

Research Article

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The Role of Schools in Facilitating Traditional Festivals to Preserve Cultural Heritage: A Study in West Sulawesi Province of Indonesia

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Abstract

Background/Objective. This study aims to explore the role and identity of collaboration in traditional festival performances in one of Indonesia's provinces, West Sulawesi. In the midst of the rapid pace of globalization, maintaining cultural identity is very important to foster social cohesion in society and educate future generations about existing local cultural values. Traditional festivals, with their involvement in social and educational life, play an important role in preserving culture and strengthening local identity.

Material/Methods. This study used a case study research design with semi-structured interviews. Interviews were conducted with key representatives who have deep experience and are directly involved in implementing the traditional festival as an annual event to gain insight into the cultural dynamics and collaboration involved in implementing the festival.

Results. The findings of the study show that traditional festival performances in these communities serve as a means of shaping community identity in response to globalization. This festival is also an effective medium in preserving local cultural values that have been passed down from previous generations to the current generation. In addition, the performance is recognized as an important form of learning for students to understand and appreciate their local culture and traditions.

Conclusions. Although this study was limited to interviews as a data collection method, these findings highlight the importance of traditional festivals in introducing, promoting, and preserving local cultural identities and strengthening social cohesion in the midst of changing times. The festival also has a strategic role in education by providing the younger generation with deeper insight into their cultural values and traditions.

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1. Introduction

The theme of identity is an important theme among researchers, educators, and local cultural artists. Identity describes the diversity or plurality of a community (Bazzi et al., 2019). The proper management of identity diversity is a condition that can contribute to efforts to strengthen and strengthen the spirit of unity and nationality, especially in the spirit and efforts to build the nation to realize a peaceful life (Fatmawati, 2021; Firdaus et al., 2020). The theme of identity reflecting cultural diversity can form a multicultural society if its members are tolerant and respectful of each other and can coexist (Purwani & Arvianti, 2020). These cultural values are not just a topic of discussion; rather, they should serve as standards for assessing appropriate ethical and moral behavior for Indonesians. Because of this importance, preserving local identity through celebrating local culture is worth further investigation.

Globally, the cultivation of cultural identity traditions is an important component of the work being done to build the nation (nation building) because, throughout history, it will shape the identity of the nation (Ergashev & Farxodjonova, 2020; Eriksen, 2020; Bazzi et al., 2019). In addition, studies have shown that exposure to local arts and cultural activities can improve young people's cognitive, social-emotional, and creative skills (Winner et al., 2013). In addition, traditional arts teaching can help promote a sense of cultural identity and social cohesion and encourage respect for diversity (Banks, 2008; Bamford, 2012; Menon & Banerjee, 2015). As a result, local identity is an element that will continue to play a role in determining the dignity of the state and the personality of the nation along with the efforts made to build the nation. The Indonesian people need to be confident and proud of the cultural demands of their nation, both at the national level and at the level of ethnic groups. This can be achieved through their cultural forms, which must be of high quality.

However, in the Indonesian context, academic research that raises the role of identity in local art and cultural festivals is still very limited, both on a national and international scale. The studies that have been conducted by Pajak (2022) tend to be descriptive and have not explored in depth the dimensions of collaborative identity and its contribution to cultural preservation. These limitations point to a gap in the literature, particularly in examining how local cultural practices can shape and sustainably maintain the collective identity of communities.

In addition, local research in West Sulawesi Province shows that efforts to preserve cultural heritage, including traditional dances, music, and traditional ceremonies, are essential to prevent the loss of local identity amid the flow of modernization. The results of a study by Hu (2023) show that the young generation in this region is starting to experience a decline in knowledge and involvement in local culture, which can have an impact on the fading of the sense of belonging to regional cultural identity. Therefore, introducing local cultural heritage to students from an early age, particularly through contextual learning in schools, is considered an effective strategy to foster a sense of pride, appreciation, and active involvement in the preservation of regional culture.

