

EXTRACURRICULAR DANCE AS AN EFFORT TO PRESERVE LOCAL CULTURE IN ELEMENTARY SCHOOLS

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ABSTRACT

Extracurricular dance in elementary schools is not only considered as a means of student self-development, but also used to preserve local culture. One of the negative impacts of globalization is the easy entry of foreign cultures into a country, so it is a concern in the world of education. Local culture will be lost if the next generation does not know how to appreciate it properly. SD Sronol Kulon 03 Semarang plans to preserve local culture through extracurricular dance activities where students gain knowledge and experience of traditional dance aesthetics. Starting from inner feelings or sensitivity, understanding and recognizing the beautiful values of traditional dance, so that students can appreciate and appreciate the existence of the value of art itself. In addition, extracurricular dance activities are designed so that students can express their love for the country and understand that as the next generation of the nation, students have a responsibility to preserve local culture.

Keywords: Extracurricular, Local Culture, Elementary school

ABSTRAK

Ekstrakurikuler tari di Sekolah Dasar tidak hanya dianggap sebagai sarana pengembangan diri siswa, tetapi juga digunakan untuk melestarikan budaya lokal. Salah satu dampak negatif globalisasi adalah mudahnya masuknya budaya asing ke suatu negara, sehingga menjadi perhatian dalam dunia pendidikan. Budaya lokal akan hilang jika generasi penerus tidak mengetahui cara mengapresiasinya dengan baik. SD Sronol Kulon 03 Semarang berencana melestarikan budaya lokal melalui kegiatan ekstrakurikuler tari dimana siswa mendapatkan pengetahuan dan pengalaman estetika tari tradisional. Dimulai dari perasaan atau kepekaan batin, memahami dan mengenali nilai-nilai indah dari tari tradisional, sehingga siswa dapat menghayati dan menghayati keberadaan nilai seni itu sendiri. Selain itu, kegiatan ekstrakurikuler tari dirancang agar siswa dapat mengekspresikan kecintaannya terhadap tanah air dan memahami bahwa sebagai generasi penerus bangsa, siswa mempunyai tanggung jawab untuk melestarikan budaya lokal.

Kata Kunci: Ekstrakurikuler, Budaya, Sekolah Dasar

INTRODUCTION

One of the consequences of globalization is the displacement of local culture by foreign cultures that are not in accordance with national traditions. This concern arises and becomes a problem that needs to be solved in the world of education. Related to this problem, SD Sronol Kulon 03 Semarang as an educational institution offers a solution by organizing extracurricular activities. This is learning outside of dance because dance is one of Indonesia's

local cultures. Non-dance education at SD Sronдол Kulon 03 Semarang aims to preserve the local culture of Central Java in accordance with the area or place where the school was founded. Thus, it can be concluded that SD Sronдол Kulon 03 Semarang invites its students to preserve the local culture of Central Java through extracurricular activities. Education is one of the right ways to introduce culture to the next generation.

Law of the Republic of Indonesia no 20 of 2003 Article 4(3) explains that education is organized as a lifelong process of civilizing and empowering learners. The law explains that the process of civilization continues until the next generation of the nation. Culture does not only come from previous generations, but the empowerment of learners' potential must also be developed. In the face of globalization, education also plays a role in preserving local culture. Education works in the process of change, transaction and transfer of culture cultural change means preserving culture by passing on culture to future generations to be preserved and developed. Thus, the younger generation (learners) is a generation of inheritors and followers of culture, objects (objects) and actors (subjects). Cultural transaction means cultural exchange, receiving and giving, influencing each other's culture for the development of individual identity, family, community, and nation. Cultural transfer means the transition, dissemination, inheritance of culture from the older generation to the younger generation as heirs or successors (Soegeng, 2018: 87). Therefore, the next generation of the nation must preserve and develop existing cultures, so as not to be consumed by foreign cultures. Traditional dance preservation is not only limited to observing and reviewing the form of dance works, but also observing and analyzing the content (meaning) contained in dance art, which is determined by the culture or customs of the local community.

Culture is a form of human existence in the world, with the help of culture a person can show his footsteps on the stage of world history (Herimant and Winarno, 2010: 27) There must be a high sensitivity to local culture. especially for dance. that you have a sense of love and high artistic value. The fact is that extracurricular dance activities are currently only focused on competitions or art performances at the end of the year, these competitions are Festival competitions. National Student Art (FLS2N), Sports and Arts Week (PORSENI) and other competitions. Dance education is not necessarily only for students who have more potential than other students. However, non-dance classes are implemented and packaged as creatively as possible so that all students feel the same enthusiasm in learning a traditional dance called regional cultural dance or traditional dance.

As the next generation of the nation, students should respect and learn local culture. Through extracurricular activities, researchers hope that students have the right place to learn dance in their area. In addition, if students can take dance lessons outside of school such as at a dance studio, this shows students' love for their nation and deserves thumbs up. Extracurricular activities that are packaged creatively and innovatively attract students' attention to these extracurricular activities. It is hoped that students will be able to preserve the local culture of their region. Based on these problems and strengthened by the results of observations and interviews with accompanying teachers outside SD Sronдол Kulon 03 Semarang, the researcher is interested in conducting research e.g. entitled "Extracurricular Dance Efforts to Preserve Local Culture at SD Sronдол Kulon 03 Semarang".

