

ANALYSIS OF THE “*JOGJA ISTIMEWA*” PROGRAM BASED ON THE PARTICIPANTS’ EVALUATION

Jati Kanya Partha¹
Universitas Atma Jaya Yogyakarta¹²³
210514065@students.uajy.ac.id¹
Aaron Desvara Axelandra²
Amelberga Astuti³

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Abstract

This research paper examines the “*Jogja Istimewa*” (Jogist) program, a mandatory cultural immersion experience for students at Universitas Atma Jaya Yogyakarta. The program, organized by the Language and Culture Training Office (KPBB), aims to introduce students, many of whom are from outside Yogyakarta, to the region’s unique cultural practices and etiquette. The program, initially classroom-based, now involves hands-on activities at Kraton Ngayogyakarta Hadiningrat and other cultural sites. Students participate in hands-on activities such as dance, music, fashion, and archery, guided by experts from the Kraton. The study uses interviews, observations, and document analysis to assess the program's effectiveness in teaching Yogyakarta's culture and etiquette to students, who mostly come from outside the region. The program’s success is attributed to its interactive approach, resource persons' expertise, and UAJY and KPBB's commitment to preserving and promoting Yogyakarta's cultural heritage. Findings suggest the on-site program is significantly more impactful than the previous classroom model, receiving positive feedback from students and instructors. “Jogist Program” has values in fostering cultural understanding and encouraging students to apply these lessons in their daily lives. The paper offers several recommendations for improving future program iterations.

Keywords: *Jogja Istimewa*, culture, immersion.

INTRODUCTION

The word “*Jogja Istimewa*” is familiar, especially for residents in the Special Region of Yogyakarta. This term has also been famous as Jogja’s smart city application (Rachmawati, Ramadhan, and Rohmah, 2018) and as the song's title (Macaryus and Wicaksono, 2019). As in the song “*Jogja tetap istimewa, istimewa negerinya, khusus orangnya*”, this indicates that from the region to the people, each has its own specialness. Jogja is still famous for its strong Javanese culture, which has been cultivated regardless of the era until now. The specialness of Jogja for its people is reflected in how they still highly uphold the manners or values of politeness that are applied in the general public. In addition, the cultural heritage sites in Jogja are still very well maintained, especially the Kraton Ngayogyakarta Hadiningrat building as the home of the Governor of the Special Region of Yogyakarta, namely Sri Sultan Hamengku Buwono X and Pura Pakualaman as the home of the Deputy Governor of the Special Region of Yogyakarta, namely KGPAA Paku Alam X. As the Special Region, or *Daerah Istimewa*, Yogyakarta has been known its specialty as the city of culture and as the city of education (Igbal, 2021). Therefore, *Jogja Istimewa* has been used as an official program at UAJY to introduce Yogyakarta’s uniqueness.

The *Jogja Istimewa* Program, or what we usually call Jogist, is one of the Universitas Atma Jaya Yogyakarta (UAJY) programs that has been running for 9 years since 2015. Jogist is one of the University's programs to introduce Yogyakarta culture to UAJY students, and this is a requirement for new students to become a requirement for graduation later. The Jogist program is a mandatory program for new students of UAJY, where Jogist is held in the first semester. If new students have not followed this Jogist Program, they must repeat it because if they have not, they cannot follow the graduation and graduation. Jogist is organized by the Language and Culture Training Office (KPBB) and is implemented in the Kraton Ngayogyakarta Hadiningrat area. The beginning of the Jogist program was implemented, and the background of most UAJY students from various regions was seen. Not all of them knew the meaning of manners and culture in Yogyakarta. As the students would stay in Yogyakarta for about four years, they should understand the values and norms of interacting with Yogyakarta native citizens. Differences in habits and rules between Javanese culture and other cultures owned by students can lead to conflict without understanding. UAJY sees that, students, especially those from outside Yogyakarta, do not all understand and comprehend the importance of Javanese manners and culture. The manners and culture they learn will undoubtedly be helpful in their everyday application. Therefore, UAJY then decided to organize this program to prepare the students to live amongst Javanese people. This program later became one of the requirements for graduation.

