



Implementation of the Saturday Cultural Program at Senior High Schools in Mataram City

Syifa Miftahul Amalia^{1*}, Anik Widiastuti¹, Taat Wulandari¹

¹Departement of Social Science Education, Faculty of Social Science, Law and Political Science, Universitas Negeri Yogyakarta, Indonesia

*Correspondence to: syifamiftahul.2023@student.uny.ac.id

Abstract: In the era of globalization and rapid technological advancement, local culture is increasingly marginalized, leading to a diminished understanding among students. To address this issue, the West Nusa Tenggara Education and Culture Office introduced the Saturday Culture program to enhance students' cultural knowledge. This study aims to examine the program's implementation in senior high schools in Mataram City, using structural functionalism theory to explore the interactions within the school system that influence the program. Employing a quantitative descriptive method, the research involved 86 high school teachers selected through accidental sampling. Data collection was conducted via questionnaires distributed using Google Forms, and the analysis utilized descriptive statistical methods. The findings show that the program's overall implementation is rated as good, though certain areas require improvement. From the structural functionalism perspective, the program successfully fulfills four main functions: adaptation, goal achievement, integration, and latency maintenance. These outcomes demonstrate the program's ability to meet environmental demands, achieve educational goals related to culture, and foster student's character development. This research contributes to academic and cultural studies by highlighting the necessity for ongoing enhancement and stronger stakeholder collaboration to ensure the program's long-term effectiveness and sustainability.

Keywords: implementation, local culture, saturday culture, structural functionalism

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INTRODUCTION

Indonesia is a country with diverse ethnicities, languages, ethnicities, religions, and customs, making Indonesia a country rich in cultural diversity (Rusydiyah & Rohman, 2020; Wulandari et al., 2023; Festiyed et al., 2024). Since culture is a valued national asset, this condition must be backed by a mindset that constantly preserves the existing culture (Fatmawati, 2021). Indonesia, as a country that inherited a lot of ethnic and cultural diversity, especially local culture, should highlight these cultures as the identity and character of the nation (Hayati, 2021). However, the existence of culture, especially local culture, is increasingly marginalized. Local cultural values may be eroded due to the introduction of Western, non- Indonesian culture. A decrease in knowledge of local culture has occurred due to the fast advancement of technology in the current globalization era, which has allowed many foreign cultures to enter and be devoured raw by children and adolescents (Prabandari, 2020; Ismawati, 2023; Sartika & Semiaji, 2024). One effort the government can make is to internalize local cultural knowledge into the education process.

Education plays an important role in introducing and instilling cultural values to students so that they can understand, appreciate, and preserve cultural heritage. Education based on local culture can make the learning environment and atmosphere more interesting and enjoyable for teachers and students (Zubaidah et al., 2021; Annas et al., 2024). Incorporating local cultural values into education affirms students' experiences from various backgrounds while offering all students a broader perspective on culture (Eden et al., 2024; Tomaszewski et al., 2024). Through exposure to diverse literature and resources, students develop empathy, insight, and respect for different cultures and viewpoints (Enebe et al., 2019; Bayar & Karaduman, 2021). Education can instill pride in students' national identity so that students will have more substantial competitiveness while still upholding Indonesian traditions and cultural heritage (Widiastuti et al., 2024). However, in reality, in implementing education, the use of teaching materials that highlight local culture is still minimal. The implication is that students are less familiar with their culture, and if it is continuously allowed, it will impact student's behavior and attitudes, leading to deviations (Trinidad, 2024; Suhaidi et al., 2024). Teachers as educators should be able to choose learning resources that are relevant to the school curriculum and be able to adapt students to the characteristics of a multicultural learning environment in understanding the various cultures that exist in their learning environment (Marvi, 2023; Edwanto et al., 2024; Parameswaran et al., 2024). To overcome the increasingly low understanding of students about culture, the West Nusa

Tenggara Education and Culture Office issued a program policy called "Cultural Saturday".