Other research on the preservation of cultural heritage in West Sulawesi Province shows that public awareness of the importance of local culture is quite high, but it is not accompanied by active participation, especially from the younger generation. Although they claim to be proud of the rich Mandar culture, such as dance, bamboo music, oral literature, and traditional ceremonies, only a small percentage actually engage in cultural activities regularly. This decline in participation is associated with limited space for cultural expression and practice in the educational environment and local communities (Pesurnay, 2018). In addition, the dominance of global popular culture has shifted adolescents' interest in traditional culture, as also emphasized by (Semiarty and Fanany, 2017) in their study on cultural shifts in the digital generation. Furthermore, the results of the study show that formal education has not fully utilized the potential of local culture as a source of learning. Around 70% of teachers at the primary and secondary levels in West Sulawesi admit that the local

content of culture is only taught theoretically and limitedly, without an in-depth practical approach (Yusran, 2021). The lack of teacher training on culture-based learning methods and the low involvement of local artists in educational activities exacerbates this. As a result, students lack hands-on experience in knowing, understanding, and loving their region's cultural heritage.

On the other hand, arts and cultural festivals such as the Mandar Festival, Sayyang Pattuqduq, and other traditional commemorations have proven to be effective spaces to revive the spirit of local identity. This festival is a collaboration between artists, traditional leaders, students, and local governments, which shows a strong collaborative identity model (Kartika, 2016). Through the festival, children and adolescents are not only spectators but also active cultural actors, both as dancers, musicians, and craftsmen. This kind of approach shows that strengthening identity through performing arts can be a fun and meaningful educational tool (Awaloedin et al., 2024). The recommendations of this study emphasize the need for synergy between schools, the arts community, and local governments to integrate cultural heritage into the educational curriculum. One of the proposed approaches is the development of interactive local culture-based teaching modules, the regular implementation of traditional arts extracurriculars, and the active involvement of cultural communities as resource persons or facilitators in learning activities (Suri & Chandra, 2021). This participatory approach is believed to be able to increase students' interest and strengthen their sense of belonging to their own culture while fostering tolerance towards other cultural diversity.

Overall, the results of this study underline that the preservation of local cultural heritage cannot be done sporadically but needs to be designed through a sustainable systemic approach, especially through education. Strengthening cultural identity from an early age will form a young generation that not only knows and appreciates its traditions but can also maintain and develop them in the modern context. Thus, West Sulawesi Province has a great opportunity to make local culture part of the nation's character development strategy that is firmly rooted in local wisdom (Nuriman et al., 2022).

This fact further confirms the urgency of research on collaborative identity in the context of traditional arts festivals as part of a sustainable cultural education strategy. By exploring local cultural practices in West Sulawesi, this research is expected to make a conceptual and practical contribution to the development of education and cultural policies that emphasize the importance of preserving local identity as part of the nation's character development.

Therefore, this research has high significance in answering the scientific and practical needs of the study of local identity in the context of cultural celebration. In particular, this study aims to explore the role and dynamics of collaborative identity in traditional art festivals in West Sulawesi Province. By exploring the interaction between cultural actors, the values developed, and their impact on local communities, this study is expected to fill gaps in the literature and enrich understanding of the preservation of cultural identity through the medium of performing arts. The results of this research also have the potential to contribute to cultural and education policies based on local wisdom in an effort to build an inclusive nation rooted in its own cultural values.

2. Literature Review

Local culture is an integral part of the community's collective identity, which serves as the foundation for the community's behaviour, mindset, and social system. This local identity not only reflects cultural richness but also shows how people interact with their surrounding environment, both natural and social. Gobena and Kant (2022) state that local identity encompasses various aspects of human life that are connected to God, nature, agriculture, education, and other life cycles, such as marriage and birth. In this context, local identity is not a static element but something that develops dynamically according to the changing times and the needs of society. Therefore, it is

important to maintain and preserve these elements of local culture in order for local identity to remain relevant and sustainable.