In 2015, the *Jogja Istimewa* (Jogist) was implemented in classrooms with two meetings in three sessions. The material was presented directly by the Jogist lecturers, where in the first two sessions, it was about manners, *olah subasita* (Padmasusastra, 1914), and the unique features of Yogyakarta. In the next session, students were assigned to visit places identical to Yogyakarta. Students can visit the Ngayogyakarta Hadiningrat Palace, *Taman Sari Museum*, *Sonobudoyo Museum*, and *Panggun Krapyak*. Then, in the second or final meeting, students will present the results of their visits to places in Yogyakarta. Jogist meetings in this class were held for 4 years.

In 2020 and 2021, Jogist meetings were held online via Microsoft Teams because the Corona (Covid-19) pandemic was still happening. The implementation of online Jogist was carried out in 4 meetings and three meetings; the material was presented directly by the Jogist lecturers. In the 4th meeting, students made a group presentation on the infographics of the unique features of Yogyakarta. In this online meeting, students were assigned to watch a video via the YouTube channel explaining the material on the distinctive features of Yogyakarta from a direct speaker from Kraton. The video featuring speakers from the Kraton is divided into four videos, where each video explains the culture in DIY, such as the origin of the Ngayogyakarta Hadiningrat Kraton, the fashion used in traditional clothing in DIY, and regional dances. After watching all the videos, they are tasked with summarizing the four videos individually. The task is uploaded independently on the lecture site that has been provided.

In September 2023, KPBB held offline Jogist for the first time after Covid-19. The decision was agreed upon with the Head of KPBB, considering that UAJY students can feel the direct impact of this Jogist program, where students go directly to the field and not only understand Yogyakarta culture in class. In addition, by going directly to the field, students will get more impressions and experiences from studying the culture in Yogyakarta directly. The implementation of Jogist in 2023 was conducted in the Kraton Ngayogyakarta Hadiningrat area, which is centered in several places, namely Kraton Ngayogyakarta Hadiningrat, the Yayasan Siswa Among Beksa, and Pangurakan. In Kraton Ngayogyakarta Hadiningrat, several locations are used for Jogist: Kamandungan, Kasatriyan, Sasana Hinggil, and Pangurakan.

There are two sessions in the implementation of Jogist in this field, in the first session, Jogist is filled by the Jogist lecturers explaining the etiquette and specialties in Yogyakarta. Next, in the second session, participants will practice, which will be presented directly by the speakers from each location.

Each location carries out different practices, for example at the Yayasan Siswa Among Beksa location dance practices are carried out, at the Sonobudoyo Museum location Lebdaswara and Karawitan (gamelan) practices are performed, and at the Kraton Ngayogyakarta Hadiningrat location, *batik*, *jemparingan*, *tulup*, and fashion design practices (Azis & Winarsih, 2021) are exercised.

At the Yayasan Siswa Among Beksa, students in the first session were also given material on manners in Yogyakarta, delivered directly by the Jogist lecturers. The following material was in session two, namely the introduction of regional dance culture by speakers from the Yayasan Siswa Among Beksa (Aristi, & Lestari, 2021). Several speakers presented regional dance material; the first taught dance movements to female students, while the second taught dance to male students. During this session, male and female students were divided into two rooms to make it easier to deliver the material (Pramutomo, 2023). Each participant was required to bring a shawl/*sampur* as a medium for dancing. In Pangurakan, in the second session, they practiced learning regional musical instruments from Yogyakarta, namely *gamelan* musical instruments, or what is commonly called "*Karawitan*." Each participant learned various Karawitan musical instruments, such as holding the *saron*, *bonang*, *kendhang*, *gong*, and *demung*. The speakers who filled the second session would first introduce the participants to the names of the gamelan and how to play them. Participants seated in front of the gamelan were taught how to play them one by one. Then, the resource person taught the participants how to combine all the gamelans into a rhythm in a song. The songs performed were simple; the resource person taught the participants the locations of the melodies in each gamelan, such as *saron* and *bonang*. Then, slowly, the playing from each *gamelan* were combined, and then they played it into one whole orchestra.

The implementation of Jogist carried out directly in the field received a positive response from UAJY students and resource people. The implementation of Jogist in the field is still being carried out in several locations in 2024. UAJY expects that this *Jogja Istimewa* program will benefit students in their daily lives by applying manners and knowledge about the culture in the Special Region of Yogyakarta. The politeness that is used in everyday life, for example, when passing in front of an older person, we say the word "Excuse me" in Javanese, namely "*nuwun sewu*," then when yawning, position your hand to cover your mouth, this maintains our manners when in public. The existence of this Jogist program can make the people of Yogyakarta appreciate students, especially those from outside Yogyakarta, that they learn customs in the city and learn to adapt in Yogyakarta, because as the proverb says, "where the earth is stepped on, there the sky is upheld," which means that someone must respect and appreciate the customs where he is located.

