

The Form of Character Education in Learning Dance at Sanggar Dance Students of Banyumas District

Okto Wijayanti¹, Ana Andriani²

^{1, 2}, Universitas Muhammadiyah Purwokerto, Indonesia

¹ wijayantiokto@gmail.com, ² Ana.Andriani@gmail.com

Abstract

The research aimed to describe the form of character education in dance learning for students of Banyumas district dance studio. This research uses a qualitative method. The data collection techniques used were the interview method, the observation method, and the documentation method. Data analysis in this research was carried out when data collection took place, and after completing data collection within a certain period. The data analysis used in the research was the Miles and Huberman model. The research location is in the Dharmo Yuwono dance studio, Banyumas Regency. The results of the study are as follows 1) The teacher or dance coach always provides an example or role model so that students are really ready to receive dance learning in a dance studio. Learning settings are made fun and enjoyable. The role of teachers in character education in learning dance in dance studios is to guide students before and after learning dance at school and pay attention to students' enthusiasm for learning. The dance learning model used is a complete learning model, where the teacher teaches movements per unit, so that each meeting the students memorize part of their movements until they memorize it, then the movement is added until one dance has been memorized and mastered by the students properly and correctly.

Keywords: *Form of character education, dance learning, teacher, dance coach, dance studio*

Introduction

Schools have a very important role in shaping the character of students, because in schools students experience a learning and educational process, a process of interaction, and communication with school members. Schools are also a place for improvement of the mistakes of students, through warnings given, so that through the improvement process it is expected to end in the formation of individuals with character.

One of the means for forming a nationalistic attitude is through education (Andriani 2020). The formation of the character of students in schools can be integrated in the learning process and extracurricular activities. This is confirmed by Wibowo (2013: 15) that the implementation of character education can be done in schools, namely integrated in learning, integrated in self-development through extracurricular activities, and integration in school management. Yuniawan (2014: 1) argues in the character education journal that:

"Through education that improves the quality of the character of the younger generation, it is hoped that problems related to morals and morals can be minimized and reduced. Furthermore, it is said that the application of character education to the school curriculum is the right step because it is able to raise awareness and understanding of the young generation of the characters needed in national and state life.

Character education that is carried out in schools is usually through subject matter that is associated with existing values, but based on Yuniawan's statement above, character planting is more emphasized on the problems of local culture that exist around the lives of students. One of the local cultures in the community is about regional dances. The regional dances taught must adapt to the development of students. The adjustment of dance can be seen from the different types of dance grouping between class I and class VI.

According to Sekarningsih & Heny (2006: 4) dance is one of the four developing branches of art. The notion of dance itself is a means of expression or means of communication of an artist to other people (the audience). As a means of expression, dance is able to create movements that can make people who see it sensitive to something that is and happens around it.

The results of observations on Thursday, December 24, 2016 related to the implementation of dance learning at the Dharmo Yuwono dance studio illustrate the level of seriousness of students in dance studio activities that are very enthusiastic when performing the stage, if the stage is not carried out there are some students who are less diligent, disciplined and child training processes. not passionate about doing the dance moves taught by the coach. The results of these observations can indicate that there is a lack of love for the country towards Indonesian culture in students.

Dance extracurricular activities can accommodate traditional dance learning at school and outside of school depending on the needs and suitability of the types of extracurricular activities. Especially for arts subjects, types of non-formal activities. The brief explanation above that extracurricular activities are activities that can support student learning activities, including activities that can support student learning activities in class. This extracurricular activity is a strategic means in increasing the ability of students to be creative and love their own cultural dances. Many schools have implemented several activities related to the formation of the character of love for the country to students so that students have the character values of hard work, discipline, love of the country, responsibility, diligence and so on.

Character building cannot be separated from the trainer as well as the teacher in implementing non-formal activities which is a priority that must know how dance activities are taught (Andriani 2018). The importance of this research is to find out how the teacher's efforts to instill character education and the steps taken by the teacher or trainer in dance course activities, so that researchers are interested in conducting research related to what character education students can get from dance course activities at the dance studio.

Based on the background and focus of the problems above, the core of the main problems that must be answered in this study are:

1. How is the application of character education to students through learning at students in dance studios?
2. What are the forms of character values as a reflection in learning dance courses at dance studios?
3. What obstacles do teachers face in the application of character education through dance learning to students in dance studios?

Method

This research uses qualitative methods, this approach is used as a research procedure that produces descriptions in the form of written or spoken words of people and observable behavior. The use of this research method is adapted to the main objective of the research, which is to examine how the form of character education for students in dance learning in dance studios in Banyumas Regency. The study population consisted of 7 teachers or dance trainers of the Dharmo Yuwono dance studio.