The Cultural Saturday program is intended as an effort to develop, utilize, and foster a culture that improves and develops students' abilities to become human beings with noble character, innovative, self-reliant, and develop into responsible and democratic members of society. This aims to provide space for schools, local governments, districts/cities, and provinces to create education and learning services by optimizing regional potential and culture development opportunities in West Nusa Tenggara (Nurmayanti et al., 2023). The Cultural Saturday program aims to support the increase in the cultural advancement index of the province of West Nusa Tenggara, increase motivation, professionalism, and development of multi-talents of students, PTK/Community through the development of dimensions of cultural advancement in the province of West Nusa Tenggara, awarding students, PTK/community who care and are dedicated to advancing cultural objects of the NTB Province, and fostering digital literacy habits through cultural Saturdays with fun, enjoyable and productive learning in the concept of Merdeka Belajar NTB (Dikbud, 2022). Cultural heritage that develops in society as an Object of Cultural Advancement by the government is significant in strengthening the identity of the nation and state from the influence of foreign cultures (Kartika et al., 2022). The Saturday Cultural Program in NTB plays a role in preserving and developing local culture and strengthening the identity of regional culture amid globalizations. This program allows students to understand and appreciate NTB culture, making it an important part of efforts to advance culture in Indonesia.

The Saturday cultural program in the educational unit environment forms student personalities through various positive, fun, and useful school activities combined with their traditional and local culture (Alqadri et al., 2023). Along with social changes that occur in society, the implementation of the Saturday Culture program plays an important role in strengthening the identity of a pluralistic nation by instilling an understanding of the diversity of ethnicities, religions, races, and cultures among students, as well as strengthening the Pancasila ideology as the foundation of national unity (Wulandari et al., 2023). Education is an effective means of facing contemporary social challenges through its role in character formation, where the implementation of Cultural Saturdays specifically serves to strengthen cultural values, build multicultural awareness, and foster national identity among students as the basis for the national character (Wibowo et al., 2020; Anlimachie et al., 2023). Therefore, the Saturday cultural program activity is an important activity to be implemented as a form of advancing the culture of West Nusa Tenggara by implementing activities in each school so that it can strengthen the character and local wisdom of students.

The Cultural Saturday program enriches cultural knowledge, shapes character, improves artistic skills, and encourages integrating cultural values into education. For these goals to be achieved, implementing the Cultural Saturday program needs to be implemented optimally through effective management at the school level. Thus, it is essential to have a thorough understanding of the factors that contribute to the program's success. One theoretical approach that can be used to analyze the implementation of cultural Saturday is the structural functionalism theory put forward by Talcott Parsons. In the structural functionalism theory put forward by Parson, four concepts familiar with the abbreviation AGIL must be possessed by a system or structure: Adaptation, Goal Attainment, Integration, and Latency. Adaptation is when a system or social structure must be able to adapt to the surroundings in which the environment is adapted and shaped according to specific needs. Goal attainment refers to a system or social structure's ability to identify and accomplish its primary objectives. Meanwhile, Integration is a system or social structure that must be able to regulate the relationships between its components and must be able to manage the relationships between the other three functions (adaptation, goal attainment, latency) so that it will create a harmonious unity relationship between components. Meanwhile, Latency (pattern maintenance) is a system or social structure that must maintain, improve, and complement motivation to individuals and cultural order (Ritzer & Godmann, 2005). This theory can be used because it is in line with the implementation of the Saturday cultural program to find out to what extent this program can adapt to the school environment, achieve its goals, integrate all parties involved, and maintain local cultural values in the education system.

Several previous studies have focused more on the impact of the Cultural Saturday program in strengthening students' civic values and multicultural attitudes. The results of Nurmayanti et al. (2023) Studies showed that the Cultural Saturday program strengthened students' civic disposition or citizenship character. Meanwhile, Sajida et al. (2024) find that Cultural Saturday also supports the formation of civic or citizenship culture, which leads to student participation in nationalistic activities. Rizkikaddhuhani (2024) highlights that the Cultural Saturday program fosters multicultural attitudes in students, which is reflected in the increasingly growing attitudes of tolerance, cooperation, and love for the country. However, these studies tend to focus on the results or impacts of the program on the citizenship and multiculturalism aspects of students without exploring in depth how the implementation process of the Cultural Saturday program takes place in a complex school system. A thorough exploration of the implementation of the Saturday Cultural program in schools is critical because it can help identify whether the program has succeeded in adapting to the needs of the school environment, integrating various cultural aspects into the curriculum, and achieving the educational goals that

have been set (Rusydiyah & Rohman, 2020; Chen et al., 2024). With a deep understanding of the implementation process, the challenges faced can be identified, and how this program operates in a complex school system can be understood.

