

The Influence of Dance Education Values "*Nawung Sekar*" to the Development of Emotions and Dance Learning Achievement of SLBN Pembina Yogyakarta

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Abstract—This study aims to determine the influence of Dance Education Values "*Nawung Sekar*" to the Development of Emotions and Achievements Learning Dancing Students SLB N Pembina Yogyakarta. The approach in this study is quantitative. Subjects in this study consisted of female students with mental retardation. The total population is used as a sample. As an experimental student of 18 children and 18 other students became the control class. Data were collected using questionnaire and report scores. The results of this study indicate there is a positive influence of learning dance *Nawung Sekar* on the development of emotion and learning achievement of dancing. Testing of the first hypothesis through the results of manova analysis (test between subject effects) shows the relationship between the value of dance education *Nawung Sekar* (x) with learning achievement (y1) gives the price F of 9.731 with a significance of 0.000 ($p < 0.05$). Furthermore, the second hypothesis test shows that between the values of *Nawung Sekar* dance education (x) and emotional development (y2) gives the F value of 271.675 with a significance of 0,000 ($p < 0.05$). Manova Test Results (Pillae Trace test results, Wilk Lambda, Hotelling Trace, Roy's Largest Root) shows the price of F on the Pillae Trace test, Wilk Lambda, Hotelling Trace, Roy's Largest Root are respectively 147.694 with a significance value of 0.000 ($p < 0, 05$).

Keywords—*influence, educational values, emotional development, learning achievement, mentally disabled*

I. INTRODUCTION

The educational values contained in the dance are still not understood for some people. Because for some people who do not know about the values of the dance, must consider dance is not an important subject. The art of dance becomes part of a sub-learning of the subjects of Cultural Art as well as additional learning through extracurricular. If we look at the dance, especially the classical dance style Yogyakarta must have meaning about the values that can be captured from the range of motion as well as the purpose and purpose of making the dance.

Sekar Nawung Dance is one of the basic classical dance styles of Yogyakarta style. The selection of *Nawung Sekar* dance is the intention that this mentally disabled student has

a mental age (mental age) under chronological age (chronological age), meaning that students are able to teach dance that is still under the ability of age, so the dance teacher must adjust the dance to be taught with the ability of students mentally disabled.

In line with the different types of disabilities owned by children/students with special needs, the ability of children with mentally disabled cannot be generalized with other students, so this statement supports that the development and emotional impulse of children mentally disabled vary according to the level of mentally disabled respectively. Their emotional life is weak, they rarely live out the feelings of pride, responsibility and social rights [1].

The problems that arise about the educational values associated with the ability of students who have intellectual barriers, about the emotional development of children mentally disabled different from children his age and about the values of a positive education from learning *Nawung Sekar* Dance related to the achievement of dance learning for mentally disabled students. The problem can be overcome by the existence of "*Nawung Sekar*" Dance which is used as treatment for students of experimental group. Dance "*Nawung Sekar*" is expected to provide a positive influence for students, when viewed from the philosophy of dance movements with the development of emotion and student achievement dancing students

The context of the problem about the influence of the educational values of dance "*Nawung Sekar*" especially for the development of emotion and learning achievement of dancing students of SLB N Pembina Yogyakarta. The values of dance education "*Nawung Sekar*" can be observed in situations where the subjects used in this study are the students mentally disabled, given the limited ability of these students, so selected dance learning materials are still the basic level. Selection of basic level dance is intended to make it easier for students to recognize and preserve local dances, in addition to the range of classical dance movements can be examined about the values in life so as to assist in the development of emotions and achievement of mentally disabled students. How the influence of the values of dance education "*Nawung Sekar*" to the development of emotion

and learning achievement of dancing, is an urgent demand to find a solution

This research is important, considering that the students who are the subjects of research are the students of mentally disabled. SLB students are excellent students, meaning they need special tools in their learning. Mentally disabled students have emotional characteristics that tend to be unstable, which is why they often aloof and do not join their peers in society. Especially if the environment does not support the existence of students / children mentally disabled, the development of emotions and student achievement will remain or even decrease. This research is beneficial to the students of mentally disabled, to the art teacher by developing the classical dance material in the learning of the mentally disabled students and the principal as the policy holder. Understanding of the classical dance that gives educational values to the development of emotion and learning achievement of dancing is still not much to use as a core learning material in school. The picture that dance is a lesson that is only a tired release material after a long time to get learning materials in the classroom. Yet if we increasingly understand the contents of the dance, then certainly we get a lot of educational values through the learning of dance, especially classical dance. Situation of understanding about the values of education by using dance treatment "*Nawung Sekar*" is expected to give positive results on the development of emotions and learning achievements dancing students SLB N Pembina Yogyakarta.

