

## Analysis of Students' Creative Characters Through The Reyog Ponorogo Arts Program in Primary Schools

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### Abstract

*SDS Mutiara Hati Ponorogo established Reyog Ponorogo Art as a program for the Strengthening Pancasila Student Profile (P5) Project with the theme of local wisdom. This program not only provides an understanding of local arts and culture but also has the potential to shape students' creative character. The objectives of this research are: 1) To describe and analyze the creative character of students through the Reyog Ponorogo arts program. 2) Describe the supporting factors for students' creative character through the Reyog Ponorogo arts program: data collection techniques using interviews, observation and documentation. The subjects of this research were phase B, totalling 18 students for the 2023/2024 academic year. Critical thinking skills data was obtained from the critical thinking skills rubric. The analysis was carried out using Milles Huberman's (1984) interactive analysis technique, namely by collecting, reducing, presenting, and drawing conclusions. The research results show that The results of the research show that 1) students who take part in the Reyog Ponorogo arts program are categorized as having very creative characters. 2), supporting factors for students' creative character through the Reyog Ponorogo arts program, including: students' potential, parental support, and support from the school. In conclusion, students who take part in the Reyog Ponorogo arts program are classified as having a very creative character, which is caused by the potential of the students, support from parents, and support from the school.*

*Keywords: Creative Character, Reyog Ponorogo Art, Primary Schools*

### Abstrak

SDS Mutiara Hati Ponorogo menetapkan kesenian Reyog Ponorogo sebagai program Proyek Penguatan Profil Pelajar Pancasila (P5) dengan tema kearifan lokal. Program ini tidak hanya memberikan pemahaman tentang seni dan budaya lokal, tetapi juga berpotensi untuk membentuk karakter kreatif peserta didik. Tujuan penelitian ini adalah 1) Mendiskripsikan dan menganalisis karakter kreatif peserta didik melalui program kesenian Reyog Ponorogo. 2) Mendeskripsikan faktor-faktor pendukung karakter kreatif peserta didik melalui program kesenian Reyog Ponorogo. Teknik pengumpulan data dengan menggunakan wawancara, observasi, dan dokumentasi. Subjek penelitian ini adalah fase B yang berjumlah 18 peserta didik tahun pelajaran 2023/2024. Data keterampilan berfikir kritis didapat dari rubrik keterampilan berpikir kritis. Analisis yang dilakukan menggunakan teknik analisis interaktif Milles Huberman (1984) yaitu dengan mengumpulkan data, mereduksi data, menyajikan data, dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa 1) peserta didik yang mengikuti program kesenian Reyog Ponorogo dikategorikan mempunyai karakter yang sangat kreatif. 2), faktor-faktor pendukung karakter kreatif peserta didik melalui program kesenian Reyog Ponorogo, meliputi: potensi peserta didik, dukungan orang tua, dan dukungan dari pihak sekolah. Kesimpulannya peserta didik yang mengikuti program kesenian Reyog Ponorogo tergolong mempunyai karakter yang sangat kreatif, yang disebabkan oleh potensi peserta didik, dukungan orang tua, dan dukungan dari pihak sekolah.

Kata kunci: Karakter Kreatif, Kesenian Reyog Ponorogo, Sekolah Dasar

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## INTRODUCTION

Education has a crucial role in individual transformation. To expand students' capacities academically, emotionally and spiritually, education is considered an organized human effort to create a conducive and enjoyable learning environment. As the main instrument for navigating life, which is constantly changing and developing, education shows the importance of adapting to the demands and rapid developments of the world (Rudiawan & Asmaroini, 2022). Education guides all potential students to achieve optimal levels of safety and happiness, individually and as part of a community. As a guide, education requires educators to identify students' most significant potential and help them develop it according to their natural talents (Bhughe, 2022).

