

CHARACTER EDUCATION IMPLEMENTATION THROUGH ART LEARNING FOR LEARNING PARTICIPANTS OF SENIOR HIGH SCHOOL THROUGH DANCE CREATION

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Abstract: Character-based education needs to be developed in the world of education in Indonesia as an effort to achieve the goal of national education and building citizens who have competence not only in cognitive area and but also affective and psychomotoric. Senior High School is one of the educational institution that implements the art and culture learning formally as a medium of character development of learners through the learning of dance. The study aimed to describe the implementation of character education in the learning activities of dance art by creating dance creations. The study used a qualitative approach. Sources of data are in the form of informants, documents, places and events. The data collection techniques used are observation, interview, documentation and recording. Data validity techniques used are triangulation source and triangulation method. Technique of data analysis using interactive analysis model by reducing data, data presentation and verification. The result of research shows that dance art learning in implementation to form character with dance work process they are knowledge and skill. 1) Knowledge is shown through function, technique, form, type and aesthetic value according to accompaniment form religious values 2) Skill is shown through dance movement creations according to accompaniment presented in groups that can form the value of cooperation.

Keywords: Implementation, Character, Technique, Procedure, Creative Dance.

PRELIMINARY

Senior High School is a place for teenagers to shape and develop their character. Certainly the character that suits the personality and values embraced by the environment and its people. One effort that can be done is to implement character education in the education system. One of them includes character education of dance art by creating dance creations, making dance and the art educators has the responsibility for the process of forming and developing the character of the students themselves. By integrating values that are in accordance with the character of the school then the character education is integrated into the learning of dance from the stage of preparation of learning planning, implementation and evaluation of learning hence the ideal concept of educators should be able to run both transfers of knowledge and transfers of value. So that the occurrence of communication to achieve togetherness as expressed by Widjaya (2008: 2), communication is the process of delivering ideas,

hopes, messages conveyed through certain symbols that contain meaning, done by messenger addressed to the recipient of the message.

Character education according to Sa'dun Akbar (2013: 127) is to live with his God, fellow, the natural environment, nation and State and with himself. So that character education can be done on the subject of dance art that is implemented on learning knowledge and skills. The art of dance as reveals by Sutiyono (2012: 40) that dance is the real motion of a person who performed in the activities of dance work. In the implementation of character education includes *ngerti*(knowing), *ngroso*(feeling), and *nglakoni*(doing) developed thoroughly. Learning dance as a process undertaken by educators provide a new knowledge and ability to learners. As Sanjaya (2013: 21- 33) points out, the role of educators is as learning resources, facilitators, managers, demonstrators, mentors, motivators, and evaluators. In the educational unit to plan the learning process of dance art with the aim is that students are able and understand the material to be delivered. Learning is an effort done by educators to provide a new knowledge and ability for learners. According to Jazuli (2016: 149) states that learning is a process of interaction between learners and learning resources on a condition that deliberately created in order to change behavior. As the opinion of Djamarah (2011: 1) that psychology is a human behavior is the interaction between human beings with their environment tailored to the development of high school level (SMA). The development of adolescent behavior can shape the characters adapted to the theme of romance, contemporary dance is the stage of creation or dance creations work.

Through the implementation of character education can produce an output that has the quality in producing graduates who have knowledge and morals by developing a comprehensive education. The integration of character education into the subject of dance art simplifies the process of value internalization by learners based on the idea that learners are directly accustomed to the basic values of character education and acts in accordance with the norms of their environment. With the inclusion of character education into the learning of dance can build students who are more qualified in the competence of knowledge, attitudes and skills that ultimately produce graduates who have global competitiveness and strong national character.

METHOD

The location of the research was conducted in SMA N 1 Sragen with the type of research used was descriptive qualitative research. Qualitative research is the research that describes the results of his research in the form of data, all existing data described in the form of words and not in the form of numbers. Therefore, the results of this study are expected to describe events or activities that is the application of dance art learning in shaping the character of learners through the work of dance creations. This study uses a holistic approach of focused, complete and balanced holistic criteria covering three factors, genetic factors, objective factors, affective factors, all three factors are all sources of meaning (Sutopo, 2006: 39). To obtain data to solve the problems studied taken with data collection techniques using observation, interview, documentation and recording. Interview with primary data source in the form of resource (informant).

Observation is done by looking directly at dance learning process in order to get a concrete picture. The next source of data is documentation and archives: value list, dance description handbook, Lesson Planning and syllabus, daily agenda book and dance video collection.

This research uses two triangulation techniques, namely source triangulation and method triangulation. Data analysis techniques using interactive analysis model and in the form of activities that move on the third flow of research process activities. In qualitative research about dance learning, dance art learning component can be expressed meaning that dance art can form the character of learners. The form of analysis is by learning dance art done in the classroom with the process of dance learning by creating dance creations.