The problems in this study can be identified as follows:

- a. The educational values associated with the ability of students who have intellectual barriers.
- b. Educational values play a role with the emotional development of children with different mental disabilities than children of their age.
- c. 3. The values of positive education from learning *Nawung Sekar* Dance related to the achievement of dance learning for mentally disabled students.
- d. The influence of education values *Nawung Sekar* Dance to the development of emotion and learning achievement of dancing students of SLB Negeri Pembina Yogyakarta.

The purpose of this study is to describe the values of dance education "*Nawung Sekar*" and its influence on the development of emotion and learning achievement of dancing students of SLB Negeri Pembina Yogyakarta

The problem of research associated with the values of dance education "*Nawung Sekar*" as well as its relationship with the development of emotion and learning achievement of dance in SLB Negeri Pembina Yogyakarta. Therefore, this study is limited to the values of dance education "*Nawung Sekar*" to the development of emotion and learning achievement of dancing students of SLB Negeri Pembina Yogyakarta.

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The rest of this paper is organized as follow: Section II presents literature review. Section III describes material & methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

A. Educational values

Art education is important for children with special needs. Children with special needs sometimes have difficulties in expressing emotions and showing their abilities. Hence, that in line with the opinion of Lansing [2], that life can be better with better characteristics, emotional understanding, excitement and self-realization (or useful feelings and achievements). Children with special needs also expect to have a better life going forward, this is supported by the existence of a good self, understand the delivery of emotions, to feelings have benefits for others and proud of achievements achieved.

The implementation of school education values began to be implemented at all levels of education, including in the Yogyakarta Special School Special School. Based on the education board Culture and Character contained in the school shows the values that should be done in the learning as well as in everyday life. Those values are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly/communicative, love peace, love reading, caring environment, caring social and responsibility.

B. *Nawung Sekar* Dance

The definition of dance submitted by Supriyanto [3] that according to B.P.H. Suryodiningrat reveals that "*ingkang dipoen wastani djoged inggih punika ebahing sadaja sarandoening badan, kasarengan oengeling gangsa, katata pikantuk wiramaning gending, djoemboehing pasemon, kaliyan pikadjenging djoged*" which means is whole body motion accompanied by music (gamelan) coordinated according to gamelan rhythm, with the traits of dance and the purpose of dance.

Department of Education and Culture through Surojo [4] said that *Nawung Sekar* Dance is one of the classical dance style of Yogyakarta created by Retno Nooryastuti, S.Sn. This dance was created around 2000. Sekar's *Nawung* Dance is an initiative of the Yogyakarta City Culture and Tourism Office to provide basic material of Yogyakarta-style classical dance.

Sekar *Nawung* Dance is one of the classic dances in the style of Yogyakarta that still remains today. *Nawung Sekar* classical dance can be presented as a learning medium to educate a person to be accustomed to being confident, tolerating each other, taking responsibility and encouraging someone to work and be creative in terms of creative ideas [5]. Although the child is not able to create creative mentally disabled creative ideas, but this dance is able to provide encouragement for children mentally disabled in learning Yogyakarta classical dance style.

The values of dance education "*Nawung Sekar*" as part of Yogyakarta classical dance that is taught to school students can be attributed to Kawruh Joged Mataram [6] presented by

the late GBPH Suryobrongto covering four elements namely; Sawiji, meaning full concentration; Greget, meaning spirit; Sengguh means self-confidence; and Ora means an affinity discipline. If these four elements are meluluhkan into one and applied in everyday life in general it will get meaning and guidance in achieving the goal. These four elements also include the value of character education that is being carried out in all areas of life.

"Nawang Sekar" dance has goals and benefits for children or students. This was conveyed by Surojo in the Sekar Nawung Dance book as follows:

- To give appreciation or recognition to the child about the art form that exist and develop in the environment.
- To instill a sense of fun to children about the local culture that exists in the environment.
- To preserve traditional culture or art through school children, especially in elementary schools.

In order for the traditional culture or arts that exist around the child to be sustainable and growing, so as not to experience extinction or scarcity [4].