An educational plan, sometimes known as the curriculum, is essential to learning. The independent curriculum is the most recent curriculum introduced in Indonesia. On February 11, 2022, Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology (Mendikbudristek), unveiled the autonomous curriculum. (Ismelani, 2023). The goal of implementing this autonomous curriculum is to modernise Indonesia's educational framework. The Minister of Education and Culture Regulation Number 22 of 2020, which relates to the Ministry of Education and Culture's Strategic Plan for 2020–2024, has made the biggest modifications to the ministry's vision. "The Ministry of Education and Culture supports the President's Vision and Mission to create an Advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students who reason critically, creatively, independently, have faith, are devoted to God Almighty, and have noble character, work together, and have global diversity." (Rahmawati, 2021).

In the Indonesian Education Strategic Plan 2020–2035, the Ministry of Education and Culture emphasises the value of character development. In the presentation given, it was explained that the main goal is to create globally competent human resources and practice Pancasila values throughout life. Developing superior human resources must involve all aspects of the individual and not only focus on cognitive aspects. Pancasila was chosen as the essential characteristic of education in Indonesia because it reflects the values deeply rooted in Indonesian culture and is easy to apply. With any luck, this will serve as a solid basis for instilling the Pancasila character in the following generation. The Pancasila Student Profile (PPP) encompasses a number of characteristics, including cooperation, independence, faith, noble character, global variety, critical thinking, and creativity (Srirahmawati & Hunaifi, 2022).

The creative dimension of the Pancasila student profile is an intriguing feature that warrants discussion. Creating original work and actions is one of the factors that make up the creative dimension. Students can explore and express ideas and sentiments in accordance with their interests and preferences through the production of original work and actions. They can also learn to appreciate the work and actions generated. Students' creative character will gradually evolve as their interests, abilities, and skills are developed (Fadhilah et al., 2023).

Creative character is the ability to adapt and produce something unique, essential, valuable and influential to overcome various problems for oneself or the environment (Hutabarat & Lubis, 2023). Students who have a creative character have characteristics that include being open to new experiences, flexible in their attitudes, brave in expressing opinions, respecting imagination, having a great interest in creative activities, having high self-confidence in the ideas they have, independent, having high initiative, and is brave in making decisions. Creativity helps students develop a positive imagination, which allows them to find solutions to various problems they face in their environment (Fadhilah et al., 2023).

The findings of preliminary research observations at SDS Mutiara Hati Ponorogo, one of the educational establishments and a school with its own curriculum. SDS

Mutiara Hati even demonstrated its legitimacy by clearing the Ministry of Education and Culture's driving school programme selection process. As a result, SDS Mutiara Hati is a leading school that is the pioneer in establishing connections with neighbouring schools to exchange ideas and solutions to raise the standard of instruction and support the development of Pancasila students' character profiles. Aside from that, SDS Mutiara Hati has earned an A accreditation for all of its accomplishments.

SDS Mutiara Hati Ponorogo selected Reyog Ponorogo art as a programme for the Strengthening Pancasila Student Profile (P5) Project with the topic of local wisdom while executing the independent curriculum. This program not only provides an understanding of local arts and culture but also has the potential to shape students' creative character. Reyog Ponorogo art is a part of folk art in the Ponorogo district. Reyog art is usually performed at several events, such as weddings, circumcisions, official government events, carnivals, and other local and national events (Putranto, 2016).

Reyog Ponorogo art has become an icon of the Ponorogo district; for every person who mentions the name of the Ponorogo district, Reyog is the first thing they think of. The Ponorogo district government has made Reyog the cultural identity of the Ponorogo people. Reyog is also a cultural heritage, especially local culture, which is now a national heritage and is even being proposed to UNESCO (The United Nations Educational Scientific and Cultural Organization) to be made a world heritage. Reyog Ponorogo's art is holistic, unique and exciting (Sugianto, 2020). A school is a good place or medium for forming the character of Reyog Ponorogo art. The learning process can be carried out through dance (Pertwi & Sudrajat, 2022).

The urgency of this research is to examine students' creative character in more depth through the Reyog Ponorogo arts program. It becomes urgent for several reasons: Changing times and the demands of globalization require the development of creative characters who can compete and adapt to various complex situations and challenges. Art and culture are inseparable from national identity and essential in shaping individual personality and character. By analyzing the creative character of students through arts programs, we can identify factors that influence the development of students' creativity and potential.

