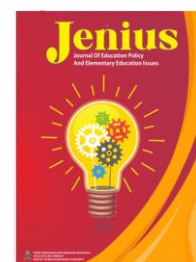




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Implementation of Character Education Based on Local Wisdom in Dance Extracurriculars at Elementary Schools

Maesaroh¹, Kustiarini¹

¹Islamic Elementary School Teacher Education Study Program, Faculty of Tarbiyah, Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia

Corresponding author: maesarohmaesaroh19@yahoo.com

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ABSTRACT

Western culture is currently developing very rapidly along with technological developments; this has a big impact on the development of the character and morals of students in Indonesia. This research aims to (1) Describe the implementation of character education based on local wisdom in dance extracurriculars at SDN Kartasura 01 Sukoharjo; (2) Describe the values of local wisdom in extracurricular dance, especially the Kebo Kinul dance at SDN Kartasura 01 Sukoharjo. This study used a descriptive qualitative method. The subjects of this research were 15 students who were active in extracurricular dance and 1 dance teacher. The data collection techniques used are observation, interviews, and documentation. The results of the research are: (1) The implementation of character education based on local wisdom in extracurricular dance at SDN Kartasura 01 Sukoharjo was carried out by preserving the regional culture of the Kebo Kinul Dance, which developed in Sukoharjo Regency; (2) The values contained in the Kebo Kinul dance extracurricular are the value of working together, the value of gratitude and the value of love for the homeland. Based on the results, it can be concluded that the implementation goes through the stages of planning, implementation, monitoring, and evaluation following the curriculum to achieve national education goals.

INTRODUCTION

Western or foreign cultures are currently very easy to spread in various circles through mass media and the internet. Children can now easily access foreign cultures, such as films, music, and lifestyles, practically through gadgets and the internet (Sasmita et al., 2021). This condition can influence the child's character in terms of values, attitudes, and behavior. The character values crisis is a very important problem to resolve because it influences various fields (Anisha et al., 2021), such as the influence of Westernized culture, which makes children

prefer foreign cultures rather than preserving the local culture of their region and the decline in the noble values of Pancasila (Zaenabiyah, 2020).

This cultural influence and global values can influence students' character, identity, and morals (Sulistiawati et al., 2023). Character education needs to be improved in the era of globalization to help students understand and appreciate cultural diversity while maintaining cultural values and noble values under Pancasila. This expectation requires efforts to develop multicultural education and strong character in students so that students can develop their competencies and all of their potential. (Riyanti & Novitasari, 2021).

Elementary school is the initial level of education that plays an important role in forming a child's character (Sudrajat et al., 2023). Character education at this level will help children understand basic values in everyday life (Parameswara, 2021). However, in its implementation, some challenges and opportunities must be considered, especially in integrating local wisdom into extracurricular activities in elementary schools (Nurcholidah, 2018).

Extracurricular dance is one of the activities outside class hours that can help form individual character. Through extracurricular dance, students can help manage emotions, appreciate differences, and experience the beauty of art (Tysha Wardani, 2020). Students can develop characters rooted in local cultural values and traditions by integrating character education based on local wisdom in dance extracurriculars (Subarkah & Ahmad, 2022).

Implementing local wisdom-based character education in dance extracurriculars in elementary schools has an important role in developing children's character. Through dance, children can recognize and internalize local cultural values, build a strong identity, and develop good social and emotional skills (Anisa, dkk, 2018). This action will help them become individuals with integrity, tolerance, and the ability to adapt to a multicultural society. Apart from this, instilling local cultural wisdom values through traditional dance can make children love their culture and be able to preserve traditional culture with pride (Chairiyah, 2017).

Instilling Based on the results of interviews conducted at SDN Kartasura 01, Sukoharjo, with the school principal and dance teacher on September 7, 2023, the school has made efforts to preserve local cultural wisdom values in dance extracurricular activities, which are held on Tuesday and Wednesday at one in the afternoon by presenting dances. "Kebo Kinul" is one of the traditional dance creations originating from Sukoharjo Regency, which is not widely known and has not been preserved by the local community.

In reality, implementing local wisdom-based character education in dance extracurriculars in elementary schools has not been realized optimally. Based on the results of

observations and interviews conducted in the school environment in the Gunung Kunci area, Sukoharjo schools are still having problems with the infrastructure that supports extracurricular dance activities, such as a lack of musical instruments to accompany dance, traditional clothing, and other equipment. Students' interest in traditional dance also often decreases because students prefer to dance modern dances, such as dances modeled on foreign boybands or girlbands (Wiwoho et al., 2024).

Based on this, the school makes every effort to instill the value of love for local wisdom in its students by carrying out "Healthy Friday" activities, such as dancing the Kebo Kinul dance with all students on the school field, followed by healthy exercise. This activity introduces, instills, and preserves traditional culture among students. This research aims to (1) Describe the implementation of character education based on local wisdom in dance extracurriculars at SDN Kartasura 01 Sukoharjo; (2) Describe the values of local wisdom in extracurricular dance, especially the Kebo Kinul dance at SDN Kartasura 01 Sukoharjo. The value of novelty in the research is to examine in more depth character education based on local wisdom in the dance extracurricular "Kebo Kinul."