METHOD

The data we use in this analysis is data from the results of the program evaluation made by the Research Division of KPBB, where there are several questions asked to respondents from the Research division, namely Jogist participants, Jogist group companions, and Jogist lecturers. The evaluation results were obtained through the link distribution after completing the Jogist program. The form used is Microsoft Forms, which can be accessed by an UAJY email address. The survey included questions about satisfaction levels, positive aspects of the program, and areas for improvement. The Research Division processed the data using Microsoft Excel, categorizing responses by faculty and analyzing satisfaction values, along with participant notes and suggestions.

The main objective of this study is the Jogist Program organized by KPBB UAJY. This study uses secondary data collection techniques, where the author obtains information from previously published sources, especially publications relevant to the field of research. This approach was chosen because it fully allows this study to understand the Jogist Program organized by KPBB UAJY. This research used a qualitative approach with primary data from interviews, observation, and qualitative surveys (Balaka, 2022).

This study can obtain collected and researched information through secondary data collection methods. Researchers can review the latest research, analyze previous conclusions, and get the latest perspectives on the Jogist Program organized by KPBB UAJY. This allows this study to obtain a strong and insightful foundation for understanding the activities.

The research was conducted in several Kraton locations, such as the *Yayasan Siswa Among Beksa*, *Kagungan Dalem Pangurakan*, *Kagungan Dalem Kamandungan*, and *Kagungan Dalem Kasatriyan*. Data were also collected from evaluations by UAJY students as participants, the group companions of the Jogist participants, and mentoring lecturers as the material providers. Three types of data collection techniques were used in this research. Firstly, interviews with the participants, the group companions, and mentoring lecturers were conducted. This is useful for understanding their perceptions and evaluations regarding the implementation and benefits of the Jogist Program. Secondly, direct observations were conducted during the Jogist Program activities to observe cultural presentation methods, cultural practices, and group discussions. Thirdly, documentation includes testimonials, impressions, and messages from participants who participated in the Jogist Program and the group companions to complete the research data.

Interviews were conducted to understand their perceptions regarding the implementation and benefits of the Jogist Program. Direct observations were conducted during the implementation of the Jogist Program to observe learning methods, participant interactions, and class dynamics. Direct observations were conducted during the Jogist program activities to assess cultural presentation methods, cultural practices, and group discussions. Documentation includes testimonies from participants and the group companions to complete the research data.

These data sources provide a comprehensive understanding of the Jogist Program's effectiveness, impact, and areas for enhancement. The analysis combines quantitative data from surveys with qualitative insights from interviews, observations, and participant feedback, offering a well-rounded perspective on the program's strengths and areas for future development.

FINDINGS AND DISCUSSION

The *Jogja Istimewa* (Jogist) Program is one of the programs held by UAJY and organized directly by the Language and Culture Training Office (KPBB). This program is mandatory for all UAJY students, especially for new students in the first academic year. Jogist aims to introduce Yogyakarta culture to UAJY students, starting from the culture of manners or politeness to the specialties in Yogyakarta, such as dance, musical instruments, fashion, and other cultures. In addition, considering that most students at UAJY come from outside Yogyakarta, UAJY has a mission to introduce Yogyakarta culture so that it can later be applied in everyday life and provide knowledge about the culture in Yogyakarta. This is important for students outside Yogyakarta so that students can adapt to the new environment; in addition, students can appreciate the cultural differences that exist in Yogyakarta, for example, bowing the head or body as a sign of respect to elders, using polite language, and speaking in a soft tone.