Based on the descriptions above, the problems of implementing the Saturday Cultural program can be analyzed using Parsons' structural functionalism theory, better known as the AGIL theory. This theory is very relevant for use in analyzing how the elements of the Saturday Cultural program function systematically and interconnectedly, ensuring a balance between adjustment (Adaptation), goal achievement (Goal Attainment), Integration, and maintenance of cultural values (Latency), which can overcome various problems that arise in the implementation process in schools. This theoretical perspective is used to thoroughly explore the interactions between various components in the school system that influence the implementation of the Saturday Cultural program. Implementing the Cultural Saturday program will run well if the four functions run according to their functions and support each other (Rusydiyah & Rohman, 2020; Nasrul, 2024). In addition, no research has examined the implementation of the Saturday cultural program using Parsons' structural functionalism theory. Therefore, this study was conducted to see how the implementation of the Saturday cultural program in public senior high schools in Mataram City and its relationship to the perspective of structural functionalism theory. This study also provides a new perspective in understanding how the success of the Saturday cultural program can be achieved through the right balance of each function in Parsons' structural functionalism theory, thus providing a greater contribution to the literature on culture-based education management.

METHODS

This study used a quantitative descriptive method, an approach that is widely used to explore and summarize data clearly and systematically (Creswell, 2020). This method was appropriate for this study because it allowed for a detailed analysis of the implementation of the Saturday culture program. Descriptive research focuses on presenting facts, characteristics, and phenomena in their natural state, which is in line with the purpose of this study, which is to understand the current status and condition of the program in a particular context. Participants in this study were public high school teachers from 11 schools in Mataram City. The population included all school teachers who were involved or had experience with the Saturday culture program. A sample of 86 respondents was selected from this population. The sampling technique used was accidental sampling, a non-probability sampling method in which participants are selected based on their willingness and willingness to participate in the study (Sugiyono, 2019). This method allows researchers to select willing participants to provide data relevant to the study (Setiawan & Purnomo, 2022). This sampling technique is generally used in educational research when the target population is difficult to reach and when the availability of participants determines the sample.

Data collection in this study was conducted using a questionnaire distributed to participants via Google Forms. The questionnaire used a mixed format, combining open-ended and closed-ended questions, thus providing both quantitative and qualitative data (Fowler, 2020). This mixed approach allows for collecting quantitative data and qualitative insights, which offers a more comprehensive understanding of respondents' experiences and opinions regarding the Saturday cultural program. Closed-ended questions provide structured data that can be easily analyzed, while open-ended questions allow respondents to elaborate on their answers, providing more in-depth information. The researcher designed and developed the research instrument, a questionnaire based on indicators relevant to the research objectives. The validity and reliability of the instrument were ensured through two main procedures. First, expert judgment was used, where specialists reviewed the questionnaire to assess the relevance and clarity of the items about the research concept (Sukardi, 2021). Second, empirical testing was conducted using SPSS to analyze internal consistency and inter-item relationships, which provided a quantitative measure of the instrument's reliability (Field, 2018). For data analysis, descriptive statistical techniques were used to organize and present the collected data clearly, systematically, and meaningfully. This method allowed the researcher to summarize and present the findings meaningfully, thereby enhancing the research's ability to conclude the implementation of the Saturday culture program (Pallant, 2020).