There have been studies examining creative character: first, the research of Astalini dkk. (2023) claimed that the inquiry learning paradigm has an impact on the traits of students' hardworking and creative personalities. These two articles are related to research since they both deal with imaginative characters. The application of the inquiry learning paradigm is the main topic of Astalini et al.'s paper. Meanwhile, the Reyog Ponorogo arts programme is the subject of this study.

Although much research has been conducted on creative character, specific analysis of the Reyog Ponorogo arts program is still relatively new and has yet to be widely explored. More detailed and focused research on these arts programs could provide new insights into how local arts experiences can shape students' creative character. Therefore, analysing students' creative character through the Reyog Ponorogo arts program has significant novelty in educational literature.

Researchers are interested in carrying out a study named "Analysis of Students' Creative Character through the Reyog Ponorogo Arts Programme" based on the given description. The following are the goals of this study: 1) Explain and evaluate the pupils' creative personalities as they relate to the Reyog Ponorogo arts programme. 2) Describe the elements that the Reyog Ponorogo arts programme provides to help pupils develop their creative character. As a result, through the Reyog Ponorogo Arts Programme, this research will offer a deeper knowledge of the creative character of students. First, fresh perspective on the connection between art and kids' creative character development will be offered by the research findings. Second, offer suggestions for creating curricula and teaching methods in the arts and creative

education that are more successful. Third, enhancing student learning experiences and bolstering regional cultural and artistic values can both be accomplished with a deeper comprehension of the impact of arts programmes on creative character.

### RESEARCH METHOD

This research method is qualitative. Qualitative methods emphasise understanding social life problems based on holistic, complex and detailed conditions of reality or natural settings (Murdiyanto, 2020; Creswell, 2018). Meanwhile, this research approach is descriptive. A descriptive research approach is research carried out to determine the existence of independent variables, either only one variable or more (stand-alone variables), without making comparisons of the variables themselves and looking for relationships with other variables (Sugiyono, 2020). The form of research is a case study. Case study research is a suitable strategy to use when the main research question is related to "how" or "why" (Yin, 2018). The sample in this research used a probability sampling technique with simple random sampling. Simple random sampling is randomly taking sample members from a population without paying attention to the strata in that population (Sugiyono, 2019).

The subjects in this research were phase B, totalling 18 students for the 2023/2024 academic year. Data collection techniques in this research used interviews, observation and documentation. The instrument in this research uses a creative character rubric. The validity of the data that will be used in this research is a triangulation of sources and techniques. Source triangulation is used to test the data's validity by checking data obtained from various sources (Sugiyono, 2020). Meanwhile, technical triangulation is used to test the validity of the data by checking the data against the same source using different techniques (Sugiyono, 2022). The data analysis technique for this research uses Milles Huberman's interactive analysis technique, namely by collecting, reducing, presenting, and drawing conclusions.

### RESULT AND DISCUSSION

The results of research on the creative character of students through the Reyog Ponorogo arts program are as follows:

#### **Creative Character Of Students Through The Reyog Ponorogo Arts Program**

Based on the results of data collection, research findings were obtained regarding the creative character of students through the Reyog Ponorogo arts program in phase B at SDS Mutiara Hati Ponorogo, based on the elements of producing original work and actions with indicators of sparking ideas, providing ways to realize ideas, realizing ideas, appreciating the results presented in Table 1.

