



The role of rumah budaya kratonan in local cultural preservation as a form of civic engagement

Emilia Novitasari¹, Yudi Ariana², Anis Suryaningsih³

^{1,2,3}Department of Pancasila and Civic Education, Universitas Sebelas Maret, Surakarta, Indonesia

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ABSTRACT

This study aims to: (1) describe the role of the Kratonan Cultural House in preserving local culture as a form of civic engagement, and (2) identify the obstacles and challenges faced by the Kratonan Cultural House in preserving local culture. This study uses a qualitative research method with a descriptive approach. Data collection techniques were carried out through observation, interviews, and documentation. The sampling technique used purposive sampling. Data analysis used the interactive model of Miles and Huberman which includes data reduction, data presentation, and drawing conclusions. Data validity testing techniques used source triangulation and method triangulation. The results of the study indicate that the Kratonan Cultural House plays a role as: (1) a cultural learning space through the Surakarta History Gallery, educational tours, and arts and culture classes; (2) a creative space through organizing workshops, seminars, cultural discussions, and art performances; and (3) a forum for community participation through active community involvement in cultural preservation activities that reflect civic engagement. These roles are able to increase public awareness of the importance of preserving local culture, strengthen collaboration between communities, and encourage cross-generational cultural inheritance. The obstacles faced by the Kratonan Cultural House include: (1) limited human resources, especially in the field of promotion and management of information on cultural activities, and (2) facilities and infrastructure that do not fully support the implementation of cultural activities. Meanwhile, the challenges faced include: (1) the strong influence of foreign culture which is increasingly easily accessible to the younger generation, and (2) low interest among teenagers in learning local arts and cultural traditions.

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Corresponding Author:

Emilia Novitasari,
Department of Pancasila and Civic Education,
Universitas Sebelas Maret,
Jl. Ir. Sutami No.36A, Jebres, Kec. Jebres, Kota Surakarta, Jawa Tengah, 57126, Indonesia
Email: emilianovita@student.uns.ac.id

INTRODUCTION

Indonesia possesses an extraordinary diversity of local cultures that represent not only the nation's identity but also an invaluable cultural heritage that must be preserved for future generations. With more than 17,000 islands and hundreds of ethnic groups, Indonesia's cultural diversity forms

a complex mosaic of languages, traditions, customs, and arts that reflects the country's rich historical and social development (Sugianto, 2023). Culture encompasses the entire system of ideas, values, behaviors, and human creations that are transmitted across generations and shape the identity of communities (Sumarto, 2019). However, the rapid advancement of globalization, digital technology, and urbanization has increasingly challenged the sustainability of local cultures. Foreign cultural influences and changing lifestyles have gradually reduced public interest, particularly among younger generations, in maintaining traditional cultural practices (Handi et al., 2025). Consequently, preserving local culture has become a shared responsibility requiring active participation from both government institutions and society (D. M. H. Pamungkas et al., 2023; Qomaruddin & Sa'diyah, 2024).

The importance of cultural preservation has been legally reinforced through Article 32 paragraph (1) of the 1945 Constitution of the Republic of Indonesia and Law Number 5 of 2017 concerning Cultural Advancement, both of which emphasize collaborative efforts among government, communities, and cultural institutions. Nevertheless, public participation in cultural preservation remains relatively low (Keeter et al., 2002; Pratiwi et al., 2025). Statistics Indonesia (Badan Pusat Statistik, 2023) reported that only 42% of Indonesian youth actively participated in local cultural activities, declining from 51% in 2018. This trend indicates weakening cultural attachment among younger generations and highlights the need for innovative community-based initiatives capable of encouraging sustainable public engagement. Community cultural organizations have therefore emerged as important actors in bridging formal government policies and practical cultural preservation through educational programs, workshops, and community-based cultural activities (Y. C. Pamungkas et al., 2024).