Method of Collecting Data

Collecting data in qualitative research can be done with several kinds of data collection techniques. This research uses three data collection techniques. The data collection techniques used were the interview method, the observation method, and the documentation method.

Observation

Observation is the act or process of taking information through the media of observation (Sukardi 2006: 49). In this case the researcher makes observations, records systematically the events, objects seen and other things needed to support the research that is being carried out. In this study, the observation was carried out frankly, namely stating frankly to the data source (informants) that the researcher made observations. The data taken by the researcher included learning, the application of character education, providing guidance to students during learning, and the form of character values encountered during dance learning.

Interview

Data collection through interview techniques was carried out on main informants and supporting informants. Interviews were conducted with dance teachers or coaches and students of the Dharmo Yuwono dance studio. Interviews were conducted in the form of structured interviews and in-depth interviews. Structured interviews were conducted to obtain a picture of the identity and background of the informants involved in the actors. Taking research subjects based on certain characteristics, namely by looking at special characteristics according to the need for data completeness and answering questions. In-depth interviews are open. The interview process will be carried out when the researcher needs data.

Document study

The use of document studies is to support and increase evidence from other sources. The document study technique was carried out by reviewing teacher documents in the form of plans and learning settings.

Data analysis in this study was carried out when data collection took place, and after completing data collection within a certain period. The data analysis used in this research is the model of Miles and Huberman (Sugiyono, 2013: 337) which suggests that the activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated.

The validity of the data in research needs to be done as an effort to test the correctness of the data results in the field so that the research results can be trusted. The data validity technique in this study used triangulation techniques. According to Lexy J Moleong (2007: 330), "triangulation is a data validity checking technique that utilizes something else. Outside the data is for checking purposes or as a comparison against said data. Triangulation with

sources means comparing and re-checking the degree of confidence of information or data obtained through several sources, for example from teachers, students, and parents. From this source, it cannot be averaged like quantitative research, but it is explained, described, classified, where the views are the same and different.

Results & Discussion

The Form of Character Education Applied by Teachers

The dance teacher or trainer always provides an example or role model so that students are really ready to receive dance lessons in a dance studio. Learning settings are made fun and enjoyable. Observation results in May 2017 that teachers and students are made close and like friends with fun, relaxed and fun learning. Students become respectful of the teacher, the culture of shaking hands is well used. Communication between teachers and students looks smooth. Character education is inseparable from cultivating a love for dance, with a broader discussion, namely love of the homeland.

The dance trainer at Sanggar Dharmo Yuwono explained that in guiding students when learning to dance, strategies were carried out by looking at the abilities of each student. The strengths and weaknesses will be taken into consideration in the observation and observation process. The extent to which the interests and talents of students have only after that are classified according to their fields. When it goes well, an evaluation is held to find out the process of student development.

From the explanations of several dance trainers, it can be concluded that the role of teachers in character education in learning dance in dance studios is to guide students before and after learning dance by paying attention to students' enthusiasm for learning. Sekarningsih and Heny (2006: 54) explain that the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain goals. The dance training used is a complete learning model, namely the teacher teaches movements per unit, so that each meeting the students memorize a part. the movements are memorized, then the next meeting, the movements are added until one dance has been memorized and mastered by the students properly.

The Application of the Character Value of Responsibility

The teacher as an advisor in his book Mulyasa (2011) states that the teacher is an advisor to students and even parents, even though they do not have special training as advisors and in some cases cannot expect to advise people. As an advisor, the teacher has the right to control the behavior or behavior of students so that later students are enthusiastic and understand the art of dance well.

The class teacher Skilled explained that in practice the teacher gave direct advice to students in dance extracurricular activities by moving the position from the back to the front so that it was more conducive to learning. The elementary class dance trainer explained that in advising the students it had been done to themselves in group learning. Students who are already clever will certainly not be arrogant because they can already do the dance that the trainer shows. But those who are already adept will exemplify and justify parts of the movement that are considered wrong. When finding problems in learning, namely by observing the causes of students not being enthusiastic in carrying out learning curriculum. Next find solutions and direct them by advising students who have problems when learning.

Discipline Character Value

Discipline character value can be seen in the timely attendance of students. Before the practice starts, 15 minutes earlier, the students are ready to come for dance practice at the Dharmo Yuwono dance studio. When students were asked to use their fingers or carry the property of a dancing tool, almost 90% of students had prepared and brought it. Discipline can also be seen when the trainer asks the students to take a 10-minute break, the students seem to make good use of the break, some students even learn to repeat the dance by themselves and discuss with friends. When the break time runs out, students immediately get ready for the next lesson with great enthusiasm and discipline.