The content of the Jogist Program consists of Javanese etiquette, the philosophical axis of Yogyakarta, and its influence on ritual and cultural practice in Yogyakarta. Javanese

language is a means of communication in Yogyakarta, which is significant for studying and identifying the character of Javanese individuals or societies (Purwadi, 2020; Mardiyah and Lestari, 2022). Because of morality appreciation, the Javanese language's communication system is essential in social interaction (Setyawan dan Ulya, 2024). This is why the Jogist program delivers etiquette to the new students. The philosophical axis of Yogyakarta shows that each element of the city's image area has different components of the space's morphology (Ayudya, Nuryanti, and Roychansyah, 2024). This philosophical or morphological axis is also called an imaginary axis (Karsono and Wahid, 2008). Things like manners, the philosophical axis of Yogyakarta, the Javanese language, and rituals and culture are essential because they are the core of the identity and values of the Yogyakarta community. Manners regulate polite behavior in social interactions, creating harmony. The philosophical axis of Yogyakarta describes the relationship between humans, God, and nature, reflecting deep spiritual and social values. The Javanese language is a means of communication that preserves cultural heritage, while rituals and culture strengthen local traditions and identities. All of these contribute to the preservation and strengthening of Yogyakarta's culture.

In 2015, the Jogist Program was first organized by KPBB by inviting students to attend class for two meetings in three sessions. The program was classroom-based, consisting of two meetings with three sessions each. Students received instruction on manners, *olah subasita* (Andriyanto, Subandiyah, & Hardika, 2022), and Yogyakarta's unique features from the Jogist lecturers. In the first two sessions, students listened to the Jogist's lecturers' explanations regarding Yogyakarta's manners and unique features. Then, in the next session, students were assigned to visit places as Yogyakarta icons. In the second meeting, students presented the results of their visits in class. The program initially focused on classroom lectures and student-led visits to cultural sites. Students presented their findings from these visits during the final meeting. Jogist in 2015 is very different from the Jogist Program in 2022. Due to the Covid-19 pandemic, the program shifted to an online format using Microsoft Teams. It consisted of three to four meetings, where students learned about Yogyakarta's distinctive features through YouTube videos featuring a speaker from Kraton. In Jogist 2022, students were assigned to make videos only without a visit to the Palace because of the pandemic. The online version incorporated video lectures and group presentations on infographics related to Yogyakarta's unique features. There was a transition from the Covid-19 pandemic, which also differs from Jogist in 2023.

The Jogist program at Universitas Atma Jaya Yogyakarta (UAJY) has significantly transformed its format from 2015 to 2023. By 2023, the program had shifted to an on-site immersion model, with activities taking place at various locations within the Kraton Ngayogyakarta Hadiningrat area. This change was driven by a desire to provide students with a more direct and impactful experience of Yogyakarta's culture. Instead of simply learning about cultural practices in a classroom setting, students now engage in hands-on activities at sites like the Yayasan Siswa Among Beksa, Sonobudoyo Museum, and different locations within Kraton. The program transitioned to an on-site immersion model, taking place at various locations within the Kraton Ngayogyakarta Hadiningrat area. Students participate in hands-on activities, guided by experts. The shift from a classroom-based format to an on-site immersion model represents a significant evolution in the Jogist program's approach to cultural education. This change reflects a commitment to providing students with a more engaging and experiential learning experience, allowing them to actively participate in and learn from Yogyakarta's rich cultural heritage. This is a challenge for KPBB, especially in handling this program, because thorough preparation is needed so that the implementation of Jogist can run smoothly. The first preparation concerns administration, where the student staff and staff involved must prepare attendance from each Jogist group and class and the

speakers' attendance. In addition, the division of the group companions and Jogist accompanying lecturers, which were distributed before the implementation of the Jogist Program began. Group companions and Jogist accompanying lecturers have been briefed regarding the activities that will be carried out at the location and the position of the Jogist implementation location. The following preparation is the equipment that is brought to the area, starting with snacks, sound systems, banners, gallons of water, signs, trash bags, and also some equipment used for students' practices at the Jogist location, such as scarves and cloth used in dancing and fashion activities. In addition to dancing and fashion, the Jogist Program also includes activities such as *karawitan*, puppetry, *batik*, catapult, *lebdaswara*, *jemparingan*, and *tulup*. Recently, the Jogist Program is in more places, such as Sasana Hinggil, besides the previous locations: Kraton, the Yayasan Siswa Among Beksa, Pangurakan, Kamandungan, and Kasatriyan. Students are divided into classes, each class has different activities such as dancing located in Among Bekso, Karawitan located in Pangurakan, Puppetry, catapult, *tulup*, and *jemparingan* (a traditional archery) located in Kamandungan, Lebdaswara, batik, and fashion located in Kasatriyan. The on-site model emphasizes experiential learning through hands-on activities.