One prominent example is Rumah Budaya Kratonan in Surakarta, which functions as a community-based cultural center equipped with the Surakarta History Gallery, a mini library, performance spaces, and educational facilities. Beyond preserving historical collections, the institution actively organizes cultural education programs, including traditional dance, gamelan music, Javanese language classes, and other community activities. These initiatives position Rumah Budaya Kratonan not merely as a cultural repository but also as a public space that encourages citizens to actively participate in preserving local cultural values. Such participation reflects the concept of civic engagement, which refers to citizens' voluntary involvement in collective activities intended to improve community life through both political and non-political actions (Fitrayadi & Rahman, 2020). Previous studies have demonstrated the importance of civic engagement in strengthening citizens' participation in various social contexts (Murtiningsih & Wijaya, 2024; Sihombing et al., 2023). Likewise, cultural participation has been recognized as an essential strategy for reinforcing cultural identity and community resilience (Sinambela et al., 2025).

Several recent studies have examined Rumah Budaya Kratonan from different perspectives. Istiana (2023) found that the institution serves as an effective historical learning medium capable of improving public historical awareness through its educational programs. Similarly, Mardhika (2023) identified Rumah Budaya Kratonan as a creative public space that facilitates cultural preservation through community-based artistic activities. Furthermore, Syahroi & Pratiwi (2024) emphasized the institution's role in strengthening its public image through digital branding strategies. Although these studies have highlighted the educational, creative, and communication functions of Rumah Budaya Kratonan, they have not specifically examined how the institution promotes civic engagement through community participation in local cultural preservation, particularly from the perspective of Civic Education. Previous studies have predominantly focused on the institutional function of Rumah Budaya Kratonan as a historical learning medium, creative space, or branding platform, while the process of how cultural activities encourage active citizenship, community participation, and civic responsibility remains underexplored. Therefore, this study fills the research gap by analyzing Rumah Budaya Kratonan as a space for practicing civic engagement through local cultural preservation, rather than merely

as a cultural facility. This limitation indicates an important research gap concerning the relationship between cultural institutions, active citizenship, and sustainable cultural preservation.

Therefore, this study aims to analyze the role of Rumah Budaya Kratonan in preserving local culture as a manifestation of civic engagement. Specifically, the study explores how the institution facilitates community participation, identifies the forms of civic engagement emerging through its cultural programs, and examines the challenges encountered in strengthening sustainable public involvement. Theoretically, this study contributes to the development of Citizenship Education by expanding the understanding of civic engagement beyond formal political participation into cultural participation and community-based preservation practices. This study highlights that citizenship values, such as responsibility, participation, collaboration, and awareness of collective identity, can be developed through involvement in local cultural activities. The findings are expected to contribute theoretically to the development of Civic Education literature regarding civic engagement in cultural preservation while providing practical recommendations for strengthening community-based cultural institutions in sustaining Indonesia's local cultural heritage.

RESEARCH METHODOLOGY

The collected data were analyzed using the interactive model of Miles et al. (2014), consisting of data reduction, data display, and conclusion drawing/verification. During data reduction, interview transcripts, field notes, and documents were organized, coded, and categorized into themes related to cultural preservation and civic engagement. The coding process was conducted through an inductive thematic analysis approach, in which the researcher identified meaningful statements from interviews, observations, and documents, assigned initial codes, and grouped similar codes into broader categories. These categories were then refined into several main themes representing the role of Rumah Budaya Kratonan, cultural preservation practices, and community involvement. The categorized findings were subsequently presented through narrative descriptions and thematic matrices to facilitate interpretation.

The identification of civic engagement was based on several indicators, including community participation in cultural activities, involvement in cultural learning programs, contribution to maintaining and promoting local cultural values, collaboration between the institution and community members, and public awareness of the importance of cultural preservation. These indicators were used as analytical references to interpret the forms of civic engagement demonstrated by managers, staff members, and visitors of Rumah Budaya Kratonan. To ensure the credibility of the findings, this study applied source triangulation by comparing information obtained from different participants and method triangulation by cross-checking interview results with observations and documentary evidence (Merriam & Tisdell, 2016; Sugiyono, 2024). Throughout the research process, data collection, analysis, and verification were conducted iteratively until consistent findings were obtained. The final conclusions were formulated by interpreting recurring patterns and relationships among the identified themes to comprehensively explain the role of Rumah Budaya Kratonan in fostering civic engagement through local cultural preservation.