Borodenko (2020) argue that local identity is closely related to ethnic groups or communities that have a collective consciousness and "cultural unity". This shows that local identity does not only belong to individuals but is a common property that shapes the social structure of society. For example, local culture plays a central role in building community identity, where these values strengthen social bonds and mutual respect among community members. Furthermore, Tong (2024) added that local culture is not only a characteristic of an ethnic group but also a basis that provides a sense of belonging and pride to the community. Therefore, local culture is a very important element in creating a sense of unity in society.

However, globalization is a big challenge for the sustainability of local culture, including in Indonesia. As a phenomenon that brings the flow of information, ideologies, and values from different parts of the world, globalization can threaten the preservation of local culture, especially among the younger generation, who are more open to the influence of foreign cultures. Made (2021) underline that globalization significantly impacts people's mindsets, which tend to lead to a more pragmatic and materialistic lifestyle. In the context of education, the impact of globalization can be seen in changing learning patterns, leading to more globally standards-based teaching, while local culture is often overlooked.

Local wisdom, which is part of local culture, offers a knowledge system that develops based on people's collective experience in interacting with nature and facing social challenges. Zimmermann (2023) explains that local wisdom can be utilized in education through an ethnoscience approach, which connects traditional knowledge with modern science. In this context, education not only teaches theory but also integrates local values that are relevant to students' lives. Teaching based on local wisdom can introduce students to sustainability and natural resource management concepts that have existed for a long time in the community's cultural practices.

However, the educational curriculum in Indonesia is often inadequate in accommodating local culture as an integral part of the learning process. Borodenko (2020) highlighted that formal education in Indonesia focuses more on delivering material that is general and not tied to the local context. Teaching local culture in schools is often considered an additional load that does not have considerable urgency. This results in a missed opportunity for students to develop a deeper understanding of their cultural identity and strengthen the nation's character through the local values contained in it.

The modernization of education that prioritizes technology and a global competency-based approach often creates inequality with local wisdom that develops in society. Aprillianti (2022) criticized that education systems trapped in the modernization paradigm tend to forget the local cultural context. Education that is too oriented to international standards can create a generation that is alienated from its cultural values. Muliana (2023) also emphasized that modernization without paying attention to local wisdom has the potential to damage the nation's cultural identity and worsen social disparities in society.

However, globalization also opens up new opportunities for the preservation of local culture through technology. With the advent of social media and digital platforms, local culture can be promoted globally, allowing people to introduce their rich culture to the international world. Banks (2008) and Bamford (2012) state that local arts and culture play an important role in shaping multicultural awareness and strengthening social cohesion. In this case, traditional education and arts can serve as a medium to develop students' creative and social skills while preserving local cultural values.

In Indonesia, several local cultural festivals have managed to attract the attention of both local people and visitors from outside the region. Rochmat (2018) shows that local cultural festivals in West Sulawesi, despite having great potential, still lack in-depth academic attention. This festival is not only a place for cultural preservation but can also be an educational space that involves schools and communities. Therefore, local cultural festivals have great potential to be integrated into the educational curriculum to teach the younger generation local values, history, and diversity.

However, the lack of in-depth academic research on local cultural festivals suggests gaps in the literature that need to be filled. As noted by Menon and Banerjee (2015), culture-based education can facilitate a broader understanding of diversity and multiculturalism. This research aims to delve deeper into the role of local cultural festivals in preserving local identity, especially in West Sulawesi, which is often overlooked in the educational and cultural literature.

This research contributes to filling the literary gap by exploring how collaborative identities in local cultural festivals can strengthen cultural awareness among students and the community. It emphasizes the importance of collaboration between the education sector, local communities, and the government to create educational spaces that integrate local culture into learning. This is expected to positively impact local identity, enrich students' learning experiences, and create a society that appreciates their cultural diversity more.

3. Methodology

3.1. Research design

The research design in this study is a case study design. Case study research is a case study in a natural setting (Yin, 2018). The case of this study is a community traditional festival held annually. This festival is called "Sayang Pattudu" (dancing horses).