**Table 1. Creative Character of Students**

| No | Name | Score | Category      |
|----|------|-------|---------------|
| 1  | S1   | 3     | Creative      |
| 2  | S2   | 4     | Very creative |
| 3  | S3   | 3     | Creative      |
| 4  | S4   | 4     | Very creative |
| 5  | S5   | 3     | Creative      |
| 6  | S6   | 4     | Very creative |
| 7  | S7   | 3     | Creative      |
| 8  | S8   | 3     | Creative      |
| 9  | S9   | 3     | Creative      |
| 10 | S10  | 3     | Creative      |
| 11 | S11  | 3     | Creative      |
| 12 | S12  | 4     | Very creative |

|    |               |       |               |
|----|---------------|-------|---------------|
| 13 | S13           | 4     | Very creative |
| 14 | S14           | 4     | Very creative |
| 15 | S15           | 3     | Creative      |
| 16 | S16           | 3     | Creative      |
| 17 | S17           | 3     | Creative      |
| 18 | S18           | 4     | Very creative |
|    | Amount        | 61    |               |
|    | Maximum Score | 72    |               |
|    | Final score   | 85,91 | Very creative |

Based on Table 1, it is known that the percentage data on the results of students' creative character through the Reyog Ponorogo arts program in phase B at SDS Mutiara Hati Ponorogo, based on the elements of producing original works and actions, is 85.91% in the very creative category.

Thus, according to the analysis of this research results, students' creative character through the Reyog Ponorogo arts program is classified as very creative. This finding aligns with the results of Kristiyasari's research that the influence of Reyog Ponorogo art on the formation of students' creative character greatly influences academic and non-academic achievements (Kristiyasari, 2015). This is also consistent with Rochmah's research on how to better character education by educating pupils in Ponorogo reog dance, which is tailored to their requirements (Rochmah, 2019). The creative dimension is one of the Pancasila Student Profile dimensions that can be expanded. Creating original work and actions is one of the factors that make up the creative dimension. Students can explore and express ideas and sentiments in accordance with their interests and preferences through the production of original work and actions. They can also learn to appreciate the work and actions generated. Students' creative character will gradually evolve as their interests, abilities, and skills are developed (Fadhilah et al., 2023).

### **Factors Supporting Students' Creative Character Through The Reyog Ponorogo Arts Program**

The supporting factors for students' creative character through the Reyog Ponorogo arts program in phase B at SDS Mutiara Hati Ponorogo are as follows.

#### **1. Student potential**

The research results show that the supporting factors originating from internal are the students' potential, which includes (a) interest and talent in art. Students who show interest and talent in art have a greater possibility of developing creative character through the Reyog Ponorogo arts program. (b) motivation and enthusiasm to learn and develop in art, students with high intrinsic motivation tend to be more skilled in expressing themselves through Reyog Ponorogo dances. Internal motivation and passion for learning and developing in art are important factors supporting creative character development. and (c) a high level of self-awareness, a high level of self-awareness allows students to be more sensitive to their potential and weaknesses in art. This helps them to continue to develop their abilities creatively and innovatively.

#### **2. Parental support**

The research results show that parental support and participation are essential to forming creative character. Families who provide positive encouragement, facilitate art activities and show appreciation for their children's artistic work help increase students' self-confidence and motivation to express themselves through art.

#### **3. Support from the school**

The research results show that a supportive school environment, including adequate art facilities, qualified art trainers, and a conducive learning atmosphere,



plays a vital role in shaping students' creative character. Support from the school provides opportunities for students to explore and develop their artistic talents.

Thus, according to the analysis of the results of this research, the factors supporting the creative character of students through the Reyog Ponorogo arts program include student potential, parental support, and support from the school. This finding aligns with the results of Wahyuni's research that the supporting factors for developing students' talents through dance are internal factors, namely competent talents, motivation, interest, enthusiasm and enthusiasm of students. External factors are moral and material support from parents and guardians, UPTD support, and support from the school, which provides the necessary facilities and infrastructure, brings in trainers from outside the school, and has teachers always accompanying them (Wahyuni, 2016). This is also in line with Istyana's research results that supporting factors for dance activities consist of quality student human resources, creative and communicative teachers, as well as support from the school and students' parents (Istyana, 2019).

### CONCLUSION

Based on the research and discussion above, first, the creative character of students through the Reyog Ponorogo arts program in phase B at SDS Mutiara Hati Ponorogo is classified as very creative. Second, factors supporting the creative character of students through the Reyog Ponorogo arts program include student potential, parental support, and support from the school.

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