METHOD

This research uses a qualitative approach, which is descriptive research. Listed as qualitative research methods are questionnaire, interview, observation, and documentation (Arikunto, 2007: 101). In this study, the data obtained is data or information that is in accordance with the reality in the field. And processed with a qualitative descriptive approach that will be concluded about how the role of extracurricular dance as an effort to increase students' appreciation in preserving local culture. In order for the data obtained to be systematic, data collection using the observation method, the type of instrument used is an observation sheet with data sources for dance extracurricular activities at SD Sronдол Kulon 03 Semarang, school facilities and infrastructure and dance extracurricular members, namely students and trainers of dance extracurricular activities.

Data collection using the interview method, the type of instrument used is an interview guide with data sources for extracurricular companion teachers and dance extracurricular trainers, data collection using a questionnaire with a questionnaire instrument, data collection using the documentation method with school document data sources, namely the attendance list of dance extracurricular activities, school vision and mission, school infrastructure and documents on the implementation of extracurricular activities. Test the validity of the data in this study using data triangulation techniques. Triangulation in this study adheres to the technique proposed by Moleong (2017: 321). Collecting data, data obtained by observation techniques, interviews, questionnaires are strengthened by documentation studies and matched with data sources, namely informants, namely extracurricular companion teachers, dance extracurricular trainers and students so that the data obtained support each other and can be said to be valid data.

RESULTS AND DISCUSSION

The Ministry of Education and Culture in Hastuias (2018: 46) explains that extracurricular activities are school programs in the form of student activities whose aim is to deepen and broaden students' knowledge, optimize relevant learning, channel talents and interests, talents and skills. and strengthen students' personalities. The results of the interview with Mrs. Yuliyanti, assistant teacher of outdoor dance at SD Sronдол Kulon 03 Semarang, have other goals besides developing students' skills and interests, namely introducing local culture to the next generation. In this case, the students of SD Sronдол Kulon 03 Semarang. Through learning through outdoor activities, students' knowledge of traditional dance also increases. According to Mrs. Yuliyanti, "yes, although the dance experience is a little, at least the students understand and know traditional dance, don't tell me anything, because the next generation of the nation, it is appropriate to introduce children to traditional dance." culture so that their own culture is no longer foreign to them, especially through out-of-class students who find their potential, then that potential can be developed.

As explained by Andreas Eppink in Herimanto & Winarno (2010: 25) culture contains all notions, values, norms, knowledge, as well as all social, religious, and other structures, coupled with all intellectual and artistic statements that characterize a society, it can be underlined that culture develops in a community of people and characterizes a society. Strengthened by an interview with Gita as an extracurricular trainer, she explained that the

school has a special goal in this extracurricular dance, namely the preservation of local culture, so extracurricular dance is not only prepared for competition preparation but also supplies knowledge about traditional dance to students in accordance with the statement "If traditional dance is not taught to the next generation, no one will develop it again". Because preservation efforts are efforts to maintain for a very long time, it is necessary to develop preservation as a sustainable effort (Karmadi, 2017: 3). This is the need to introduce local culture to children as early as possible so that local culture is preserved.

From the explanation above, it can be concluded that local culture is a characteristic of a society, such as traditional dance which is one of the local cultures that has differences or characteristics of each region. If traditional dance is not introduced and learned by the next generation of the nation, it could be that this local culture will become extinct. Extracurricular dance at SD Srandol Kulon 03 Semarang has played a role in this regard. As an educational institution that prepares students to return to the community, SD Srandol Kulon 03 Semarang has succeeded in instilling the value of loving regional culture indirectly through extracurricular dance activities and equipping them with knowledge related to traditional dance as a form of local culture owned by Semarang City. Extracurricular dance at SD Srandol Kulon 03 Semarang has been running quite well, through extracurricular dance after students can love a work of art, then there is an urge from within themselves to learn traditional dance. Especially if students can be willing to share. When the researcher made observations, students could do everything from looking happy when taught by the coach, being able to learn or follow a series of movements taught and being able to share with friends, which means that one day they will introduce local culture to others.

In connection with the preservation of local culture, it is not enough to have support or motivation from schools, but the next generation of the nation must also have motivation within themselves. Schools as educational institutions can only bridge students for this, for example providing adequate facilities for carrying out extracurricular activities. The rest of the efforts to preserve local culture must emerge from the hearts of the nation's next generation that local culture does need to be preserved. The need to instill the value of love for the country can be instilled in schools in order to be able to help preserve local culture. Preserving local culture students are equipped with knowledge so that they can observe and analyze the content (meaning) contained in the dance art. Love for works of art can arise when students are able to enjoy, appreciate, understand, appreciate and implicate a work of art. In order for students to walk in that direction, a place is needed for students to learn all that. The container is self-development activities at school, namely extracurricular activities. The role of the dance extracurricular coach in this case is very large. Because those who are able to equip students with that are extracurricular trainers with a process that is not short.