The Jogist Participants

In the implementation of the Jogist Program in the Kraton Ngayogyakarta Hadiningrat areas. Students must listen to the *subasita* material explained directly by the lecturers; in addition to that, the *abdi dalem* Kraton Ngayogyakarta Hadiningrat also provides material related to the practice that will be carried out, after that the students carry out the practice according to their class (Aryandha & Elqadri, 2020). At the same time, the students listen to the material and carry out their practice. There are still tasks for the participants. Namely, they are assigned to make a video about the material they received during the implementation of this Jogist. Videos made by participants can be made with their style and creativity, and then the video must be uploaded to the YouTube channel. The participants in making the video are done in groups. The Jogist lecturers will then assess the uploaded video. This is what determines the completion of the Jogist from the participants.

As participants in the Jogist program, students who participated in the activity had varying levels of enthusiasm. This can be concluded from the processed data from the evaluation of Jogist participants from 2023 to 2024 as of November 16, 2024, yesterday. Students who were enthusiastic about this program expressed that the Jogist activity went well and smoothly. They felt that this activity was exciting and provided knowledge that they had never received before about the culture and uniqueness of Yogyakarta. In addition, they thought that the activity went according to the rundown. The Jogist group companions coordinated well with the participants, and the lecturers explained the material about the manners and uniqueness of Yogyakarta well.

On the side of the enthusiasm of the Jogist participants, they also provided some notes that need to be improved for future Jogist activities. Several Jogist participants expressed that the gathering point for the participants was still unclear. They felt that the activities could be more varied because they thought it would still not be enough if they only studied one material. They also expressed that the technicalities to be able to enter the Kraton area must be more explicit so that participants who come can effectively find their gathering point, and in providing information on task groups can be clarified because there are still students who are left behind in information about Jogist group assignments.

Judging from the various responses from Jogist participants, this can undoubtedly be evaluation material for KPBB and UAJY in implementing the upcoming Jogist program. This Jogist program will provide good knowledge and learning for the participants. The shift to on-site immersion has received positive feedback from students and resource persons.

Students appreciate the opportunity for interactive learning and hands-on experiences. The on-site program is significantly more impactful than the previous classroom model, fostering a deeper understanding of Yogyakarta's culture among participants.

The Group Companions

In implementing Jogist in the Kraton Ngayogyakarta Hadiningrat Area, the group companions assist in implementing Jogist for participants who participate in Jogist. The group companions have duties such as conveying all information from KPBB staff to participants, assisting and providing directions to Jogist participants on the day of the activity, and reminding participants about what to bring and the tasks given. The Jogist group companion accompanies Jogist participants from the beginning of the program until the participants complete their Jogist tasks.

As the Jogist group companions, they show different enthusiasm. For example, several group companions said they had relationships with new students and new experiences that they had never had before. In addition, from the results of the processed data evaluation of Jogist group companions from 2023 to 2024 as of November 16, 2024. According to the group companions, the participants who attended the event could be organized and orderly during the implementation of the activity; they also thought that the delivery of the material presented by the Kraton was well received. The organizers, namely KPBB UAJY and Student Staff (SS), are also responsible for carrying out their duties. This Jogist program ran very well and on time and could provide new information for them. On the side of the enthusiasm of the group companions, they also provided notes that needed to be improved, such as the time that was still delayed and inefficient, food should have been distributed at the beginning when the attendance was taken so that the group companions would not have to go back and forth to get their food, there needed to be a quick response when the group companions asked in the group. They also revealed that several information about the Jogist Program was given too sudden so that the participants could not prepare it well.

Judging from the various responses of the Jogist group companions, this can certainly be an evaluation material for KPBB in implementing the upcoming Jogist program, as well as for the Jogist group companions in carrying out their duties in the following activities. The presence of group companions in this Jogist program can benefit students who would become group companions by teaching them to coordinate well and train their leadership in handling new students.

The Jogist Lecturers

During the implementation of the Jogist Program in the Kraton Ngayogyakarta Hadiningrat area, the lecturers helped KPBB accompany the participants who participated in Jogist. The lecturers themselves have duties such as delivering material on manners in Yogyakarta and providing assignment assessments to participants participating in Jogist. Sometime before the implementation of the Jogist program, the Jogist lecturers are given directions by KPBB regarding their rights and authorities as Jogist assistants. Lecturers will be given directions regarding the material that will be delivered during the program implementation, activities that must be carried out during the implementation, and the process of assessing the assignments of the Jogist participants.

