

Learning Traditional Dance in Growing the Character of Students in Blitar 5 Junior High School

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Abstract: Traditional dance has been used as material in learning in schools. One of the schools that makes traditional dance as a material for learning arts and culture is Blitar 5 Junior High School. Traditional dance as a material in art and culture subjects has a purpose. The purpose of learning traditional dance at Blitar 5 Junior High School is to shape the character of students. However, many students tend to underestimate the learning of traditional dance, especially students who do not have the talent to dance. Based on these problems, this study was conducted with the aim to uncover the influence of traditional dance on the character of learners. The research conducted will use qualitative research methods. The problems examined include (1) how the influence of traditional dance on the character of students.

Keywords: *learning, traditional dance, students, characters*

Introduction

Education is a part of human life that aims to direct people to have human attitudes and behavior (Kadek Widiastuti, 2018: 240). Education in schools is a process or action that is systematically compiled by humans and is carried out in schools both in the classroom and outside the classroom. In the learning process, things that are learned by students include knowledge to skills. Education must be functioned as it should, as the best means to trigger resurrection and move the times. Schools throughout the country must jointly make themselves: character schools, the best place to grow and develop characters (Saptono, 2011: 17). Education arranged systematically is solely to realize an optimal teaching and learning activity and can support the development of potential and shape character in each individual learner. Teaching and learning activities like this are also carried out at the Blitar 5 Junior High School, where in the learning activities of students are given a material that is traditional dance. Traditional dance learning in Blitar 5 Junior High School is a learning that is formed, created and made on the basis of specific goals and intentions. The purpose and purpose of providing traditional dance learning at Blitar 5 Junior High School is to form student character and be able to get to know, understand and appreciate dance especially traditional dance as part of culture in Indonesia.

Forming characters in learning traditional dance is an important point that must be achieved by students while taking traditional dance subjects. In addition to these points, students are also required to have skills in dancing. However, there are still many students in Blitar 5 Junior High School who tend to underestimate the learning of traditional dance. Many students are not serious in accepting dance material given by teachers, especially students who do not have the talent to dance. If this problem is allowed to continue, the goal of learning dance cannot be achieved properly.

Problems that are being experienced by students are the task of teachers, especially dance instructors to immediately overcome this problem. Teachers of art and culture subjects especially dance instructors try to overcome problems one of which is to improve learning

methods. Teachers of arts and culture, especially dance, try to get students to give the same focus as other subjects. The essence of dance learning is to increase the repertoire of knowledge about dance, shape the character and morals of students and enhance the aesthetic experience of students. Character in character education can be done well through art education (aesthetics). Aside from being a means of expressing mind and soul, as well as developing imaginative power and creativity, aesthetic education is a very effective means of instilling character and moral values thanks to its ability to give birth to softness of heart and soul calm through appreciation of beauty (Haidar Baqir, 2019: 111). Based on the background of the problem, this study will use an educational approach, aesthetic arts, and communication.

Method

Research conducted will use qualitative methods. The research data collection was carried out by visiting the school that was the place of research and interacting directly with the research subjects, namely the school principal, traditional dance instructors and class VIII students. This research was carried out because the researchers found problems that occurred at Blitar 5 Junior High School related to the learning of traditional dance, where this learning was not yet a central lesson for character building for students. The activities carried out within the framework of the research are: (a) introduction of the research location (the school to be investigated), (b) preparation of the research proposal, (c) implementation, and (d) preparation of the report of research results. Data collection techniques carried out in the following ways: (a) observation, (b) interviews with research subjects, (c) research documents. The data collected in this study is in the form of information about learning traditional dance and its influence on students. Obtaining valid data in this study using data triangulation, source triangulation and theory triangulation techniques.

Results and Discussion

Traditional Art Dance

Dance is one branch of art that involves the body, taste and creative power which is processed by considering the aesthetic value in it and as the main media in a dance presentation. Dancing requires adequate preparation for the body to be used as a medium of expression. How to prepare the body as a tool for dancing include: (a) heating, (b) muscle tension and relaxation, (c) flexibility, (d) a sense of preparedness, and (e) various possibilities of motion (exploration) (Novi Anoeграjeki et al, 2008 : 146). Dance itself has several genres including traditional dance, modern dance, classical dance, contemporary dance and others. But in essence dance itself is a medium of expression of the artist which contains values, such as the character value or the beauty value of the dance itself. A dance can be inherited with acts of oral tradition, material, documentation or with education (Muhammad Fazli Taib bin Saearani, 2014:46). Inheritance of dance through educational actions is also carried out by Blitar 5 Junior High School. Dance learning becomes a learning to train creativity and at the same time build good character in students. The process of learning dance requires an educator who is an expert in the field of dance. Educators in learning dance have several important tasks in building students' characteristics. JeongAe You (2009) believes that educators have four teachings, namely (1) expressing the lives of students through dance moves, (2) providing learning outside dance techniques, (3) using diverse learning models to achieve diverse learning experiences, (4) design a dance performance to evaluate student learning outcomes. The potential for humans to

be aware and active becomes a very important consideration in learning, especially we see that: (a) dance as an experience and as a form of expression, (b) an active participation in dancing will lead to knowledge, and (c) dance is a multidimensional phenomenon (Cecilia Ferm Almqvist, 2019: 5).