METHOD

This research uses a qualitative descriptive research design with a phenomenological approach, namely analyzing phenomena in the field to obtain quality data related to implementing extracurricular dance in instilling character values in the Kebo Kinul dance. This research was carried out at SDN Kartasura 01 Sukoharjo from September 2023 to January 2024. The research subjects were selected based on relevance to the research topic and ability to provide the necessary information. The research subjects were 15 active students in dance extracurriculars and dance trainers. In contrast, the informants in this research were the school principal and guardians of students participating in the dance extracurricular. The research was carried out directly by researchers in the field by observing subjects, interviewing informants, and documenting activities guided by analytical instruments that had been prepared based on character education indicators. The data analysis technique uses the Miles and Huberman model. Data analysis uses the version of Miles and Huberman Rohendi (1992), which states that there are three streams of activities in data analysis: data reduction, data presentation, and drawing conclusions or data verification.

RESULTS AND DISCUSSION

Dance extracurricular activities are one extracurricular option that accommodates students' talents and interests in dance. The interviews conducted with dance teachers at SDN Kartasura 01 show that the extracurricular dance presented at this school is not only a place for children to express themselves but also an effort to form a generation that loves Indonesian culture and has a noble personality following the noble values of Pancasila. This statement is in line with the goals of dance extracurriculars expressed by Shilviana & Hamami (2020), namely that dance extracurriculars aim to develop children's dance skills, increase creativity, increase cooperation, increase independence, and be able to appreciate and preserve Indonesian culture.

The extracurricular dance implementation held at SDN Kartasura 01 Sukoharjo raised the theme "Local Wisdom," which focused on the traditions and culture of the Central Java region. The dances used are regional, namely dances that were born and developed in society as a symbol of joy and joy over something (Muryanto, 2019:41). One of the regional dances performed is the Kebo Kinul dance originating from Sukoharjo Regency, which tells the story of the joy and joy of Sukoharjo residents over an abundant rice harvest assisted by the role of farmers and kinul buffalo who always help farmers.

Lestari (2016:64) states that the Kebo Kinul dance is full of meaning and noble values, from the choice of movements and costumes to music, full of the meaning and noble values of the Indonesian nation. The Kebo Kinul dance conveys a sense of cooperation, love for the nation's culture and traditions, and gratitude for all the abundant blessings that God has given. Instilling character education based on local wisdom is a means of producing an intellectual millennial generation (Zulkarnaen, 2022).

Character Values in the Kebo Kinul Dance

The value of Mutual Cooperation/Working together

The Kebo Kinul dance has a very dominant meaning of cooperation and cooperation. In this dance movement, every movement requires cooperation and solidarity between each dancer to create a unified movement that symbolizes the story of the cooperation of farmers in caring for their rice fields. According to Listyaningsih (2018:18), cooperation is an attitude that can work together with other people without discriminating. The dance extracurricular implemented at SDN Kartasura 01 applies the habit of respecting fellow students, helping friends who have difficulty dancing, and not distinguishing between friends so that children have a social spirit and can work together with other people.

This value of cooperation/working together is instilled in students from the initial practice process to performing and completing the performance. Students can work together with their friends to dance each movement in a unified manner, help friends who have difficulty following the dance, and take responsibility for preparing and completing the dance performance together.

The Value of Gratitude

The value of gratitude in the Kebo Kinul dance is found in the third movement in the dance, namely "Sembahan," where both hands are raised upwards with the body in an upright position and the head facing upwards; this movement means thanking God for all the blessings and good fortune given to farmers that were producing abundant rice (Lestari, 2016).

Widyaningsih (2022:11) states that the value of gratitude is a state where a person acknowledges the blessings that God has given to increase his sense of love and devotion to God. One of the activities carried out during dance practice is the habit of giving thanks and acknowledging God's blessings and greatness by always being grateful and not easily complaining. Dance trainers often provide motivation and enthusiasm to continue working as a form of gratitude for the blessings of health and opportunities given by God so that they can utilize and optimize the potential of their students.

The Kebo Kinul dance is also created out of gratitude from farmers for the abundance of blessings from God and as a form of respect for their ancestors who have contributed and helped protect farmers' fields. This form of gratitude and respect has become a tradition passed down from generation to generation by the people of Sukoharjo Regency in a series of rice harvest events, which are usually also filled with a series of events, such as group prayer, eating together, and the Kebo Kinul dance danced together.

The Value of Nationality

The value of nationality in the Kebo Kinul dance is contained in the traditional values passed down from generation to generation, which are characteristic of the people of Sukoharjo Regency and have now developed onto the world stage. Traditions that continue to be developed and passed down are what make children have a love for their culture and traditions.