C. Emotional Development:

It strikes when emotions are generally negative actions that occur from the overflow of anger that is in man. For the child the mentally disabled of this emotional delivery still does not look like any other person. Here the explanation, the word emotion (emotion) derived from the French word emouvoir which means "joy". In addition, emotion also comes from the Latin word emovere, namely from the prefix e (ex variant) which means "outside" and movere which means "move". According to Coky in [7] stated that emotion is the body's reaction when it comes to certain situations. The nature and intensity of emotion is closely related to the cognitive activity (thinking) of human beings as a result of the perception of the situation they experienced. Therefore, emotion in the form of sadness, grief, anger, annoyance, disappointment, cheerful, happy and happy to censor your thoughts and deeds.

Child Mentally disabled also experienced emotional development, but it is not seen clearly. The developmental period for children with mental retardation is slower than children in general. The development of emotional impulses for the child's mentally disabled is related to the degree of inflammation [8]. The following Table I shows the degree of inflammation that children with moderate mentally disabledan and mild mentally disabled have.

TABLE I. DERIVED FROM CONSTITUTIONALITY

Form of Emotion	Children with light mentally disabled		Children with medium mentally disabled
	Man	Woman	
lack of mature emotions		is easily influenced,	many of which appear behavioral disorders because emotional needs can not be expressed with communication
Depression		less stoic	
be cool		careless	
aloof		less able to withstand emotions	
cannot be trusted			
Impulsive			
Fully			
Destructive			

Children with intellectual barriers have difficulty in performing various social functions such as communicating and socializing with others including in self-preservation. In line with the Surujlal study [9] stated that, children with special needs with intellectual barriers are particularly vulnerable to depression, poor self-image and lack of self-confidence. From that attitude, it is expected that the emotional intelligence of the mentally disabled students can be formed slowly due to the habituation that is always attached and not easily lost from the behavior of everyday life.

D. Learning achievement :

Achievements by Big Indonesian Dictionary [10] are the results achieved. Learning achievement can be measured mathematically and the result is a value that is then written in the report card. Akhmetzyanova in [11] explains that children with mentally disabled have fundamental difficulties in cognitive processes, difficulties in sensory function and motor. The limitations of these children with mentally disabled are fundamental, so that in their learning skills development is needed. In line with the Surujlal study [9] that dance learning given to children with intellectual barriers is helpful in developing fine motor skills.

Achievement of achievement needed synergy between teacher and student. Learning achievement can be divided into 3 (three) domains, namely cognitive domain (knowledge), affective domain (attitude) and psychomotor domain (skill). Cognitive domain for mentally disabled students in the form of the ability to understand knowledge or intelligence. While the affective domain can be in the form of student behavior that is continuously trained continuously. Psychomotor domains in the form of students' skills / abilities in learning motor skills that can be useful for survival.

E. Characteristics of Mental Retardation

Students with special needs with mental retardation are related to disability in the mental realm. Confirmed by decryption as follows that learners of the categories of cognitive impairment are known by mental retardation, mentally disabled and terminology at this end with intelligence disabilities [12]. Mentally disabled is a cognitive abnormality congenital (present from birth) or cognitive abnormalities obtained early on. Mentally disabled is a collective term for a different diagnosis condition with general characteristics in which the ability to learn and to survive in a society is disrupted [13].

Indonesia has launched a Government Regulation on Children with Mentally disabled explained through PP No.72 of 1991 that children in groups below normal or slower than normal children, both social development and intelligence are called mentally retarded children: the official term in Indonesia is called child mentally disabled [1]. The ability of intelligence that is below the average normal ability, obviously will hamper the child's mentally disabled in socializing, communication and more prominent is the academic ability is different from the same child with other children.

Mentally disabled is divided into four general levels. The first level is a child with mild mentally disabled who can

develop in academic, social, as well as the ability to work with an IQ range of 69-50 but may experience some difficulty in understanding the concept and has some limitations regarding expressive language [13]. The second level of moderate mentally disabled that can learn school skills for functional purposes, to achieve a level of social responsibility with a range of IQ 49-35. The third level of severe mentally disabled has an IQ range of 34-20. The fourth level of mental retardation is very heavy with an IQ below 19.