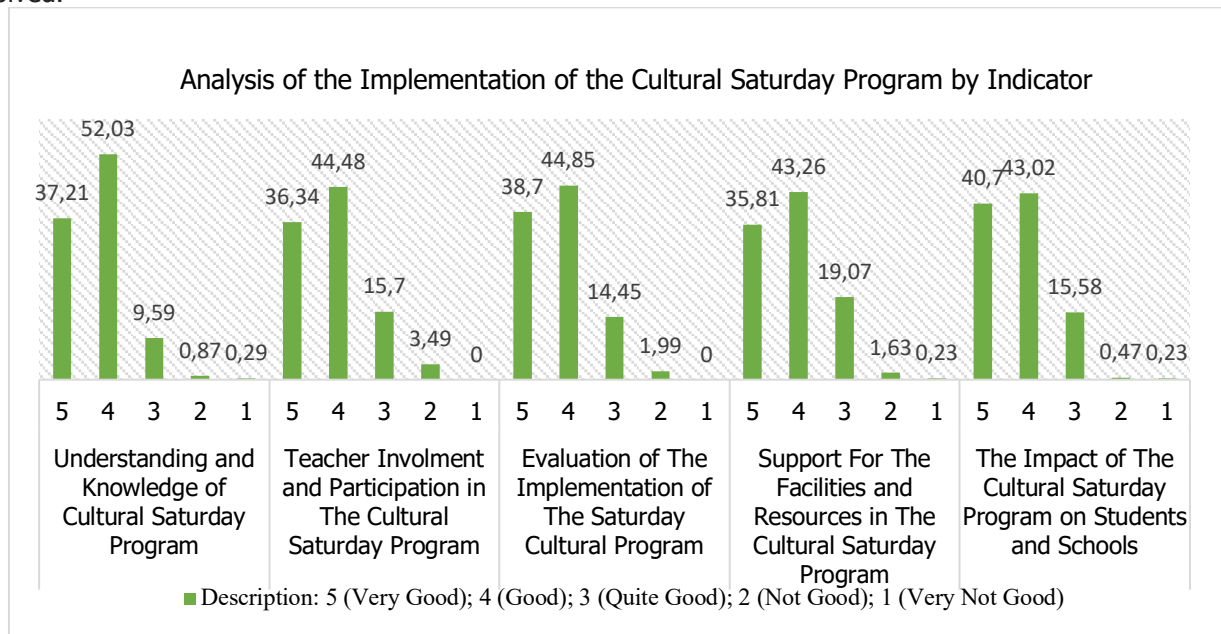
RESULT AND DISCUSSION

Based on the descriptive statistical analysis conducted on data from 86 respondents, the following is a classification table that describes the categorization of implementing the Cultural Saturday program based on a specific score range. This table groups respondents into four categories: low, sufficient, medium, and high.

Table 1. Categorization of Implementation of Cultural Saturday Program

Interval	Frequency	Percentage (%)	Description
69-95	22	25.58	Low
96-103	21	24.42	Sufficient
104-119	21	24.42	Medium
120-125	22	25.58	High

The table above shows that the implementation of the Saturday Cultural Program is generally in various categories. In the high or very good category, 25.58% of respondents have an excellent level of understanding. They have a deep understanding of the Saturday Cultural Program, including its implementation's vision, mission, and objectives. Respondents in this category may have actively participated and understood their role in the program optimally so that they have the potential to support the success of the program implementation in schools. Then, 24.42% of respondents are in the sufficient category. Respondents in this category have a basic understanding of the Saturday Cultural Program, but this understanding is not yet deep. They know the outline of the program but do not fully understand the details or strategic objectives to be achieved. Furthermore, 24.42% of respondents are in the moderate category. In this category, respondents have a fairly good understanding of the program, its objectives, and several steps of its implementation. Their understanding reflects better involvement, although they must deepen their knowledge of the program to contribute more optimally. Meanwhile, around 25.58% of respondents gave a low rating to this program. This shows that some respondents do not understand the program's vision, mission, or objectives. Based on the various categories related to the implementation of the Cultural Saturday program that has been carried out, it was found that there was a balanced percentage between the low and high categories. This shows that the implementation of the Cultural Saturday program has been running well, although it has not been fully optimal in several existing indicators. Therefore, although there are program indicators that have been successfully implemented, the Cultural Saturday program still requires evaluation and improvement in several indicators to improve the quality of implementation and its impact and ensure that the program can provide maximum benefits for all parties involved.

**Figure 1.** Analysis of the Implementation of the Cultural Saturday Program by Indicator

In the indicator of understanding and knowledge about the Saturday Cultural Program, most respondents have a good and very good understanding of this program, as seen from the high scores in the understand and very understand categories. This shows that information about the objectives, vision, mission, and indicators of program success has been effectively socialized so that the majority of respondents understand the direction and benefits of the Saturday Cultural Program. Furthermore, in the indicator of teacher involvement and participation in the Saturday Cultural Program, the level of teacher involvement in program implementation is in a good category, with respondents dominating in the involved and very involved categories. This shows that teacher involvement in the Saturday Cultural Program has gone well in terms of planning, implementation,

and active participation during activities in assisting or becoming a facilitator. Although the percentage of teacher involvement is quite positive, there are still 15.7% of teachers who feel sufficiently involved and 3.49% of respondents who consider themselves not involved, so improvements are still needed so that more teachers participate actively. This is important so that the program can run more optimally with broader contributions from teachers.