RESULTS AND DISCUSSIONS

Description of Research Location

Rumah Budaya Kratonan (RBK) is a community-based cultural center located in Surakarta, Central Java, Indonesia. Originally the residence of Muljadi Djojomartono, a former Indonesian Minister of Social Affairs, the historic building was revitalized by the Warna Warni Indonesia Foundation under the initiative of Krisnina Maharani and transformed into a public cultural space. Officially inaugurated in 2016 and redeveloped as a cultural gallery in 2018, RBK serves as a center

for cultural preservation, historical education, and community engagement. Its facilities include the Surakarta History Gallery, a mini library, and a performance hall that support educational, artistic, and cultural activities. Guided by its vision of becoming an accessible and inspiring space for exploring the history and culture of Surakarta, RBK encourages public participation through exhibitions, cultural classes, workshops, and community programs. The institution is managed through a structured organizational system comprising management, administrative, operational, and supporting staff, ensuring the effective implementation of its cultural and educational initiatives.

The Role of the Kratonan Cultural House in Cultural Preservation

Rumah Budaya Kratonan (RBK) functions as a cultural learning space that promotes public understanding of Surakarta's history and local cultural heritage through interactive educational experiences. According to the manager, RBK aims to increase public awareness of cultural diversity while fostering creativity by providing accessible spaces for learning and cultural participation (Interview with Informant 1, January 28, 2026). To support this objective, RBK offers various educational facilities, including the Surakarta History Gallery, a mini library, cultural art classes, guided museum tours, and interactive learning media such as the View-Master, a classic visual device that introduces historical and cultural documentation in an engaging way. The institution also features the Sentong (Mirror Room), an aesthetically designed exhibition space that enhances visitors' cultural experiences while attracting younger audiences through interactive and visually appealing environments. Field observations confirmed that these facilities collectively strengthen RBK's role as an inclusive cultural learning center by encouraging visitors to understand, appreciate, and actively engage with local cultural values.

One of the main roles of Rumah Budaya Kratonan (RBK) as a cultural learning space is realized through the Surakarta History Gallery, which functions as an educational medium for introducing the historical development of Surakarta to the public. Based on interviews and observations, the gallery applies a storyline concept that presents the city's history from the colonial period to the modern era through structured information panels, historical photographs, and displayed collections. The arrangement of seven thematic rooms allows visitors to understand historical narratives sequentially and comfortably, as explained by visitors who considered the exhibition informative, organized, and easy to comprehend (Interview with Informants 9, 10, and 11, January 27, 2026). In addition to historical education, RBK also supports cultural preservation through traditional art classes, including children's and youth traditional dance classes and gamelan (karawitan) classes. These programs provide opportunities for the community, particularly younger generations, to learn traditional arts, develop creativity, and understand cultural values. As stated by the RBK manager, these activities are not only focused on technical artistic skills but also aim to strengthen cultural awareness and encourage community participation in preserving local heritage (Interview with Informant 1, January 28, 2026).



Figure 2. A Gamelan set at RBK
(Source: Researcher, 2026)

The cultural arts classes at Rumah Budaya Kratonan (RBK) serve as a platform for community participation in local cultural preservation by providing free access to traditional arts learning, including karawitan and traditional dance. Participants stated that these programs not only help them develop artistic skills but also strengthen their awareness of the importance of maintaining cultural heritage. One karawitan participant explained that the availability of free classes and complete gamelan facilities encouraged them to learn and preserve traditional music. Another participant highlighted that the program was relevant to their formal education and provided additional knowledge and experience in cultural practice. Similarly, participants in traditional dance classes viewed RBK as a space to develop personal interests and talents while contributing to cultural preservation. These findings indicate that RBK functions not only as a learning facility but also as a medium for fostering civic engagement through active community involvement in cultural activities.