Value of Character Hard Work

The value of the character of hard work can be seen in the efforts of each student, especially in the high class, namely the skilled and proficient classes. Each child appears to have the sincerity and good attention to accept each teacher's explanation so that the results of the final exam increase in level for each student get good results. Students who have talent and high interest in dance are always included in the FLS2N dance branch of dance performances or competitions until they win at the district level. Students who do not have the value of hard work and who are serious in learning dance will be given special notes and advised and given personal guidance so that their achievements are not far behind those of other friends.

From the explanations of several students, teachers, and parents, it can be concluded that in implementing love character education for the country, it is the responsibility of the teacher to advise and admonish it, and to provide solutions and direct it for the better. Then in addition to the teacher as a guide and advisor to the teacher or trainer himself, he can become a model or role model that is very close to the formation of the character of love for the country in students. Teachers are required to be able to provide good examples or role models for their students. Teachers should be able to be an example for students and encourage students to love their national culture more.

The supporting factors in the successful implementation of character education start from the teacher or dance trainer. The teacher knows the importance of learning dance with the inclusion of disciplined character, responsibility, love for the country, and so on because without such character education, students cannot have good character to support the success of a learning process to achieve the expected achievements.

Inhibiting factors for the implementation of character education if students are not active in participating in dance learning (often absent or skipping or permission). The cultivation of character education in dance learning is carried out continuously or continuously for 6 years of learning dance at Sangar Dharmo Yuwono until students graduate at elementary level 1, basic 2, skilled 1, skilled 2 and advanced class. In addition, without communication between teachers, students and parents as well as parental support in motivating and accompanying children when learning to dance, it cannot run well and smoothly.

Conclusion

Based on the discussion that has been carried out in chapter IV above, conclusions are obtained that implementation of character education through dance learning activities through dance courses in dance studios. Studying the archipelago and local culture by instilling discipline, responsibility, hard work and love for the country. The role of dance studios in the

implementation of disciplined, responsible, hard-working, collaborative character education is that the teacher guides students before and after learning dance at school and pays attention to students' enthusiasm for learning. The teacher advises and reprimands him and is given solutions and directs for the better.

The obstacles for teachers and schools in carrying out character education for the love of the country through dance learning activities for students in dance studios include students who still like to play and joke around so that the process of applying disciplined character has not been effective. The awareness of students about the importance of communication in participating in dance activities is still lacking so that many students who skip classes do not participate in dance training activities in the studio. Limited time in implementing dance learning activities for students through dance courses in dance studios.

Some suggestions that can be taken in this study that the studio provides rewards to students who excel in the art of dance. Teachers or dance coaches should be able to divide their time in carrying out assignments at school or outside, so that in the implementation of dance learning activities can be carried out well because the teacher or trainer is able to provide a good example to students. Teachers should pay special attention to students who are less enthusiastic about the implementation of dance course learning activities in dance studios. The teacher pays special attention to students who have interests and talents in the field of dance. In order to become the next generation capable of preserving Indonesian culture.

References

- Andriani, A. (2018). Linguistic Turn' dan "Narrative Turn" dalam Pemikiran Postmodernis terhadap Pembentukan Karakter Masyarakat Madani. *PGSD Proceeding*, PGSD UMP. <http://digital.library.ump.ac.id/824/2/19.%20Full%20Paper%20-%20Ana%20Andriani.pdf>
- Andriani, A. (2020). Promoting Civic Education through Integrated ICT- based Media in early Childhood Education. *Encyclopedia of Sciences and Religions*, 279–279. <https://doi.org/10.1088/1742-6596/1469/1/012086>
- Dhieni, D. (2006). *Metode Pengembangan Bahasa*. Jakarta: Universitas Terbuka.
- Miles, B. M. & Huberman, M. A. (1996). *Analisis Data Kualitatif*. Terjemahan Cecep Rohendi. Jakarta: UI. Press.
- Mustakim, N. (2001). *Metode Pengembangan Bahasa*. Jakarta: Universitas Terbuka.
- Moleong, L. (2002). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosda Karya.
- Ni'mah, K. (2012). Penerapan Metode Diskusi Berbantuan Media Gambar sebagai Upaya Peningkatan Minat Belajar Siswa dalam Pembelajaran IPS di SMP Negeri 1 Karangmoncol Kabupaten Purbalingga. *Skripsi*. Yogyakarta: UNY.
- Sukardi, S. (2006). *Penelitian Kualitatif Naturalistik dalam Pendidikan*. Usaha Keluarga: Yogyakarta.
- Yunaryo, A. (2012). Implementasi Kurikulum Tingkat Satuan Pendidikan di Sekolah Dasar Masjid Syuhada' Yogyakarta. *Skripsi*. UNY.