Then, in the evaluation of the implementation of the Saturday Cultural Program, the evaluation of the program shows good results. Most respondents assessed the good and very good categories, indicating that the program was structured and effective by its objectives. This can be seen from the coordination of teachers and students, the variety of activities, the flow of activity implementation, teaching methods, and the active participation of students during the activities. However, several respondents were in the fairly good category, indicating that there were aspects of implementation that needed improvement, although the overall program was running smoothly. Next, on the indicator of support for facilities and resources in the Cultural Saturday program, the support for facilities was considered adequate, with most respondents in the adequate category. However, some respondents were in the fairly adequate category, indicating that some of the available facilities or resources still needed improvement. This may be related to supporting tools such as costumes, musical instruments, or budgets that some respondents still felt were lacking.

Additionally, regarding the impact of the Cultural Saturday program on students and schools, the program positively affected both students and the overall learning environment. The majority of respondents rated it as good or very good, suggesting that the program successfully enhanced students' appreciation of local culture and positively influenced character development and artistic skills. However, some respondents rated it fairly good, indicating that the program's impact could be more effective if improved, ensuring a more widespread benefit for all students. Overall, Diagram 1 shows that the implementation of the Cultural Saturday program has gone well. This can be seen from most respondents having an understanding that is in the medium category (quite understand) to high (very understand). This is reflected in diagram 1, where most respondents gave a good assessment of all indicators of implementing the Cultural Saturday program. Based on various existing indicators, it is evident that the indicator related to understanding and knowledge of the Cultural Saturday program has the highest percentage in the good category, namely 52.03%, compared to other indicators. This shows that a fairly high level of understanding supports the success of the program implementation. Culture-based education can be understood as an effort to increase awareness of cultural diversity, which also serves as a strategy to foster national pride, and this can be achieved through the Cultural Saturday program in schools to maintain students' knowledge and understanding of local culture ([Hardiansyah, 2022](#)). Education is expected to encourage and facilitate students to understand the values contained in local wisdom or culture and be able to juxtapose them with modern science ([Festiyed et al., 2024](#)). To sustain and broaden understanding of school programs like Cultural Saturdays, continuous professional development for educators is essential, along with establishing an inclusive and culturally responsive learning environment and adopting practices that foster cultural diversity. These efforts are crucial for boosting student engagement and ensuring the program's long-term success ([Meland & Brion, 2024](#)). This aligns with the research by [Papp and Cottrell \(2021\)](#), which emphasizes the importance of professional development for teachers, which improves responsive skills and supports cultural diversity, can maintain students' understanding of cultural programs in schools, such as cultural Saturdays by creating an inclusive and culturally relevant learning environment so that students can better appreciate and maintain their knowledge and involvement in the program. In addition, in the context of cultural Saturday programs, engaging students with local culture through practical activities and cultural narratives that can strengthen and maintain their understanding is important. The involvement of parents and communities in curriculum development can maintain the sustainability and relevance of programs in the long term ([Bishop & Vass, 2021](#); [Lestari et al., 2024](#)). Developing good habits and behaviors of students, in line with universal values and religious and cultural customs of the nation, is very important in efforts to preserve local cultures that are increasingly marginalized, where the Saturday Culture program plays a role in instilling understanding and appreciation of local culture while strengthening regional cultural identity amidst the rapid flow of social change ([Susanti & Sukaesih, 2021](#)).

However, even so, there are also indicators regarding teacher involvement and participation in cultural Saturday programs, with the highest percentage in the poor category, namely 3.49%, compared to other indicators. Low involvement is caused by various factors, such as lack of opportunities to participate, limited roles given, or obstacles in implementation that reduce motivation to be actively involved. Although the level of understanding is good, improvements in involvement are still needed to ensure that all respondents understand and play an active role in making the Saturday cultural program a success. In increasing teacher involvement and participation in a program at school, there needs to be clarity of tasks, functions, and responsibilities in every aspect of the implementation of an activity so that teachers feel involved and actively participate in the activity ([Abdullah, 2018](#); [Chen et al., 2024](#)). In addition, the role of the principal is also significant in building good cooperative relationships with teachers and school staff so that they can encourage their participation in