In addition to cultural arts classes, RBK provides educational facilities through its mini library and educational tours. The mini library supports cultural literacy by offering diverse collections related to history, culture, education, and social sciences, allowing visitors to expand their knowledge beyond the information presented in the gallery. Meanwhile, educational tours guided by RBK staff provide visitors with deeper understanding of Surakarta's history and cultural values through interactive explanations. Visitors reported that these activities increased their historical awareness and encouraged greater appreciation for cultural preservation, particularly among younger generations. The role of tour guides in delivering accessible and engaging explanations also contributed to creating meaningful learning experiences. Therefore, RBK functions as a public cultural space that integrates education, cultural preservation, and community participation, strengthening civic engagement by encouraging individuals to understand, appreciate, and actively preserve local cultural heritage.



Figure 2. RBK tour guide
(Source: Researcher, 2026)

Based on interviews and observations, Rumah Budaya Kratonan (RBK) functions as a cultural learning space that provides various educational facilities and programs, including the Surakarta History Gallery, art classes, and educational tours. These activities aim to improve public understanding of local history and culture while fostering awareness of the importance of cultural preservation. Referring to Arnstein's (1969) Ladder of Citizen Participation, community involvement in RBK's educational function reflects the level of tokenism, particularly informing and consultation (Arnstein, 1969). At the informing level, RBK provides cultural and historical information through galleries, audio media, view-master facilities, and guided tours, where visitors primarily act as recipients of cultural knowledge. Meanwhile, the consultation level is reflected through interactive activities such as educational tours and art classes, allowing

participants to ask questions, provide responses, and actively engage in the learning process. However, community involvement remains largely limited to participating in programs designed by the institution rather than actively determining program directions.

In addition to serving as a learning space, RBK also functions as a creative space that encourages public participation through cultural activities, particularly artistic performances. Regular programs such as traditional dance performances by children's dance classes and Malam Rolikuran, a monthly gamelan performance and cultural gathering, provide opportunities for communities to express creativity, appreciate traditional arts, and participate in cultural preservation. According to interviews with RBK managers, these activities are designed to introduce traditional arts to younger generations while building confidence and cultural appreciation among participants. The implementation of these programs is supported by organizational planning and facilities such as the performance hall equipped with gamelan instruments and supporting infrastructure. These findings indicate that RBK has begun developing a more participatory form of civic engagement by providing spaces for communities to actively engage in cultural activities, although the level of participation has not yet fully reached partnership as described by Arnstein (1969).



Figure 3. Stage hall of the kratonan cultural house
(Source: Researcher, 2026)

Rumah Budaya Kratonan (RBK) functions as a creative space and platform for community participation through cultural activities, including art performances, workshops, and community events. Traditional art performances, such as dance and karawitan, provide opportunities for communities to express creativity while supporting cultural preservation. Meanwhile, workshops on batik-making, flower arrangement, photography, and other creative activities encourage cultural learning and skill development. Based on Arnstein's (1969) Ladder of Citizen Participation, community involvement in RBK activities reflects the partnership level, as the community actively participates in program implementation, although strategic decision-making remains under institutional management (Arnstein, 1969). These activities demonstrate civic engagement because communities act not only as beneficiaries but also as contributors to maintaining local cultural sustainability.

RBK's programs contribute to increasing public awareness of local culture through educational activities such as museum tours, dance classes, and karawitan sessions. However, RBK still faces challenges, including limited human resources in digital promotion, supporting facilities, and declining interest among younger generations due to the influence of global popular culture. This condition may affect cultural transmission across generations and indicates the need to strengthen civic awareness in preserving cultural identity. Therefore, RBK needs to develop innovative and adaptive programs by utilizing digital media, creative approaches, and youth-oriented activities to ensure sustainable local cultural preservation.