The physical characteristics of a child with mild mentally disabled are the same as that of a child in general. However, severe, severe and severe mentally disabled children have physical criteria such as the face of mongoloid race type, narrow eyes, pug nose, large head size (macrocephalus) or small head size (microcephalus) [1]. This physical characteristic can be easily seen in real life. Even if accepting mentally retarded students still needs a psychological test, physical characteristics are not a benchmark for a person's level of disability.

III. MATERIAL & METHODOLOGY

A. Data

This type of research is Quasi-experimental Quasi Experimental (quasi experiment). Quantitative research uses data in the form of numbers to examine the influence between variables that have been hypothesized based on data collection that has been done by researchers. To test the hypothesis about the influence of educational values with learning achievement using the data value of student dance learning arts.

As an experimental student of 18 children and 18 other students became the control class. There are two variables in this study, namely: The dependent variable in this case there are two, namely the learning achievement shown by the students' emotional development and student achievement which is shown by the first semester report card and the independent variable, namely the educational values of Sekar Nawung dance.

Data collection techniques in this study using: Learning Test Results (Documents), Questionnaire and Observation. Instruments in this research is a form of scale test, which is divided into two namely: Pre-test and Post-test. Validity Test is obtained by means of content validation. Validation testing is using the calculation formula of the Aiken model ($V = S / [n * (c-1)]$, where $S = \sum ni (r-lo)$), so that the content validity of the items is based on the index with a critical value limit with 4 criteria with Linkert criteria is 0.75. The next calculation of validity will be evident if the price of t -count > t -table with a significance level of 0.05. It is known that the average coefficient of Aiken is 0.92. 0.92 higher than the low minimum critical value limit of 0.75. This condition indicates that the instrument of measuring educational values can be used in self-assessment survey.

Test Reliability using Cronbach Alpha technique is given in Table II. Based on the reliability test results using Cronbach's Alpha technique and using SPSS for windows 20.00 that the item variable of educational values is 0.947. The results of the instrument test show that the value of reliability is high, so the instrument is steady and reliable

TABLE. II RELIABILITY STATISTICS

Reliability Statistics	
Cronbach's Alpha	N of Items
.947	55

B. Method

Data analysis techniques used MANOVA on SPSS for windows 20.00 as presented by Pituch [14] as there is one independent variable (educational values) and two dependent variables (emotional development and learning achievement). The calculations in SPSS also use guidelines from SPSS Survival Manual [15].

1) Test Hypothesis

The test of this hypothesis aims to find out whether the hypothesis proposed in this study is rejected or accepted. Hypothesis testing is done by comparing the average value of initial ability (pre-test) and the average of post-test of experimental class students with control class students. The hypothesis testing process uses normality test and homogeneity test of variance. Normality test data used Lilifors test, whereas homogeneity of data used homogeneity test variance with F test with significance value $\alpha = 0,05$. Students with high and low emotional development were analyzed using different test statistic or t -test. The steps of hypothesis testing are as follows:

2) Normality Test

Normality test aims to determine whether the data coming from a population that is normally distributed or not.

3) Homogeneity Variance Test

The homogeneity test of variance was conducted to find out whether two samples taken had homogeneous variance or not.

4) Test T (t -test)

This research is a kind of quantitative descriptive research. The data collected from the dissemination of survey and the value of first semester report card is done by statistical analysis and descriptive. Statistical analysis is used to analyze research data related to the numbers, while descriptive analysis is used to describe the educational values seen in the sample. The statistical analysis using hypothesis test. Hypothesis test analysis using linear regression test at SPSS for windows 20.00 to know the value of significance. Regression test, there is assumption about residual normality and regression linearity. If the regression test results have significant value less than 0.05 then indicate the influence of education values on emotional development and learning achievement.

Correlation analysis is also conducted to see whether there is a correlation between educational values and learning achievement. If the correlation result is less than 0.05 then it indicates a relationship. But if the correlation result is more than 0.05 then there is no relationship. After the t -count price is obtained, then the next t -count compared with the t -table with the test criteria for the acceptance and rejection of the hypothesis are as follows :

- Reject H_0 and accept H_a , if t -count $\geq t$ -table

- Accept H0 and reject Ha, if $t\text{-count} < t\text{-table}$

A. Result

IV. RESULTS AND DISCUSSION

The result of Manova analysis for hypothesis testing in this study is shown by the following Table III

TABLE III RESULT OF MANOVA ANALYSIS (TEST OF BETWEEN-SUBJECTS' EFFECTS)

get the dance learning material "*Nawung Sekar*". Furthermore, the second hypothesis testing shows that