decision-making and their involvement in a school program (Paulina & Patimah, 2023; Di Sano et al., 2023). The active participation of teachers in a program will certainly also affect student involvement. This is further supported by Papp and Cottrell (2021), who stated that teachers serve as role models for students and play a crucial role in fostering discipline, ethics, and strong moral values. Teachers are role models for students, so to encourage student's interest and curiosity about something new, it must be supported by teachers who have an open mindset in understanding something new. Indirectly, this will impact students' active involvement in an activity, such as the Saturday cultural program (Widiastuti et al., 2022; Trinidad, 2024). The involvement of students as the nation's generation plays a vital role in being committed to preserving culture, primarily through education (Susanti & Sukaesih, 2024; Smit et al., 2024). With support from all parties, change can be achieved, and cultural knowledge can be taught in schools. In this context, various activities in the Saturday Culture program, such as cultural performances, are very important in introducing and instilling cultural knowledge in students. Through cultural performances organized in schools, students can better understand and absorb existing cultural values so that local culture can continue to develop and be preserved by future generations. The implementation of the Saturday cultural program in public senior high schools in Mataram City can be analyzed using the structural functionalism theory. In Parson's structural functionalism theory, four key concepts are commonly referred to by AGIL: Adaptation, Goal Attainment, Integration, and Latency (pattern maintenance). Overall, the Saturday Cultural Program implementation in public senior high schools Mataram City shows significant success in terms of understanding, involvement, implementation, facility support, and its impact on students and the school environment.

The Adaptation aspect is related to the ability of the Saturday Cultural program to adapt to internal and external needs, as well as existing resources. The main focus in adaptation is how this program can meet the needs of the school environment and the surrounding community and how the Saturday Cultural program can face various challenges, such as limited facilities, and responses to the dynamics of student and community needs, which are very important for the sustainability of the program. The study's results indicated that the Cultural Saturday program demonstrated a good adaptation function, as seen from the availability of facilities and infrastructure as well as facilities needed in implementing cultural Saturdays, such as musical instruments, costumes, and other equipment, which are adequate. There is also support from the principal who actively participates, such as helping to prepare the facilities and infrastructure needed, providing direction and supervision during activities, and providing appreciation and support for teachers and students who appear to make the cultural Saturday event a success. However, regarding budget availability in several schools, the budget for implementing cultural Saturday activities is adequate, so it needs to be increased again. This is backed by the research findings of Nurmayanti et al. (2023), which highlight that the availability of supporting facilities, resources, and infrastructure plays a crucial role in the success of the Cultural Saturday program. Additionally, the support of parents of students and collaboration with external parties such as local community leaders, sponsors, and other institutions as guest speakers shows that the Cultural Saturday program can adapt to the changing environment and needs of the community. Through the active involvement of various parties, this program not only meets the needs of students' cultural education but is also responsive to social and cultural dynamics in society, thus creating a conducive environment for the development of student's character (Zheng & Yin, 2024; Putra, 2024; Danugroho & Fadilla, 2024). This is further supported by Alqadri et al. (2023), who noted that the condition of the school significantly influences the effectiveness of the Cultural Saturday program. Factors such as the availability of spaces and the active participation of teachers and students must be considered for the program's successful implementation. The school environment plays a significant role in shaping students' character and strengthening cultural values (Fitriadi et al., 2024; Wuletu et al., 2024).

Meanwhile, the Goal Attainment aspect is related to how well the goals of the previously set Cultural Saturday program are achieved and to what extent the success indicators formulated by the school can be achieved. The study's results indicated that the goals of the Cultural Saturday program have been successfully achieved, as evidenced by the high level of understanding of the program's vision, mission, and success indicators. This level of understanding shows that communication and dissemination of information have been carried out effectively among teachers. Hence, it reflects that the understanding has been well internalized and has the same goal achievement. Information about cultural Saturdays is usually disseminated through teacher meetings, circulars, school WhatsApp groups, and school social media. In addition, the implementation of this cultural Saturday activity is also actively shared through social media and each school's website. The implementation of Cultural Saturdays in each school follows its policies, with some schools organizing the program every Saturday during the second and fourth weeks, while others hold it just once a month. Then, some forms of activities carried out in cultural Saturday activities include wearing traditional clothes; Gemar Gatra gymnastics; traditional dance performances; traditional music; folk games; traditional drama or theater (regional stories); cultural exhibitions of student work; eating together (*bayan*); cooperation and cultural seminars or discussions. The implementation of cultural Saturdays also significantly impacts increasing students' appreciation of local culture, as well as students' art skills and cultural knowledge. Furthermore, the Cultural