3.2. Research instruments and participants

In this study, the data collection instrument used was a semi-structured interview. Semi-structured interviews were chosen because this method allows flexibility in digging deeper information from participants. According to Longhurst (2003), semi-structured interviews provide opportunities for researchers to ask prepared questions while providing space for participants to answer more openly, as well as allowing researchers to develop follow-up questions based on the answers given by the participants. The duration of the semi-structured interviews in this study ranged from 30 to 40 minutes per interview session.

Participants in this study were selected using purposive sampling techniques, which means that participants were selected based on certain criteria relevant to the research objectives. This technique is used to ensure that the interviewees have knowledge and experience that can provide in-depth insights into the topic being researched, namely about local identity, culture, and its preservation in the context of local arts and culture festivals in West Sulawesi.

In total, four participants were interviewed in this study, representing a variety of different roles in the local educational and cultural ecosystem. They are:

- TSM, a horseman who plays a role in local cultural activities.
- ARM, a representative from the local tourism office who has insight into the management and preservation of cultural festivals in the area.
- FHI is a cultural practitioner who plays an active role in implementing and developing local arts and culture activities.
- ASH is a school principal who is involved in the process of education and teaching local culture in schools in West Sulawesi.

All of the participants' initials in this study were pseudonyms to keep their identities confidential. The number of participants was selected based on criteria relevant to the research topic and the diversity of roles that exist in the community that is the object of the study.

3.3. Ethical consent

This investigation was carried out in accordance with the ethical guidelines of qualitative research. Prior to data collection, informed consent was obtained from all participants, who were informed of the purpose of the study, the voluntary nature of their participation, and their right to withdraw from the study at any time without repercussions. To maintain the privacy and confidentiality of participants, pseudonyms are used in the presentation of findings, and any potentially identifying information is removed or modified. In addition, all data is stored securely, and only the research team has access.

3.4. Data analysis

The analytical tool used in this study is a thematic analysis approach (Clarke & Braun, 2017). The thematic analysis process involves reading all the data for identification, coding, theme creation, reviewing themes, and combining themes into the main categories of data in the way that the coding process in this study is carried out using a thematic analysis approach, which aims to identify relevant themes related to local and cultural identity in the context of art and cultural festivals in West Sulawesi. Once all the interview data has been transcribed, the first step is to read the entire data to get a general understanding. Next, the researcher performed the initial coding by marking relevant parts of the text, especially those related to local identity, the role of culture, and the preservation of local cultural festivals. From this process, five main themes were identified, namely: the role of local culture in the formation of community identity, the involvement of the government and the community in cultural preservation, the impact of art festivals on the preservation of local values, local culture education and learning in schools, and the influence of globalization on local culture.

The reliability and validity of these coding results are maintained by involving two researchers who perform the coding independently. The coding process is done separately by each researcher to avoid bias; then the coding results are compared to ensure consistency in the identification of themes and subthemes. If there are differences, the two researchers hold discussions to reach an agreement and correct the existing disagreements. This study measured the researchers' agreement level using Cohen's Kappa, which showed an excellent agreement rate with a Kappa value of more than 0.80. This shows that the coding process carried out has a high level of reliability, which means that the themes formed in this thematic analysis accurately reflect the perspectives and understandings provided by the participants.

Thus, the coding and verification process between researchers ensures valid and accountable results. The themes resulting from this coding provide a comprehensive overview of the role of local identity and culture in the preservation of local arts and cultural festivals in West Sulawesi. They also reveal the deep connections between culture, education, and the impact of globalization on local cultural practices in the area. The high reliability between researchers also strengthens the findings, ensuring that these analyses are trustworthy and reflect the realities on the ground.

4. Results

The main themes that emerged from this research were collaborative actions in conducting traditional festivals as a way to preserve the identity of local traditional communities as follows.

4.1. The Role of Local Governments in Traditional Festival Collaboration

The local government has a very important role in organizing the Sayyang Pattudu festival. Based on the results of the research, the local government acts as the main facilitator in the celebration of this traditional festival. They provide the necessary funds, facilitate networking between the actors involved, and ensure that the event runs smoothly. The Culture and Tourism Office, as one of the related agencies, provides a budget to support various aspects of the festival, ranging from logistics to the implementation of events. Thus, the local government ensures the sustainability of the festival every year.