Amalia et al. (2020) stated that love of one's homeland means having a sense of belonging, appreciating, respecting, and being able to preserve and protect one's homeland wholeheartedly. Apart from extracurricular dance activities, the school also supports patriotism

activities with familiarization programs and activities such as ceremonies, commemorating holidays, participating in cultural activities, and preserving the homeland's culture.

The value of love for the homeland is found in every movement of the Kebo Kinul dance, which symbolizes the story of farmers and buffalo plowing the fields. The song accompanying this dance is also characteristic because it uses unique Central Javanese regional songs. Apart from that, the costumes and attributes used in the dancing process also use natural resources and the creativity of the Indonesian people themselves, starting from using straw and changing over time to costumes that are environmentally friendly, efficient, and easy for students to use.

Implementation of Character Education Based on Local Wisdom

The Kebo Kinul dance art is unique in its movements, clothing, and accompanying music. The movements in this dance illustrate the farmer's process of cultivating agriculture using the help of buffalo. Meanwhile, the clothing and accompanying music depict the farmers' simplicity and the typical game music of rural communities. These unique qualities prove that farmers, through their simplicity, can achieve prosperity.

The implementation of character values based on local wisdom in schools is carried out through several stages as follows:

Planning

Planning is the initial stage to plan, prepare, and organize a program and activity that will be implemented so that it can run systematically and follow the expected goals (Wahyudi, 2018). The planning carried out to instill character education based on local wisdom at SDN Kartasura 01 is by making a semester program plan and an annual school program plan, which includes school activity plans, budget, the person in charge, and the process and systematics of implementing activities that will be carried out at the school. This planning is carried out to calendar activities each month so they do not conflict with other activities and can run optimally according to the expected goals.

Work programs or activities are planned at SDN Kartasura 01 Sukoharjo at the beginning of the new semester and academic year. School activity planning is adjusted to the curriculum and guidelines issued by the education office so the program can run according to the curriculum and educational goals expected by the government and the school (School Principal Interview, Tuesday, December 12, 2023).

Implementation.

The implementation stage is implementing and carrying out all programs and activities the school has planned. This implementation activity is carried out per the guidelines and list of plans that have been made so that it is hoped to run systematically and optimally in each program (Muttaqin, 2020). Changes and revisions in this implementation are carried out conditionally according to the needs and conditions at the time of implementation, which will be reported at the school activity monitoring meeting.

Implementation of character education activities based on local wisdom outside of learning hours, such as extracurricular activities of traditional dance and music, commemoration of national holidays, batik training and traditional food bazaar activities, and traditional art performances carried out by students. Implementing these school activities is supported by support and assistance from teachers, parents, and adequate government funds (School Principal Interview, Tuesday, December 12, 2023).



Figure 1. Performing arts performances at school

Monitoring

Monitoring activities are one of the activities that monitor the progress of activities and programs implemented in schools (Hamriana, 2021). Monitoring activities are carried out directly by the person in charge of the activity and the teacher concerned in implementing the activity. Monitoring at SDN Kartasura 01 Sukoharjo was carried out while activities were in progress by recording the shortcomings and advantages of the activities to become input later when the evaluation was carried out (School Principal Interview, Tuesday, December 12, 2023).

Evaluation

Evaluation activities are activities to assess and improve whether the activities that have been implemented have gone according to plan or not and whether the activities carried out have been able to realize the expected goals. This evaluation activity aims to provide input and improvements for subsequent activities and agendas to run more optimally.

The things that are evaluated are the achievement of the objectives of each activity, time efficiency, material effectiveness and usefulness, and students' interest and involvement in each activity. Every deficiency, suggestion, and obstacle is recorded, and a solution is sought together. Improvement and revision activities are carried out jointly for better activities in the future (Principal Interview, Tuesday, 12 December 2023). The evaluation activities were also accompanied by an appreciation for teachers and members who had made efforts to make school activities successful.

CONCLUSION

Based on the results of research that has been carried out, it can be concluded that the implementation of local wisdom-based character education in dance extracurriculars at SDN Kartasura 01 Sukoharjo is carried out through several stages starting from program planning, implementation, monitoring to evaluation. Apart from that, it is also supported by programs and activities carried out in and outside of learning, such as extracurricular activities. The implementation of noble values follows the plans prepared and adapted to the curriculum and government programs to realize national education goals.

Implementing local wisdom-based character education in dance extracurriculars at SDN Kartasura 01 Sukoharjo using the theme "Local Wisdom." The values of character education based on local wisdom implemented in extracurricular dance, especially in the Kebo Kinul dance, are the value of mutual cooperation/cooperation, gratitude, and love for the country. The Kebo Kinul dance has a meaningful story and meaning for Sukoharjo Regency. Each dance movement contains noble values that need to be instilled in students. Hopefully, this research can be used as a reference and source for other research related to local wisdom-based character education in dance extracurriculars.

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