Saturday program positively affects student character development, demonstrating that it has effectively achieved its main objectives. The findings of this study align with Hoff's (2020) view, which explains that in learning about culture, students need symbols in the form of cultural activities to interpret and better understand their knowledge of an existing culture. Various forms of cultural activities, such as traditional games, can shape students' attitudes, behaviors, and personalities; traditional songs and games can also tell the values of community life that have extraordinary meaning; this can help students better grasp the significance of their culture (Fatmawati, 2021; Chen et al., 2024). Through cultural programs in schools, different social and ethnic identities can be developed among students, thereby reducing cultural stereotypes and increasing students' deeper understanding in responding to the various cultural diversities that exist (Uy et al., 2024; Alhamad et al., 2024; Alshuhumi et al., 2024).

Furthermore, the Integration aspect is related to the ability of the Cultural Saturday program to unite various elements in the school environment, including coordination between students, teachers, and other parties in implementing the Cultural Saturday program so that all parties can collaborate to reach shared objectives. The results of the study showed that good integration had been created between the various parties involved in the cultural Saturday activities. This can be seen from the good coordination between the coordinator of the Cultural Saturday program and students and teachers in conveying information and implementing activities. In addition, the enthusiasm of teachers and students was also seen in their involvement and active participation during the cultural Saturday activities. Strong coordination is the key to the success of this program. Good cooperation and coordination from teachers, parents, the community, the school, and the government play a crucial role in shaping students' understanding of the cultural diversity in schools and their communities (Fatmawati, 2021; Nasrul, 2024). Alqadri et al. (2023) also emphasize that the involvement and active participation of students are essential to the success of the Cultural Saturday program, both from their motivation and the school's encouragement, so good coordination between students and teachers is also needed. The success of a program in an educational setting relies heavily on the active participation of students, teachers, and the local community, where the sustainability of a program not only enriches student's learning experiences but can contribute to broader cultural change in society so that collaboration and support from all stakeholders are needed (Davis & Ferreira, 2009; King et al., 2024).

Then, the Latency aspect (pattern maintenance) is related to the ability of the Saturday cultural program to maintain and preserve local cultural values and social norms so that they continue to be maintained and learned by students. The study's findings revealed that the Saturday cultural program could instill and maintain local cultural values in students, as seen from the increase in student appreciation of local culture, and also contributes positively to the development of student's character. This is supported by the research results by Achille and Fiorillo (2022). This states that students' understanding and knowledge of their culture is fundamental to help increase students' awareness of the existence of culture in their surroundings so that, indirectly, students will have the awareness to maintain the sustainability of these cultural values. Cultural programs in schools can develop students' social and ethnic identities, reduce cultural stereotypes, increase their understanding of cultural diversity, create an inclusive environment, and shape students' characters to be more tolerant, appreciate differences, and be able to adapt to a pluralistic society (Schachner, 2019; Kilag et al., 2024; Green, 2024). The Saturday cultural program also contributes generously to cross-subject learning and creates a positive learning climate in schools. Moreover, strong collaboration with external parties, such as parents, local community leaders, and the wider community, plays a crucial role in preserving the continuity of local cultural values. Community involvement in school programs, through the involvement of community leaders as speakers on local culture, can open up a good discussion space with students, thus providing an authentic and in-depth nuance for students to understand local culture (Wandi et al., 2023). The success of a cultural program carried out in schools does not only depend on implementation in schools but also requires collaboration and active involvement of the community and support from community leaders for the recognition of regional cultural values (Lowe et al., 2021; Mpuangnan & Ntombela, 2024; Rohimah et al., 2024). This is in line with the opinion of Lovtsova et al. (2021), emphasizing that the success of an educational program depends not only on its implementation but also on methodological support and active involvement of the community, which as a whole can actively contribute to the formation of a strong cultural identity among students so that implicitly it will be able to build a generation that is aware of cultural responsibility.

Overall, this study highlights the important contribution of the Saturday Cultural Program in public senior high schools in Mataram City in increasing students' appreciation of local culture, art skills, and cross-subject learning. The program's implementation shows that the understanding of the program's vision and mission is quite good, but the level of teacher involvement varies, with most students actively participating. However, support for facilities and resources still needs to be improved to achieve more optimal results. A positive impact on the learning climate in schools was also recorded as a direct result of this program. From Talcott Parsons' structural functionalism theory perspective, this program successfully demonstrated elements of adaptation, goal achievement, integration, and maintenance of effective social patterns. Good coordination between various

parties reflects the achievement of program objectives. However, increased support for facilities and teacher involvement can strengthen the sustainability and effectiveness of the program in the future. The implications of this study indicate the importance of adequate resource provision and the active involvement of all parties to maximize the program's impact on students and schools.