Discussion

The Role of Rumah Budaya Kratonan in Cultural Preservation

The findings demonstrate that Rumah Budaya Kratonan (RBK) plays a strategic role in local cultural preservation by integrating cultural education, creative activities, and community participation within a community-based cultural space. This finding confirms that cultural preservation is not limited to maintaining cultural objects or historical records, but also involves efforts to transfer knowledge, values, and cultural practices through social interaction and community involvement. As stated by Sumarto (2019), culture consists of systems of values, knowledge, social practices, arts, and human creations that are continuously transmitted across generations. Therefore, RBK's role as a cultural institution contributes to maintaining the continuity of Surakarta's cultural identity through educational and participatory approaches.

From the perspective of role theory, RBK performs its institutional role by providing facilities and programs that support cultural understanding and appreciation among the community. The Surakarta History Gallery, educational tours, mini library, traditional arts classes, workshops, and cultural discussions demonstrate that RBK functions as an institution that facilitates cultural learning. This finding is consistent with Soekanto's concept of roles, which emphasizes that institutions are expected to carry out functions and responsibilities according to their social position within society. In this context, RBK does not merely preserve cultural information but also creates opportunities for communities to interact with and experience cultural practices directly.

The role of RBK is also aligned with the principles of Law No. 5 of 2017 concerning Cultural Advancement, which emphasizes the protection, development, utilization, and promotion of culture. Through historical exhibitions, traditional art education, and creative programs, RBK contributes to cultural development by making local heritage accessible to the wider community. This finding supports previous research by Istiana (2023), which highlights the role of Rumah Budaya Kratonan as a learning medium in increasing historical awareness among the people of Surakarta. Thus, RBK represents a form of cultural institution that combines preservation efforts with public education.

Furthermore, the findings indicate that RBK contributes to strengthening civic engagement through opportunities for active community involvement. According to Adler & Goggin (2005), civic engagement refers to individual and collective actions aimed at addressing community issues and contributing to public interests. In the context of RBK, civic engagement is reflected through participation in cultural classes, performances, workshops, and collaborative activities. Community members are not only positioned as visitors or recipients of cultural information but also as participants who contribute to the continuation of cultural practices.

However, based on Arnstein's (1969) Ladder of Citizen Participation, the level of community participation at RBK varies depending on the type of activity (Arnstein, 1969). Educational activities, such as museum visits and guided tours, tend to reflect the level of informing and consultation because the community mainly receives cultural knowledge and provides responses during the learning process. Meanwhile, cultural performances, workshops, and community collaborations demonstrate characteristics of partnership because participants are involved in implementing cultural activities. Nevertheless, strategic decision-making and program direction remain primarily managed by RBK. Therefore, community participation at RBK has moved beyond passive involvement but has not yet fully reached the highest level of citizen control described by Arnstein (1969).

The participation level identified in this study is consistent with previous research on civic engagement in cultural preservation, which indicates that community involvement often develops gradually from receiving information, participating in programs, and collaborating in activities before reaching higher levels of decision-making authority. Similar to previous findings, RBK has successfully created opportunities for community involvement; however, participation remains

limited because institutional planning and program management are still primarily controlled by the organization. This condition explains why community participation at RBK is categorized within the consultation and partnership levels rather than reaching the citizen control level.

Several factors limit the achievement of the citizen control level at RBK. First, the institution still holds primary responsibility for determining program concepts, schedules, and strategic directions due to organizational management structures. Second, community members generally participate as program participants or collaborators rather than as decision-makers involved in institutional planning. Third, limited resources, including human resources, organizational capacity, and digital management capabilities, may restrict broader community involvement in developing cultural programs. Therefore, achieving citizen control requires stronger mechanisms for community representation, shared decision-making, and collaborative governance between RBK and community members.