The participants, the group companions, and the Jogist lecturers certainly have different points of view regarding this program. This can be concluded from the processed data of the evaluation of Jogist participants from 2023 to 2024 as of November 16, 2024. In 2023, several Jogist lecturers expressed that involving students in participating directly in the field regarding Yogyakarta culture was an interesting concept; besides that, they expressed that the practitioners brought in were professionals who were experts in their fields.

Meanwhile, according to the 2024 Jogist lecturers, the Jogist program had a new feel. The material provided was easy to understand and communication between KPBB staff and lecturers had gone well.

The Jogist lecturers also provided notes that needed to be improved, such as too many activities in one session. They hoped that the class activities could be minimized. Then, regarding the dress code of the participants, it is expected that it can be informed earlier. Therefore, the students would not make any mistakes. They also suggested that the material is delivered more simultaneously to make the activity time more efficient. In addition, the Jogist lecturers also hope that the resource person can collaborate with them in compiling the material so that the presentation can be adjusted to the specified time.

Some of the responses given by the Jogist lecturers can be reflection and evaluation material, especially for parties involved in the implementation of Jogist so that in the future, they can implement the program in a more structured, detailed, straightforward manner, and by the directions given during the briefing activities. The Jogist program's evolution reflects a commitment to providing students with a more engaging and immersive cultural learning experience. The transition from classroom lectures to on-site, or hands-on activities, demonstrates the program's adaptability and responsiveness to student needs and the changing educational landscape.

Feedback

The sources highlight several key aspects of participant feedback on the Jogist program. Many participants expressed enthusiasm for the program, finding it exciting and informative, particularly in providing knowledge about Yogyakarta's culture and uniqueness that they had not encountered before. They felt the activities were well-organized and aligned with the program's objectives. Participants commended the Jogist group facilitators for their coordination and the lecturers for their clear explanations of the material on manners and cultural features of Yogyakarta. The group companions observed that participants were well-organized and orderly throughout the program's activities. They also noted that the material presented by Kraton representatives was well-received. The group companions and participants appreciated the smooth and timely execution of the program. They also acknowledged the responsible and efficient work of the organizers, including KPBB UAJY and Student Staff.

However, several participants found the gathering point to be unclear, suggesting a need for clearer instructions to help participants locate the meeting place efficiently. Some participants felt that the activities could be more diverse, expressing a desire for a wider range of cultural experiences. Participants recommended more explicit instructions on entering the Kraton area and clearer communication regarding task group assignments. The group companions suggested addressing time delays and inefficiencies, recommending earlier distribution of food to avoid unnecessary back-and-forth movement. The group companions highlighted the need for quicker responses to participant inquiries within their respective groups. They also recommended providing information related to Jogist activities well in advance to allow participants ample time for preparation. Some lecturers suggested reducing the number of activity classes to enhance focus and efficiency. A suggestion was made to establish a standardized dress code for participants to promote uniformity and a sense of unity. Lecturers recommended delivering material more simultaneously to optimize activity time. They also proposed collaboration between resource persons and lecturers in compiling the material to ensure alignment with allocated timeframes. These feedback points offer valuable insights for program organizers to consider for future iterations. Addressing the suggestions for improvement can further enhance the Jogist program's effectiveness in delivering a positive and impactful cultural learning experience for participants.

CONCLUSION

The *Jogja Istimewa* program organized by KPBB UAJY has provided students with an understanding of and knowledge of the culture and manners of Yogyakarta. A comprehensive approach, relevant materials, and interactive cultural introduction methods such as cultural presentations, cultural practices, and group discussions have created a meaningful cultural introduction. This program not only provides knowledge about the culture in Yogyakarta but also introduces the manners in Yogyakarta so that students from outside Yogyakarta know what things should be prohibited or done in the city of Yogyakarta.

The transition of the implementation of Jogist from the classroom to directly going to the location in the Kraton Ngayogyakarta Hadiningrat area positively responded to the Jogist participants and the resource persons who filled the Jogist activities. The participants who previously only watched and listened to the explanation of the material from the lecturers were then invited interactively to participate in practicing the introduction of Yogyakarta culture. This interactive approach will give the participants a different sense of enthusiasm for the Jogist activities. With these interactive activities, the participants will become more knowledgeable and understand Yogyakarta culture, and they can apply this culture to their daily lives. It is hoped that the Jogist program can continue to provide benefits for UAJY students.

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