The successful implementation of Cultural Saturday is undoubtedly influenced by several supporting factors, both internal and external, that contribute to the program's success. The external factors are the cooperation of all school residents and a strong commitment to implementing the program, good coordination from the coordinator of the Cultural Saturday program with students and teachers in conveying information and implementing activities, the enthusiasm of teachers and students during the activity, support for facilities and infrastructure including the availability of adequate places and equipment and full support from the principal. The external factors are support from the provincial education and culture office and other agencies, such as the tourism office, which actively conducts visits to assist and monitor the implementation of the program, support from parents of students, and collaboration with external parties such as sponsors and other institutions as guest speakers. This is consistent with the findings of [Nurmayanti et al. \(2023\)](#), which highlight that the involvement of teachers as facilitators, strong collaboration between teachers and staff, and the availability of facilities are key supporting factors in the successful implementation of the Cultural Saturday program.

The implementation of the cultural Saturday program is certainly inseparable from several obstacles, including the time for implementing the activity, which is considered very lacking because it is only one lesson hour, so it sometimes affects the next lesson hour, which is late; in some schools, there is no complete guidebook for implementing cultural Saturdays so that the variety of activities seems monotonous, making students quickly bored; lack of coordination and regularity in the series of cultural Saturday activities; students who are sometimes undisciplined so that the implementation of activities is not on time according to plan. To overcome these obstacles, the steps taken by the school are to coordinate and emphasize the schedule that has been set, confirm the various types of performances presented each week, and emphasize the discipline of all parties involved so that the implementation of cultural Saturdays can be carried out according to plan and does not interfere with the next lesson hours. To improve student discipline, things can be done by strengthening student motivation through socialization and mentoring from homeroom teachers to motivate students to participate actively in cultural Saturday activities. To improve student discipline and motivate them to actively participate in activities such as cultural Saturdays, one effective approach is strengthening students' intrinsic motivation through social support and active involvement from homeroom teachers ([Radil et al., 2023](#); [Shen et al., 2024](#)). With the guidance provided by the homeroom teacher, as well as the application of participatory strategies, students will be more motivated to actively participate in cultural Saturday activities, which can ultimately improve their discipline. In this context, it is also related to the theory of self-determination theory which emphasizes the importance of fulfilling students' basic psychological needs, such as competence, autonomy, and social connectedness, to create sustainable motivation and relevance in learning activities, so that the involvement of homeroom teachers in providing guidance and building deep relationships with students can help them feel more valued and motivated to participate more actively ([Radil et al., 2023](#); [Chen et al., 2024](#); [Liu, 2024](#)). Given these aspects, the challenges are explored, and solutions are suggested for improving the cultural Saturday program in this study. Effective coordination, detailed guidance, and motivational reinforcement are emphasized in boosting student engagement and discipline. Important insights are provided by this research into improving educational initiatives that incorporate cultural activities, enhancing students' learning experiences, and deepening their appreciation of local traditions.

CONCLUSION

The implementation of the Saturday Cultural Program in Senior High Schools in Mataram City can be categorized as "good" overall. Conceptual findings indicate that the program has provided positive results in participants' understanding and knowledge, with a high awareness of the local cultural goals to be achieved. However, several aspects need to be improved, especially related to teacher involvement and participation. As an important element in the success of the program, a lack of teacher involvement can hinder the effectiveness and sustainability of the program. From Parsons' structural functionalism perspective, the program has four main functions: adaptation, goal achievement, integration, and pattern maintenance. This shows the program's ability to adapt to environmental needs, achieve local cultural goals, and support student character development. The implications of this study highlight the importance of improving facilities, resources, and active teacher involvement. Continuous research is needed to evaluate and increase the participation of all parties, especially teachers, to ensure that educational, cultural, and social goals are achieved optimally. For future research, it is recommended to focus on increasing teacher involvement in the Saturday Cultural Program by examining the factors that influence their participation and ways to increase their motivation. Future research also should explore the program's long-term impact on students' cultural appreciation and character development, as well

as investigate the collaboration between schools and external parties, such as parents and the community, to identify more effective forms of cooperation for future program implementation.

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