Dance itself does not stop at staging and get a rousing appreciation from the audience. However, the essence of dance itself is the discovery of the character values contained then absorbed by the rookie and made as a learning for the rookie and the artist himself. According to Qiqi Yuliati and Rusdiana (2014: 15) states that values are all matters relating to human behavior regarding good or bad as measured by religion, tradition, ethics, morals, and culture prevailing in society. The value of art can also be understood as a result of the response of artists who are embodied in the form of art that will later be responded to by the audience. Values in art can be classified into three parts, namely (1) the value of beauty, (2) the value of knowledge, (3) the value of life (character). These three values will later be integrated in one forum, namely in the form of dance work.

Traditional dance is a dance that has existed for a long time and is still preserved until now at a certain location. Now a days, traditional dance is starting to be learned in schools both formal and informal. According to Trianti and Tati Narawati (2011: 4), basically there are two elements of traditional art that need to be properly covered as a material of science, namely: (a) art techniques in each type of art expression; and (b) the concept or guiding principle that directs it. Both tend to be less attention. This kind of phenomenon also still occurs in schools in Indonesia, one of which is at Blitar 5 Junior High School. The reason traditional dance is learned in both formal and informal schools is to preserve the art so that it does not become extinct.

Character Value in Traditional Dance Learning

Humans will continue to process their character formation. Formation of character in humans starts from the family, school environment, and their environment (Akio Hiroyuki, 2018: 233). Education in general serves to develop the ability of each child to find his identity, to transmit cultural heritage, expanding social awareness to increase knowledge (Arya Pageh Wibawa, 2017: 50). Studying traditional dance can get several advantages, namely: First, learning traditional dance can provide new knowledge while making people aware of the diversity of art in Indonesia. Second, learning traditional dance can help in the formation of character. The purpose of character education is to shape individual self-improvement continuously and practice the ability of self towards a better life (Furqon Hidayatullah, 2015: 30). Third, studying traditional dance can enhance aesthetic experiences while honing creativity. Creativity is very dependent on the power of imagination, namely the ability to imagine something without going through the procedure of perception of something in its concrete state. In other words, the more imaginative a person is, the more creative he is. Because creativity involves divergent human thought. The more imaginative humans are, the more space there is for such exploration, so that the opportunities for producing creative thoughts become greater (Haidar Bagir, 2019: 86-87). According to Sutiyono (2012: 77), education is not just transferring knowledge (transfer of knowledge) to students, but more than that it also transfers value (transfer of value). Sunaryadi (2013) provides a statement that character education aims to prepare and realize a society or nation that is spiritual, humane, united in spirit, populist in spirit, which is based on consultation, and social justice.

Overcoming moral problems in the community environment, especially in educational institutions can be overcome with a character education (F.E. Freeks and G.A. Lotter, 2011:

577). In that view, art education has great potential in processing knowledge as well as the values of human life (character) directly. Based on this opinion, traditional dance is a science which contains values, especially character values, which are important to be used as a learning both in formal and informal schools. Before discussing the importance of character education, it is necessary to understand the understanding of character. Character is a trait or personality inherent in human beings where the character is obtained from the internalization of all phenomena and the results of interactions that have been experienced by humans themselves. the phenomenon of interaction experienced by someone with another person results in the growth of the character of the community. Based on this, social environmental factors greatly affect the human character. In another definition, character education can be called moral education which is realized in an action (Jona Erwenta, 2018:197). Lelahester Rina, Wiedy Murtini, and Mintasih Indriayu (2018) provide the statement that junior high schools forms a character in students who are creative, responsible, collaborative, hard working and communicative. Therefore, character values need to be used as a foundation in an education system. Character value education has a purpose including to develop human potential, to instill leadership and responsibility, to develop the ability to be independent and creative. The education of character and culture values is also found in traditional dance. Some of the values contained in character education in traditional dance are: (a) Religiosity. Basically, dancing is an expression of our gratitude to God that is expressed through beautified gestures. (b) hard work. Becoming a professional dancer requires hard work and a long process. (c) creative. Making a dance work with good quality, requires high creative power. (d) love the motherland. Preserving traditional dance is a conscious effort to respect and appreciate the rich culture of Indonesia.



Figure 1. Blitar 5 Junior High School student and dance teacher.

Table 1. Discussion Analysis

No	Data			
1	Traditional dance	Aesthetic value	Knowledge value	The value of life (character)
2	Traditional Dance Learning	creative	imaginative	applying character values in daily activities

Conclusions

Traditional dance is a dance that has existed for a long time and is still preserved until now at a certain location. Nowadays, traditional dance is starting to be learned in schools both formal

and informal. One of the roles of traditional dance in learning at Blitar 5 Junior High School is to shape the character of students. Some of the values contained in character education in traditional dance are: (a) Religiosity. Basically, dancing is an expression of our gratitude to God that is expressed through beautified gestures. (b) hard work. Becoming a professional dancer requires hard work and a long process. (c) creative. Making a dance work with good quality, requires high creative power. (d) love the motherland. Preserving traditional dance is a conscious effort to respect and appreciate the rich culture of Indonesia. Based on the previous discussion, it is hoped that this journal can be used as reference material for conducting further research that is still related to this research. In addition, this journal is expected to be useful as a solution or media in solving problems about learning dance in character formation.

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