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Emotional development	17686.528 ^a	12	1473.877	271.675	.000	.982
	Learning achievement	192.660 ^b	12	16.055	9.731	.000	.664
Intercept	Emotional development	21790.237	1	21790.237	4016.530	.000	.986
	Learning achievement	9703.624	1	9703.624	5881.580	.000	.990
Pre-post	Emotional development	1145.549	1	1145.549	211.156	.000	.782
	Learning achievement	.026	1	.026	.015	.901	.000
Group	Emotional development	1529.140	1	1529.140	281.862	.000	.827
	Learning achievement	1.626	1	1.626	.986	.325	.016
Edu Value	Emotional development	3745.583	10	374.558	69.041	.000	.921
	Learning achievement	60.215	10	6.022	3.650	.001	.382
Error	Emotional development	320.083	59	5.425			
	Learning achievement	97.340	59	1.650			
Total	Emotional development	369408.000	72				
	Learning achievement	443972.000	72				
Corrected Total	Emotional development	18006.611	71				
	Learning achievement	290.000	71				

a. R Squared = .982 (Adjusted R Squared = .979)

b. R Squared = .664 (Adjusted R Squared = .596)

Testing of the first hypothesis shows the relationship between the value of dance education *Nawung Sekar* (x) with learning achievement (y1) gives the price F of 9.731 with a significance of 0.000 ($p < 0.05$). This shows that the first hypothesis proposed in this research is acceptable, so it can be concluded that there is a significant difference of learning achievement between the group of students who follow the dance lesson of *Nawung Sekar* with the students who do not

between the values of *Nawung Sekar* dance education (x) and emotional development (y2) gives the F value of 271.675 with a significance of 0,000 ($p < 0.05$). The results of this analysis indicate that the second hypothesis proposed in this study is accepted, so it can be concluded that there are significant differences in emotional development between groups of students who get the *Nawung Sekar* dance materials with groups of students who did not get the *Nawung Sekar* dance material.

TABLE IV. MANOVA TEST RESULTS (PILLAI TRACE TEST RESULTS, WILK LAMBDA, HOTELLING TRACE, ROY'S LARGEST Root)

Multivariate Tests ^a							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.992	3760.197 ^b	2.000	58.000	.000	.992
	Wilks' Lambda	.008	3760.197 ^b	2.000	58.000	.000	.992
	Hotelling's Trace	129.662	3760.197 ^b	2.000	58.000	.000	.992
	Roy's Largest Root	129.662	3760.197 ^b	2.000	58.000	.000	.992
Pre-post	Pillai's Trace	.797	113.769 ^b	2.000	58.000	.000	.797
	Wilks' Lambda	.203	113.769 ^b	2.000	58.000	.000	.797
	Hotelling's Trace	3.923	113.769 ^b	2.000	58.000	.000	.797
	Roy's Largest Root	3.923	113.769 ^b	2.000	58.000	.000	.797
Group	Pillai's Trace	.836	147.694 ^b	2.000	58.000	.000	.836
	Wilks' Lambda	.164	147.694 ^b	2.000	58.000	.000	.836
	Hotelling's Trace	5.093	147.694 ^b	2.000	58.000	.000	.836
	Roy's Largest Root	5.093	147.694 ^b	2.000	58.000	.000	.836
Educational Value	Pillai's Trace	.989	5.772	20.000	118.000	.000	.495
	Wilks' Lambda	.073	15.684 ^b	20.000	116.000	.000	.730
	Hotelling's Trace	11.871	33.833	20.000	114.000	.000	.856

	Roy's Largest Root	11.799	69.616 ^c	10.000	59.000	.000	.922
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a. Design: Intercept + pre-post + group + Educational Value

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Manova test results (test results of Pillai Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root) in Table IV above shows the price of F on the test Pillai Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root is respectively 147.694 with a value of significance 0,000 ($p < 0.05$). These results can be interpreted that the price of *F* Pillai Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root are all significant. Thus, the third hypothesis proposed in this study is acceptable. Hence, there are differences in emotional development and learning achievement simultaneously significant between students who follow dance lessons "*Nawung Sekar*" with students who did not get the dance material *Nawung Sekar*.