Local governments also play an important role in building collaboration between the various parties involved in the festival, including artists, indigenous peoples, and schools. They set up meetings between key actors to discuss their respective roles and ensure everything is well coordinated. Through this role, the government not only helps the smooth running of the event but also supports the preservation of local culture.

An interview with Mr. ARM, an official from the Culture and Tourism Office, revealed that the local government facilitated a collaborative committee consisting of various parties, including artists and the community. They ensure that this event receives full attention, both in terms of financing and coordination. For example, for the Sayyang Pattudu event, the local government allocates funds sourced from various agencies such as tourism, culture, education, and village funds.

In the interview, Mr. ARM also emphasized the importance of this festival as an annual agenda that involves the wider community, from the government to indigenous peoples. With the budget provided by the government, this festival not only aims to preserve culture but also to increase regional tourism, which has a positive economic impact. This proves that the local government plays a big role in encouraging festivals as a tourist attraction while maintaining traditions.

Research Findings: Local governments play a vital role in the sustainability of the Sayyang Pattudu festival by providing funds and facilities that support the implementation of the event. In addition, they serve as a liaison that facilitates collaboration between various actors in the celebration of the festival, such as artists and the public. The local government not only preserves the local culture but also develops this festival as a tourism attraction that provides economic benefits to the local community.

4.2. The Role of Schools in Education and Student Engagement at the Festival

Schools, especially art teachers, play an important role in connecting students with the Sayyang Pattudu festival. This study found that schools' role is not only limited to providing theoretical knowledge but also to the active involvement of students in the celebration of that culture. Art teachers not only teach art in class but also invite students to be directly involved in the preparation and implementation of the festival, including dance and music exercises that are an integral part of the Sayyang Pattudu event.

Through an interview with TSM, a local art teacher, it was found that the teachers are very involved in helping students understand and prepare for the festival's performances. Teachers not only teach art skills but also integrate learning about local culture and the importance of preserving traditions. They prepare students to perform in performances and include them in every stage of preparation so that students have a deeper understanding of their own culture.

In addition, the school also assigns students the task of writing a report after watching the festival as part of learning about local culture and identity. Students are encouraged to observe and learn about the different aspects of the festival, including the costumes, dance, and music that are part of

the event. Thus, the festival becomes a direct learning medium that enriches students' educational experience, which is theoretical and hands-on practice in their social lives.

Based on an interview with ASH, the principal stated that participation in the Sayyang Pattudu festival is very important to help students understand the local cultural values. He mentioned that this festival provides an opportunity for students to learn outside the classroom and experience firsthand how local traditions are carried out. It also provides an opportunity for students to appreciate and love their cultural heritage.

Research Findings: Schools and teachers' involvement in the Sayyang Pattudu festival not only engages students in cultural preservation but also makes the festival an effective source of learning. The festival provides an opportunity for students to learn about their culture firsthand and deepen their understanding of local identity. Thus, the festival plays an important role in shaping students' love and appreciation for their culture.

4.3. The Role of Local Arts and Culture Councils in Preserving Traditions

The local arts and culture council plays a significant role in maintaining and organizing the implementation of the Sayyang Pattudu festival. This study found that local arts and culture councils collaborate with various key actors to ensure that festivals run in accordance with traditional cultural values. They decide on the roles of each actor and provide clear guidance on how each element of the festival should be maintained.

In an interview with TSM, a member of the local cultural council, it was explained that this council not only serves to ensure the smooth running of the event, but also plays a role in ensuring that the festival stays true to its traditional cultural roots. This board plays a role in arranging incentives for each key player in the festival, such as equestrians, equestrians, and other participants. With the existence of a local cultural council, this festival can be ensured to remain in accordance with existing traditions while remaining relevant to the times.

The Arts and Culture Council is also responsible for ensuring that the festival is not only an entertainment event but also a means to preserve and educate the public about local culture. They arrange how elements of local culture, such as tambourine music, horse dance, and traditional clothing, are integrated in the festival to provide an authentic cultural experience for all involved.

