

Retno Kahuning Dance Learning to Increase the Character Educational Values of Students at Smp Penda Tawangmangu District, Karanganyar Regency

Endang Setyowati*, Prof. Dr. Mulyanto, M.Pd, Dr. Slamet Supriyadi, M.Pd

Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia

*Corresponding author: setyowatiendang206@student.uns.ac.id

ABSTRACT

Dance education opens up broad opportunities for freedom and development of students' creativity in the form of expression, creativity and appreciation activities. One of the greatest contributions of educational dance to human life is in emotional education, because in learning dance, apart from teaching knowledge, it also sharpens emotional sensitivity which will require students' motor skills to be included in character education. Retno Kahuning's basic dance movements show activeness and integrity when doing work. In the head movements in the dance, Retno Kahuning shows a view of life that leads to goodness, skillful hand movements show creativity,

The Retno Kahuning dance can be used as a unifying bridge in people's lives, living side by side in achieving mutual prosperity. Meanwhile, character education can be instilled in students to understand the importance of developing attitudes of tolerance and mutual respect, respect for each other, and cooperation as a form of social harmony. Arts and culture education as a medium to develop appreciation, creativity and sensitivity

Keywords: character education, Retno Kahuning dance

INTRODUCTION

Arts education opens up broad opportunities for freedom and development of students' creativity in the form of expression, creativity and appreciation activities. One of the greatest contributions of dance education to human life is emotional education. That's what Sal Murgiyanto, a performing arts expert, said. Why is that, because dance learning apart from teaching knowledge also sharpens emotional sensitivity which will require students' motor skills in character education.

Haryudi Rahman (2020) explained that psychologically, basically students like to sing and talk, imitating what they see and hear, draw, scribble and like to dance. Dance skills are a learning process so that you can concentrate, be active, expressive and creative through symbolic movements. Retno Kahuning dance can be a solution to form and serve as a medium for character education. Retno Kahuning Dance as a Medium for Developing Personality Many people are blessed with beauty or

skills, wealth or intelligence, but are often hampered by feelings of inferiority (inferiority) or are not sure about what they have so they are unable to develop their personal potential.

This research was conducted to contribute to the development of arts education, so that it can provide dedication and enrich the repertoire of teaching materials in character education learning through Retno Kahuning dance media towards strengthening the character values of students in Junior High Schools, Tawangmangu District, Karanganyar Regency. The development of dance teaching materials can provide benefits in developing cultural literacy which can strengthen character education in schools and the wider community.

The natural awe of Kemuning Village, which stretches out in the green, the cool air on the mountain slopes, with all the activities of the tea farmers who are so active, it seems that you are inspired to join in their activities. With such beautiful natural beauty, it is not surprising that Bumi Kemuning will become a tourism asset in the surrounding area. A manifestation of gratitude to nature which aims to improve the tourist destination of Kemuning Village in particular, and the surrounding area in general. There is great hope that Retno Kahuning's dance work can become an icon of the Kemuning Tourism Village, which can be enjoyed by domestic and foreign tourists. And the implementation of character education in schools can be carried out in an integrated manner with Retno Kahuning dance teaching materials which can be used as a medium for instilling character and developing it.

METHOD

The research conducted by this researcher used the classroom action research (PTK) method. In this study, researchers used participant PTK types. This is because, in implementing PTK, research participants are directly involved in the research process from the beginning until finding the research results. So in this research, researchers involved themselves directly in the research process and dance learning activities as an effort to improve students' character. The research subjects were students in class VII A of Penda Tawangmangu Middle School, consisting of 12 boys and 16 girls. The selection of students for class VII A at Penda Tawangmangu Middle School was because class VII A still looked passive and even tended to be apathetic in arts and culture learning activities, so with this research it is hoped that the application of Retno Kahuning's dance learning can change students' habits and character.

1. Action Planning

Students observe the video and the teacher demonstrates the Retno Kahuning dance. Students are expected to be motivated according to the character of the Pancasila Student Profile and the character that is in accordance with the Pancasila Student Profile: namely 1) have faith in the One God, and have noble character, 2) be independent, 3) critical reasoning, 4) creative, 5) working together, 6) global diversity which is one of the standard criteria for graduation in an educational unit; In the research entitled: Retno Kahuning Dance Learning Can Improve the Character Education Values of Junior High School Students, Tawangmangu District, Karanganyar Regency, was carried out in three cycles.

2. Retna Kahuning Dance Learning Action

The actions of cycle I are that students are expected to be able to apply and present floor pattern movements, leveling, forward beksan, beksan, backward beksan, reflection on the Retno Kahuning dance. Meanwhile, in Cycle II, the teaching material provided is the Forward beksan, Beksan, Backwards beksan movements from the Retno Kahuning dance. For Cycle III, all students are expected to be able to present clean rehearsals and stage learning outcomes.

Retno Kahuning dance learning begins by forming groups and each group consists of 4 students, and then the students demonstrate the Retno Kahuning dance moves according to the stages in cycles I, II and III.

At the end of the lesson, each group presented Retno Kahuning's dance moves. And an evaluation is carried out to determine the achievement of Retno Kahuning dance learning, (2) the teacher and students carry out a flashback of the learning that has just been carried out and (3) at the end of the cycle always submit a follow-up plan.

3. Evaluation of Retno Kahuning Dance Learning

To measure the achievement of learning objectives, the focus must not only be on the Retna Kahuning dance teaching material, but it must be in line with strengthening character education as stated in the Pancasila Student Profile. The goal is to ensure that educational goals are achieved well. And character education in an effort to shape the character and civilization of the younger generation can be instilled through arts and culture subjects. This is done because learning the art of Retna Kahuning dance has elements of appreciation, expression and creation.

