows their support for the continuation of this program. Only 1 person (2.5%) gave a score of 3, while no respondent gave a score of 1 or 2. These results signify that the large majority of the community supports the long-term sustainability of the LASKAR Kencana program.

All activities during the implementation stage of the LASKAR Kencana program have successfully met the expectation of both the village community and the community services team. The success details of each activity during the LASKAR Kencana program are presented as follows:

3.1 Dance, painting, and handicraft training

Sigeh Pengunten traditional dance training and dance creations were held every Thursday and Sunday for five consecutive weeks. At each meeting, this activity successfully involved around 15

participants (children and teenagers) who took part in the training provided by the team. The success of this dance training was then exhibited at the 1st Muharram Festival in Braja Kencana Village as an art performance, including the opening dance, *Sigeh Pengunten*, in welcoming the invited guests.

In addition to dance, the painting and handicraft training was also considered successful, with around 30 children and teenagers producing both paintings and key chains. In the painting training, the participants were taught to paint using the “splash technique”, which then produced a variety of paintings from plants to abstracts that have a remarkable artistic value curve. In the handicraft training, the participants were taught to make bracelets or trinkets using *motek-motek*, which can then be sold or used by themselves as cell phone decorations, key chains, and so on.



Figure 12. *Sigeh Pengunten* dance training (left), handicrafts and painting training (right).

3.2 Digital training

An intensive poster and video editing training, which was conducted for five consecutive weeks routinely, has succeeded in improving the digital skills of children and teenagers in Braja Kencana Village. This was evidenced by the publication of the children and teenagers' poster and video work during the 1st Muharram Festival in Braja Kencana Village, which was attended by the officials of Braja Selehah Subdistrict. The appreciation given by the village head to children and teenagers is also a proof that the new understandings and skills obtained by these children and teenagers from the community services team have been successfully implemented by the participants.



Figure 13. Poster and video editing training.
(Source: Authors' documentation)

3.3 Singing, speech, and poetry recitation training

This training has succeeded in improving the communication skills and self-confidence of children and teenagers in Braja Kencana Village. The results of routine training carried out for two consecutive weeks were showcased at the 1st Muharram Festival in Braja Kencana Village, where there was a LASKAR Kencana participants' appearance at the poetry recitation competition, in which the theme appointed was about the beauty of Braja Kencana Village. The poem was written by the community service team themselves. The activity was then continued by the appearance of the LASKAR Kencana participants as the singers at the children's karaoke competition on the second day of the 1st Muharram Festival in Braja Kencana Village.



Figure 14. Speech and poetry recitation training.
(Source: Authors' documentation)

3.4 Introduction and development of traditional games

Regular competition and training of the *Gobak Sodor* game every afternoon have successfully attracted children's interest and helped revive the traditional games that are rarely played nowadays (Rahmawati, 2022).



Figure 15. Introduction and competition of the *Gobak Sodor* game at the 1st Muharram Festival in Braja Kencana Village during the LASKAR Kencana program.

3.5 Celebrating the 1st Muharram Festival in Braja Kencana Village

This festival was the highlight of the LASKAR Kencana program, showcasing the training results of art, digital editing, and traditional games. The active participation of the local community shows the success of this program in increasing the community awareness and appreciation of the existing local culture.



Figure 16. The LASKAR Kencana cultural arts performance at the 1st Muharram Festival in Braja Kencana Village.

(Source: Authors' documentation)

The implementation results of the LASKAR Kencana program clearly demonstrate that a systematic approach by involving various elements of the community is an effective way to achieving the goals of revitalizing local traditions and improving the skills and competencies of the younger generation. The following are several important points to be discussed:

a) Revitalization of local traditions

This program has succeeded in reviving certain traditions that have been starting to be abandoned, especially those related to traditional art, dances, and games. This success shows the importance of community involvement in cultural preservation, in which the younger generation do not only act as the beneficiaries, but also as the active actors in the process of preserving these traditions.

b) Digital skills enhancement

The digital training that had been conducted show that through the appropriate support and training, children and teenagers in Braja Kencana Village can quickly acquire new skills that are relevant to the current digital era. This is one of the important steps to prepare them for future challenges while still appreciating the local culture.

c) Community participation and sustainability

The active involvement of the mother association of *PKK* and the teenager cadres of *Posyandu* ensures that this program has a strong sustainability potential. Through the continuous training that will be held by the local cadres, this program will not just end after the termination of this community services activity, but can be develop further in the long term so as to become a role model for other regions that carry similar goals.

Overall, the LASKAR Kencana program has brought a significantly positive impact on Braja Kencana Village, both in terms of cultural preservation and capacity building of the younger generation. This program also has a high potential to make Braja Kencana Village a role model, whose activities can be adopted by other communities in various regions in Indonesia.

4. Conclusions

The implementation of the LASKAR Kencana program in Braja Kencana Village, East Lampung Regency, has successfully achieved its main objectives, namely revitalizing local traditions and improving the desired skills on children and teenagers. This program, implemented by the community services team from University of Lampung, shows that through systematic planning and active involvement from various elements of the community, cultural traditions that have been starting to be forgotten can be revived and revitalized, and new skills that are relevant to the needs of the modern times can be instilled in the younger generation.

The survey results of the LASKAR Kencana program in Braja Kencana Village also reveal a very positive level of satisfaction and impact among the participants regarding this program implementation. The majority of participants were very satisfied with this program, with 67.5% of them giving a score of 5 and 82.5% feeling that this program met their expectations in helping to develop their potentials. The majority of respondents (65%) felt that this program was very helpful in improving their knowledge and skills, while 80% rated the attitude of the community services team as excellent. Community engagement was also high, with 45% giving a score of 5 for their active participation. In addition, this program was also rated as having a significantly positive impact on children and teenagers, with 70% of respondents feeling that this program was very beneficial, and 70% supporting the continuation of this program in the future. In general, no respondents demonstrated dissatisfaction, indicating that this program was well received and has successfully achieved the objectives of revitalizing local traditions and developing youth competencies.

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