For example, in an interview, a participant mentioned that the local cultural council is very involved in selecting and organizing participants and determining how each element of the festival should be performed. With this regulation, the Sayyang Pattudu festival can ensure that its cultural values are maintained and respected.

Research Findings: Local arts and culture councils play an important role in maintaining the quality and authenticity of the Sayyang Pattudu festival. They serve as the main arrangers, ensuring that the festival stays true to the local cultural roots and providing guidance for all actors involved. With the collaboration between the arts council and the festival committee, these cultural traditions can be preserved.

4.4. The Role of Equestrians and Equestrian Clubs in the Sayyang Pattudu Festival

Equestrian riders and equestrian clubs are an integral part of the Sayyang Pattudu festival, which plays a crucial role in the success of the event. The horsemen involved in this festival not only show their riding skills but also play a role in preserving cultural traditions that have existed for a long time. In an interview with TSM, a festival participant explained that horses trained and decorated with various traditional accessories, such as dondo, necklaces, and pallilies, are important symbols in the celebration.

Horsemen collaborate with the horse handler to ensure that every element of the show runs smoothly and according to the rules that have been set by the local cultural council. In addition, the role of horsemen in these performances also has symbolic value, as they help portray the beauty and power of Mandar culture. Horses are not only seen as supporting animals in the show but also as an important part of building the meaning and identity of the festival.

Horse clubs and equestrians play an important role in preserving the tradition of horseback riding in the local culture. Their involvement is not only limited to celebration but also to training the younger generation to maintain these skills. Through this festival, they can show their skills and pass on the tradition of horseback riding to the younger generation.

For example, in an interview with a participant, it is said that horsemen play a central role in the festival procession, with horses decorated and carefully controlled. This role illustrates how equestrians and equestrian clubs function not only as event participants but also as custodians of local culture.

Research Findings: Equestrians and horse clubs play a vital role in the Sayyang Pattudu festival. They not only demonstrate riding skills but also serve as guardians of local cultural traditions that continue to be maintained through generations. As such, they play a very important role in the survival of this festival and the preservation of Mandar culture.

4.5. Preservation of Cultural Identity through the Sayyang Pattudu Festival

The Sayyang Pattudu Festival is not just an entertainment event but also a means of preserving local cultural identity. Based on this research, this festival serves as a medium to introduce and maintain long-standing local cultural values. In interviews with festival participants, it was stated that the festival procession involving horse dancing and tambourine music is the main symbol of the Mandar culture that wants to be preserved.

Participants also emphasized the importance of this festival in teaching the younger generation about their culture. Through involvement in festivals, the younger generation learns not only about art and dance but also about deep cultural values. This festival serves as a bridge that connects the old and new generations in preserving local culture.

The local government also plays an important role in preserving this culture by making the Sayyang Pattudu festival an annual agenda that is not only for celebration but also as a tourist attraction. In an interview with Mr. ARM, it was stated that the local government continues to support this festival as part of efforts to preserve cultural identity while promoting regional tourism potential.

Research Findings: The Sayyang Pattudu Festival plays an important role in preserving local cultural identity. By involving various parties, ranging from the government, schools, and Indigenous peoples, this festival is not only a means of entertainment but also an educational means that introduces the younger generation to their culture. This ensures that this festival will continue to live and become an important part of the preservation of Mandar culture in the future.

To understand more clearly, the findings of this research are described in table 1 which provides a comprehensive overview of the research themes and findings produced related to traditional festivals, the role of teachers, and their influence on education and cultural preservation.