These findings strengthen previous studies emphasizing that cultural preservation requires community involvement rather than relying solely on institutional efforts. As highlighted by Putnam (1993), social participation and collective networks contribute to strengthening social capital within communities. Through cultural activities, RBK creates spaces for interaction, cooperation, and knowledge transfer between generations. Therefore, RBK functions not only as a cultural preservation institution but also as a community-based platform that facilitates the development of social responsibility toward local cultural heritage.

The findings of this study have implications for strengthening community-based cultural institutions by highlighting the importance of creating accessible spaces that combine cultural education, participation, and collaboration. RBK demonstrates that cultural institutions can strengthen community involvement by providing opportunities for individuals to not only consume cultural information but also participate in cultural practices. Therefore, community-based cultural institutions need to continuously develop participatory programs, strengthen partnerships with local communities, and utilize adaptive strategies, particularly digital platforms and youth-oriented activities, to maintain cultural sustainability.

Obstacles and Challenges in Cultural Preservation

Although RBK has contributed significantly to cultural preservation, the findings reveal several challenges related to institutional capacity and social changes. Cultural preservation requires continuous and sustainable efforts because cultural values can only survive when they are actively practiced and transmitted within society (Hartini et al., 2022). The limited availability of human resources, particularly in digital promotion and information management, becomes an internal challenge that affects the wider dissemination of RBK's programs.

In the contemporary digital environment, cultural institutions are required to adapt their communication strategies to reach broader audiences, especially younger generations. Previous research by Syahroi & Pratiwi (2024) highlights that digital branding plays an important role in strengthening the image and accessibility of Rumah Budaya Kratonan as a community cultural center. Therefore, strengthening digital-based promotion can become an important strategy for RBK to increase public awareness and encourage greater participation in cultural activities.

Another significant challenge identified in this study is the declining interest of younger generations toward traditional cultural practices due to the influence of global popular culture. The increasing popularity of foreign entertainment, including K-Pop and Western popular culture, has influenced cultural preferences among young people. This condition is consistent with Vitry & Syamsir (2024), who explain that globalization creates challenges for local cultural preservation because younger generations tend to shift their attention toward contemporary cultural products.

From the perspective of civic engagement, limited youth participation indicates the need to strengthen cultural responsibility among younger generations. Adler & Goggin (2005) emphasize that civic engagement requires active involvement and awareness of individuals toward shared social values. Similarly, Sihombing et al. (2023) argue that strengthening civic engagement among

youth is essential for maintaining cultural identity in the era of globalization. Therefore, cultural preservation programs need to be designed in ways that are relevant to youth characteristics by integrating creativity, technology, and participatory approaches.

The findings suggest that RBK should continue developing adaptive cultural programs that combine traditional values with contemporary methods. Digital platforms, creative workshops, youth-oriented cultural events, and collaborative programs with communities can serve as strategies to increase youth involvement. Through these efforts, cultural preservation can shift from a passive process of maintaining heritage into an active process of community participation and cultural regeneration.

CONCLUSION

This study concludes that Rumah Budaya Kratonan (RBK) plays an important role in local cultural preservation as a cultural learning space, creative hub, and platform for community participation. The main contribution of RBK lies in providing a community-based cultural space that connects cultural education, traditional arts practices, and public participation, thereby enabling local communities to actively engage in preserving and transmitting cultural values across generations. Through educational programs, traditional arts activities, workshops, and cultural performances, RBK strengthens public awareness, cultural literacy, and civic engagement. Based on Arnstein's (1969) Ladder of Citizen Participation, community involvement at RBK ranges from consultation to partnership, where communities actively participate in cultural activities while strategic decisions remain under institutional management. This study contributes to cultural preservation and civic engagement studies by highlighting the role of community-based cultural institutions in promoting cultural learning and regeneration. Practically, RBK needs to strengthen digital promotion, youth-oriented programs, and institutional collaboration to ensure sustainable preservation. However, this study is limited to one cultural institution using a qualitative approach. Future research should expand the study by conducting comparative research across different cultural institutions, involving broader community groups, and applying mixed-method or quantitative approaches to measure the extent and impact of civic engagement in local cultural preservation.

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