Based on testing the above three hypotheses and supported by the results of the analysis description can be concluded that the value of dance education "*Nawung Sekar*" positively affect the development of emotions and learning achievement of SLBN Pembina Yogyakarta students, when compared with learning without dance material "*Nawung Sekar*". This can be proven through the acceptance of the three hypotheses proposed in this study, which shows that there are significant differences in emotional development and learning achievement between the students who get dance learning materials "*Nawung Sekar*" with students who did not get the material, either simultaneously or separately.

B. Discussion

This research has obtained results that match the research objectives. Experimental study on the influence of *Nawung Sekar* dance education values on emotional development and learning achievement of SLBN Yogyakarta coaches, from the results of data analysis and testing hypotheses concluded in general that there is a positive influence on the learning of *Nawung Sekar* dance on emotional development and learning achievement.

The research findings about the positive effect of dance learning given to students with mentally disabled related to the values of dance "*Nawung Sekar*" for the development of students' ability in the development of emotions and learning achievement. This finding is supported by Saputri's research [16] stated that some of the impacts of light mentally disabled students of SLB C Widya Bakti Semarang include, among others, the formation of affective, cognitive, psychomotor spheres, as seen from the psychological changes of children with mild mentally disabled and physical ability. Affective change is directed at affection with those around her, affection and desire to interact with friends, family, teachers and people around her. Similarly, students' cognitive changes are emphasized for students' understanding of receiving the material delivered. As for the psychomotor domain directed at the extent to which the child in capturing the material given the teacher and then able and dare to display the following material back.

The use of dance indirectly can be a motion therapy, audio and socio-motor for students with special needs, especially for mentally disabled students who became the focus of research. This is corroborated by the study of Malcodini in [17] entitled Creative Arts Therapy and Expressive Arts Therapy. This study aims to use art therapy such as the use of dance, music, drama and creativity in rehabilitation or in disability. The results of this study are dance / movement therapy-focusing on the use of movement with the assumption that the body and mind are related. The use of this psychotherapeutic movement as a process is related to emotional, cognitive and physical. This means that this therapy can affect changes in feelings, cognition of physical function and behavior.

V. CONCLUSION

Based on quasi experimental research above can be concluded that there is positive influence of dance values "*Nawung Sekar*" to the development of emotion and learning achievement of SLB N Pembina Yogyakarta students. Subsequent research is expected to provide other dances or coverage of other research variables that will be observed if still associated with students with mental disabilities that have limitations in the mental realm. From the results of this study can be seen that this study has several limitations, namely: (1) The subjects used in this study are limited to the values of dance education "*Nawung Sekar*" to the development of emotion and learning achievement of dancing students of SLB Negeri Pembina Yogyakarta, so that this material is used for children of Mentally disabled or children generally in elementary school age as the basis of the introduction of classical dance Yogyakarta style. Meanwhile, when associated with the development of emotion and learning achievement of SLB Negeri Pembina Yogyakarta students, then it can only be used in schools whose students have mental limitations or mentally disabled; (2) Detailed study time became one of the reasons the achievement of learning achievement of female students in SLB Negeri Pembina Yogyakarta did not experience a very high increase. This is due to the limited ability and memory of students mentally disabled, then the learning of dance must be trained repeatedly so that students can mentally disabled daughters memorized and able to obtain improved learning achievement of dancing to be higher; (3) The form of the instrument using self-assessment enables the dishonest subjects to answer, although the possibility is anticipated by re-checking the classroom teacher; (4) The ability of students with special needs with mental disability or called mental retardation so that the memory or memory of students is easily lost. It takes persistence and patience with continuous and repeated learning to keep students remembered about the material delivered. Given the ability of students, the teacher

is expected to choose learning materials tailored to the ability of students.

The results of this study are expected to be useful include:

(1) Theoretically i.e. the results of this study are expected to increase / enrich the information and develop theories about the values of education through the learning of dance can cultivate positive emotional development for students and improve student achievement; (2) Practically i.e. *For teachers*- this research is expected to give input about the learning that appeals to the students so that it can improve the quality of dance learning and able to increase the educational values in the learning of dance, so it can influence the emotional development and the good learning achievement for the learners who become its responsibility; *For students*- This research is expected to increase the students' knowledge about the values of education in dance art learning, as well as the effect on the emotional development and the achievement of student learning in following the learning of dance. Students can apply the values of education in daily life; *For the Principal*- It is expected to give input in making policy about the role of dance to the improvement of education values so that it can influence the emotional development and student achievement in order to run well and achieved conducive learning.

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