Observations of dance extracurricular activities at SD Srandol Kulon 03 Semarang, the trainer teaches proper movement techniques and explains the aesthetic value of dance. and explain the aesthetic value of the movement. This can help students to train their inner sensitivity, understand the aesthetic value of a dance movement, and can create an appreciation for a work of art, especially traditional dance. The implementation of extracurricular activities at SD Srandol Kulon 03 Semarang students are able to enjoy, appreciate, understand, appreciate, and implicate a work of art. Although the level of understanding of the movements is not perfect, this occurs due to age factors and not all

students have dance talent. The age of development of third and fourth grade students is certainly different in terms of capturing teaching materials, both movements and appreciation of the dance performed. For grade five, the level of understanding of teaching material is more perfect than grade three or four. Through process and experience, students will gradually be able to understand a work of art and be able to apply it. Because in extracurricular activities students are only introduced according to the interview with the extra accompanying teacher, the knowledge and implications will flow in line with age development.

From learning one to three students' appreciation in appreciating traditional dance works rose. This indicates that the quality of learning in the implementation of extracurricular activities at SD Sronдол Kulon 03 Semarang has improved. If the quality of extracurricular dance learning increases, it is certain that students' appreciation of works of art will mature. Schools try to equip students with knowledge about traditional dance to students. The knowledge given to students is in accordance with the results of interviews and questionnaires, students can mention the names of traditional Central Javanese dances, both creation and classical dances. Students are also taught techniques in traditional dance by extracurricular coaches. Central Java dance costumes are shown through a laptop brought by the coach when extracurricular activities take place. The aesthetic experience provided to students is that students can perform traditional dances through extracurricular dance learning. There are also some students who can participate in the PORSENI competition, which is one of the aesthetic experiences. The aesthetic experience that arises after students are equipped with knowledge can be applied when students watch an art performance. Students who can appreciate and understand the content and meaning of a dance will be able to give positive and negative comments in a work of art while still appreciating and respecting a work of art.

Extracurricular dance activities can seek to increase students' appreciation for preserving local culture from previously who have never known traditional dance to being able to appreciate a work of art. In accordance with an interview with Salwa Rahma Putri as one of the students who said that she was learning traditional dance for the first time because where she lived there was no dance studio that accommodated her to learn traditional dance with the statement "at my house there is no dance studio, it seems that my friends don't exist either". The implementation of extracurricular dance at SD Sronдол Kulon 03 Semarang is generally quite good. Starting from the initial learning activities, the teacher prepares for learning, invites students to pray, However, the reality in the field of extracurricular implementation is also still required and is not in accordance with the extracurricular principle, namely the principle of choice. In accordance with Permendikbud RI Number 81A of 2013 in Wibowo & Andriyani (2015: 5-6) that the principle of choice is a principle that is in accordance with the wishes and voluntarily followed by students. In fact, the implementation of dance extracurricular activities at SD Negeri Sawah Besar has not set these principles, so the extracurricular implementation is less than optimal because it will be an obstacle if the dance extracurricular activities are not an interest from within students. The implementation will not be maximized when there are students who do it with a forced heart.

In accordance with the theory put forward by the Directorate of High School Development in Wibowo & Andriyani (2015: 3) that extracurricular activities are activities carried out outside of class hours that serve to accommodate and develop the potential,

interests and talents of students, schools should only provide a forum and choice for students to develop the potential, talents and interests of students. So extracurricular activities should not be mandatory for students but be an optional student series development program in accordance with the Mission of SD Srandol Kulon 03 Semarang which reads "Empowering student potential early through optional extra activities".

In addition to developing talents and interests, the results of learning to dance have an advantage over just showing students' dance skills and being watched by many people. Learning to dance for educational purposes is not to become a dancer or artist, but rather aims to build character, develop creativity and multi-intelligence (Arisyanto, et al: 2018: 2). From this explanation, traditional dance also has a relationship between local culture and the character of the Indonesian people. So if students learn traditional dance by exploring the meaning contained, students will explore the rendition in a dance. So the extracurricular activities carried out at SD Srandol Kulon 03 Semarang have contributed to the preservation of local culture and have accommodated students with the facilities provided by the school even though the results are not perfect. Students have learned traditional dance through extracurricular dance activities but the knowledge provided by the trainer is still lacking, students only understand dancing but do not understand the values contained in the dance.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings and discussion in the previous chapter, it can be concluded that dance extracurricular activities at SD Srandol Kulon 03 Semarang have made efforts to increase students' appreciation of local cultural preservation by accommodating students to appreciate one of the local cultures, namely traditional dance. Efforts to preserve local culture, namely through extracurricular dance activities at SD Srandol Kulon 03 Semarang, students gain knowledge and aesthetic experience of traditional dance. Starting from recognizing through feelings or inner sensitivity, understanding and recognizing the beauty values of traditional dance, until students can appreciate and appreciate the existence of traditional dance values. In addition, extracurricular dance activities are intended so that students can express an attitude of love for the country and understand that as the next generation of the nation, students are obliged to preserve local culture.

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