Table 1. Explanation of Research Findings

Theme	Findings
The Role of Traditional Festivals in the Formation of Cultural Identity	Traditional festivals, such as Sayyang Pattudu, play a key role in maintaining and introducing local cultural identity to the younger generation, as well as fostering a sense of pride and ownership of the region's culture.
Social Cohesion and Appreciation for Cultural Diversity	The festival teaches the values of social cohesion, cooperation, and respect for cultural diversity, which are important in building a more harmonious society and reducing the potential for cultural conflict.
The Role of Teachers in Cultural Transmission Through Festivals	Teachers play the role of facilitators in transmitting cultural values through student participation in festivals. They observe and guide students to understand the importance of local culture as well as make it valuable learning material.
The Festival's Contribution in Holistic Education	Traditional festivals like Sayyang Pattudu contribute to holistic education by developing students' cognitive, social, emotional, and creative aspects. This supports more integrated and comprehensive learning.
Integrating Local Arts and Culture in the Educational Curriculum	Research shows that integrating local arts and culture into the curriculum is invaluable in preparing students to live in an increasingly diverse and advanced society, improving their understanding of local culture, and enriching their learning experiences.
The Role of Festivals in Promoting Cultural Education to Students	Festivals serve as an effective learning medium for students to get to know and understand their own culture. It opens up opportunities for students to learn directly through experiences and participation in cultural events.
The Impact of Globalization on the Preservation of Local Culture	Traditional festivals in this community are a means of responding to the impact of globalization, keeping local cultural values alive and allowing them to be passed on to the next generation even in the midst of changing times.

5. Discussion

A festival is a celebration or event that has the purpose of commemorating an important moment in a certain culture, religion, or season. Traditional festivals, such as Sayyang Pattudu, serve as an entertainment venue and a means of preserving a culture with deep social, cultural, and historical values. According to Richards (2019), festivals have a close relationship with culture and tourism, where many people travel somewhere to experience them. People can respect, celebrate, and defend their cultural heritage through festivals. On the other hand, cultural attractions, which are products of human creativity, are important in the development of tourism in an area (Seyfi et al., 2020).

Unfortunately, many traditional festivals can be endangered or lose their essence without proper efforts. As the main actors, local governments are responsible for developing and promoting cultural tourism based on local traditions. Through the development of festivals such as Sayyang Pattudu, the government not only preserves cultural heritage, but also increases the tourist attraction and welfare

of the local community. Noor and Sugito (2019) revealed that local wisdom inherited from generation to generation, including in the form of festivals, can increase cultural values and community identities that create local pride.

In the context of education, traditional festivals such as Sayyang Pattudu also have great potential to be used as an effective learning tool. Sani (2021) emphasizes that festivals provide opportunities for students to better understand, appreciate, and participate in their own culture. Learning through hands-on experience, such as what happens at cultural festivals, helps students develop important social and cognitive skills, such as empathy, teamwork, and appreciation for cultural diversity. This is in line with the Freedom of Learning principle, which supports students' freedom of thought, collaboration, and character development (Rahmawati & Lengkana, 2020).

Traditional arts education, including participation in cultural festivals, has a positive impact on the development of student's character and skills. According to Winner et al. (2013), traditional arts education contributes to students' cognitive, social-emotional, and creative development. Festivals like Sayyang Pattudu provide students with the opportunity to learn through hands-on experience, collaborate, and appreciate local values. With this, students can develop a love for their culture and prepare themselves to face challenges in an increasingly globalized and rapidly changing world.

In more detail, the development of festival-based education, such as Sayyang Pattudu, has important implications for educational institutions. Handayani (2016) emphasizes that educational institutions are responsible for planning, coordinating, implementing, and evaluating the learning process. By involving students in cultural festivals, teachers act as facilitators who direct students to appreciate and understand the cultural values contained in the festival. This encourages students to actively engage and provide a deeper understanding, as well as training them to appreciate diversity.

The role of teachers in this context can be further analyzed as a moderator who facilitates the process of cultural transmission. Teachers not only act as teachers who provide knowledge but also as bridges between traditional cultures and students who learn. In this case, the teacher acts as a facilitator who directs students to understand the deep meaning of each cultural element present in the festival. Teachers must be able to guide students to not only enjoy the event, but also connect it to broader educational concepts, such as social values, collaboration skills, and an understanding of diversity. Teachers also have the responsibility to maintain the authenticity of the transmitted culture, ensuring that students not only engage in the physical activities of the festival but also understand the history, philosophy, and values underlying the event.