RESULTS AND DISCUSSION

The process of learning dance lessons that are executed to form the character of learners are given through educators by providing dance lessons to students. The process of giving dance material to the students in the form of knowledge about the theory of dance, the modification of dance, the skills of the basic motion of dance developed in the exploration and improvisation of motion with an interesting floor pattern and habituation of good and positive attitude in learning. Knowledge of dance theories can be used in the skill of modifying dance creations. The combination of knowledge and skills with the habituation of positive attitudes can shape the character of learners in the school environment and in everyday life that can form the character of the home environment. The knowledge and skills of dance learning are used by educators as a process in shaping the character of learners.

The process of learning dance creations with knowledge of forming religious values

In the learning process of each meeting the educators invites learners to pray before and after learning. Educators provide an opportunity for learners to ask questions or express their opinions. Educators at each end of the activity provide evaluation of learning and reflection on learning that has been obtained by learners. The process of learning dance in shaping the character of learners is done implicitly on the material and habituation of attitudes instilled by educators.

The learning process based on the 2013 curriculum gets theories about creating dance creations. Learners learn in the KD. 3.2 apply dance creations based on function, technique, shape, type and aesthetic value according to accompaniment. Routine activities before the learning begins educators do pray together led by one of the learners. The educator does apperception session and conditioned the beginning of learning. Learners observe dance creations videos through views by educators in class with LCD media.

Dance creations that became the object of observation of learners derived from dance videos that are displayed are examples of dance in the archipelago or derived from various regions with a variety of distinctive characteristics of motion. Learners observe

the display of sample dance videos of students to be more motivated for the development of basic motion of dance to the development of motion dance creations with exploration as a result of creation. Enthusiastic learners are in the observation activities. Educators assess knowledge using test and assignment. According to Rohmad (2016: 334) said that the realm of knowledge is a domain that includes mental activities (brain) associated with the ability to think, understand, memorize, apply, analyze, evaluate and create.

The process of learning the art of dance creations with skills to form the value of cooperation

Educators divide learners into small groups with 5 to 6 students. The next dance learning activity is group discussion about the direction and step of making the work by determining the basic idea. The previous learning process has invited learners to observe various examples dance creations. So from these activities learners can explore the basic idea of the group in making works of creations dance. Learners imitate the variety of basic motion of dance that is from the basic motion of the head, body, hands and feet. From the basic motions that are studied and understood will be developed in a creative dance adapted to the chosen theme.

Learners gather according to their respective groups to discuss the reference sequences motions of creativity, so that learners can assemble and develop basic motion designed to be a better motion motif. According to Jazuli (2016: 42), Motion in terms of the use of force (cause of motion) include intensity, accent or pressure, and quality. In all movements there is an expression factor, because it is done in order to support the disclosure of taste, desire and mind (Widyastutieningrum S.R, 2014: 36). Motion motif which is already a series of groups make dance elements that is the composition of dancers or make floor patterns. The pattern of the floor used in the series of dance moves will add aesthetic elements of dance creations that is the beauty of dance created, with the movement of dancers with each other to form a floor pattern of creations created are not boring.

Students assemble all the movements of the members of the group so that it becomes a series of creations dance as a result of basic motion development, dance exploration and creativity that is created in a work of dance creations. According to Wahyudiyanto, (2009: 22) expression is the creative process of artists in realizing the idea of an imaginary esthetic form that is strung by a complex human feelings into the form of dance work of human motion and companion medium filled with human values is channeled every movement that forms the sections- segment of motion. At the end of the learning each group presents and demonstrates the whole series of motions along with the accompaniment.

As an evaluation of educators is to measure success in learning using multiple instruments. Assessment of skills with assessment seen from elements *wiraga*, *wirama*, and *wirupa*. While assessments of attitudes are assessed from learners in following learning process, teamwork, respect for other groups and good manners. In the learning

process that is implemented is the formation of the character of learners in order to have a good soul.

CONCLUDE

The learning process based on the 2013 curriculum gets theories about creating dance creations. Learners learn in the KD. 3.2 applying dance creations based on function, technique, form, type and aesthetic value according to accompaniment and KD.4.2 art work creation dance through development of motion based on symbol, type and aesthetic value according to accompaniment. Learners develop a variety of basic motion of the hands, body, head and feet. Learners create and present the performance of each group based on the results of exploration, modification of dance with respect to the floor pattern so that the result of dance creations can form a religious character that is praying in each exercise, skills with the group so as to form the character of cooperation.

The dance work of the learners is presented as a group task to show the work of dance creations. The overall results are assessed on the basis of aspects of knowledge, skills and attitudes. Educators can know the progress of the learning outcomes of certain character indicators on the learner for a certain period of time.

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