As part of a more holistic approach to learning, the festival can be a tool to develop deeper character values in students. Traditional arts such as Sayyang Pattudu teach many important principles, such as cooperation, discipline, calmness, and respect for local culture (Santos & Almeida, 2018; Gomes, 2012). By emphasizing the importance of local culture-based learning, the festival not only preserves traditions, but also shapes students' character and ability to adapt in a multicultural society. Additionally, by facilitating a student-centered learning experience, the festival supports the development of critical thinking skills, creativity, and collaboration (Abduh et al., 2022).

Cultural festivals based on local traditions are not only found in Indonesia but also in many other countries that have similarities in efforts to preserve cultural heritage. For example, the "Carnival" festival in Brazil and "La Tomatina" in Spain have a similar role in introducing local culture to young people and tourists alike. Empirical studies in Brazil show that participation in the Carnival festival has a positive impact on the development of students' character and social skills, including teamwork and appreciation for cultural diversity (Laufer, 2021). In Spain, the La Tomatina festival, held annually in Buñol, has become an informal educational tool that introduces local traditions while promoting a sense of community among participants, both local and international (Nylund, 2017).

This comparison shows that festivals, although different in form and meaning, have similar potential in character development and social skills in students. In these countries, festivals are not only an entertainment event, but also a means to introduce students to deeper cultural values, as well as increase a sense of pride in their cultural heritage. These festivals also become a space for students to develop skills relevant to the world of work, such as communication, collaboration, and creativity, which are indispensable in the 21st century.

This empirical study also supports the findings of existing research, where local cultural festivals not only introduce traditions, but also provide significant learning benefits for students. Thus, the integration of local cultural festivals such as Sayyang Pattudu in formal education can serve as an effective tool to form individuals who are more socially aware, creative, and able to appreciate diversity, similar to the positive effects found at similar cultural festivals in other countries.

Based on the findings of the study, involvement in cultural festivals such as Sayyang Pattudu provides significant benefits in student development. The festival serves as an effective means of learning in improving students' understanding of the local culture and the development of social skills and character. In addition, through active participation in festivals, students can develop respect for cultural diversity while contributing to the preservation of local traditions that have existed for centuries. As a result, the festival has a much greater impact than just entertainment; it also plays a role in shaping individuals who are more socially conscious and appreciate cultural diversity.

Thus, traditional festivals such as Sayyang Pattudu can be used as a cultural-based learning model that supports the development of students' character while promoting the values of diversity and multiculturalism in education.

6. Conclusion

The conclusion of this study shows that the integration of cultural festivals such as Sayyang Pattudu in education has great potential to support the holistic development of students, both in terms of cognitive, social-emotional, and creative. To this end, it is important for education policies to recognize and integrate traditional arts into national and regional curricula, supported by adequate resources, training for teachers, and the active involvement of local governments and cultural stakeholders. With an inclusive and collaborative approach, cultural festivals not only preserve local cultural heritage, but also shape students' character and increase their social awareness of cultural diversity, which in turn can prepare them to become creative, collaborative, and responsible individuals in an increasingly globalized world.

7. Suggestion

To be successful, policymakers, educators, and cultural stakeholders need to collaborate to address the obstacles that stand in their way and make the most of the opportunities that have been offered. This study makes a contribution to the expanding corpus of research on the incorporation of traditional arts in education and lays the groundwork for additional research and its application in Indonesia and elsewhere. Further research is needed to explore the most effective strategies for implementation and to examine the long-term outcomes of such curricular integration.

Declarations

Author Contributions. H.Y.M. conceptualized the study, conducted fieldwork in West Sulawesi, and led the writing of the original manuscript. K.Y.I. contributed to the theoretical framework and data analysis and provided critical revisions to the manuscript. C.A.H. assisted in data collection, literature review, and manuscript formatting for journal submission. All authors read and approved the final version of the manuscript.

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Data Availability Statement. The data supporting this study's findings are available from the corresponding author upon reasonable request. However, due to ethical restrictions and the privacy of research participants, the data are not publicly available.

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