RESULTS AND DISCUSSIONS

1. Retno Kahuning Dance Learning Strategy which can strengthen character education at Penda Tawangmangu Middle School class VII A

The research location is at Penda Tawangmangu Middle School, located in Nglebak village, Tawangmangu District, Karanganyar Regency, which has 12 classrooms with details of classes VII, VIII, and IX, each class has 4 rooms equipped with facilities to support learning activities. Meanwhile, Learning Objective: After students can apply the Retno Kahuning Dance, they are expected to be able to present the Retno Kahuning Dance in accordance with the principles of the Retno Kahuning Dance and Endang Setyowati's ladrang gending which strengthens character education.

1.1. Cycle I Action

Provide students with an understanding that the Retno Kahuning dance is a traditional dance creation with smooth movements but full of enthusiasm, so that it can arouse their appetite for learning dance. The accompaniment uses Ladrang gending, the rhythm of which has more potential for a sense of sigrak and prenes (fun and romantic).

In the implementation of cycle II planning, students were less able to master the movements in the Retno Kahuning dance, so in the implementation of cycle II, students were given strategies to be able to master the movements in the Retno Kahuning dance.

1.2 Cycle II Action

In the implementation of the second cycle of learning, students were still unable to master the movements in the Retno Kahuning dance, so in the implementation of the second cycle, students were given strategies to be able to master the movements in the Retno Kahuning dance.

Learning in cycle II, the teaching material provided is the Forward movement of beksan, which is a dance movement that starts with the strains of Endang Setyowati's Ladrang piece inviting dancers to come out on stage. Maju beksan in the Retno Kahuning dance moves the head and hands very gently as the initial movement to start the dance performance with the Zapin movement imagining the movements of tea farmers heading to the tea garden, ani-ani a tool for picking tea. The teacher guides the students several times using mixed props so that students can remember Retno Kahuning's dance movements which were previously shown on video.

The movements taught include:

a. Zapin's movements, which refer to the fast dance movements of Aceh, depict someone who is deft in working together to carry out their duties. The definition above describes the character of mutual cooperation, namely tea farmers who together collect their harvest to the collector.

b. The Batangan movement developed into the Rantingan movement, which means uniting all levels of society. This can be exemplified in Nationalist character education, namely that it does not differentiate between employers and workers.

c. The Pilesan movement was developed into the Nggunung movement, which means high and majestic, as a manifestation of the life of a society that not only thinks about the needs of the world but also prioritizes the affairs of the afterlife. This movement image teaches religious character education.

d. The Menthokan movement developed into the Angsan movement which is depicted with a nod which means agreeing on good things for the sake of creating unity and oneness. This explanation leads to the education of the character of Integrity, namely an attitude of respect and respect for each other in order to create unity and oneness between employers and workers. .

e. The Ukel Pakis movement is based on the Ukel Suplir movement, which means a worker who never gives up. This movement depicts the perseverance of a persistent worker struggling to meet the needs of his family. The character education that is instilled in the aim of this movement is

Independence.

f. In its development, the Laku Telu movement became the Lampah Sewu movement, which means having a broad perspective to organize strategies in carrying out work together. This illustrates the character education of mutual cooperation. This movement also describes the movement of walking carefully, this reflects the attitude of a religious character which means how humans are careful in maintaining their attitude and behaving well when interacting with fellow humans and with God.

g. The movement of picking tea means taking good and bad things and showing how we separate and find which things are good and which are bad. This movement is in accordance with the attitude of a religious character. Apart from that, this movement is the core movement in the Retno Kahuning Dance which reflects a group of workers working together to pick tea, this illustrates the character of mutual cooperation.

h. Tea Gathering Movement, This movement reflects a group of workers working together to collect tea, this illustrates the character of mutual cooperation.

i. The Tea Serving Movement is the final movement that reflects the purpose of human life which stems from the belief that all life in this world will return to God Almighty. This Tea Serving movement displays the final result of a series of Retno Kahuning's dance movements which reflect the attitude of a religious character, namely a manifestation of gratitude for all the gifts that have been given by God Almighty and a depiction of how we surrender to face Him again. The character education that we can instill is religious character.

1.3 Cycle III Action

The implementation of cycle III learning will begin on Monday 10 October 2022. There are three stages in this cycle, namely, clean rehearsal, performance and evaluation of the Retno Kahuning dance. In the dress rehearsal, students have used Retno Kahuning's dance clothes/costumes and props so that students are skilled in using props and try using costumes so that students can feel comfortable or not during the performance later.

In this process students present the Retno Kahuning dance as a whole which involves elements in the dance which include, floor patterns, leveling, forward beksan, beksan, backward beksan.

2. Evaluation of Retno Kahuning Dance Learning

After receiving Retno Kahuning dance lessons there was a significant increase in strengthening character education, from the first meeting the students were difficult to organize, several times at meetings the students had the responsibility to organize themselves, working together to memorize

Retno Kahuning's dance movements through their respective groups. Cooperate and cooperate with friends and teachers in overcoming difficulties and obstacles when learning dance. The students looked united and succeeded in mastering the Retno Kahuning dance well. By learning the Retno Kahuning dance, students are more enthusiastic in receiving learning and respond quickly. Retno Kahuning's dance lessons have a good impact on strengthening character education so that students have literacy so that they have a good impact on dealing with other learning.

The Retno Kahuning dance lesson which was integrated with the Pancasila student profile was in accordance with the learning outcomes in action cycles I, II and III, from four groups of students showing results in improving character education in the good category.

The values instillation approach is an approach that places emphasis on instilling social values in students. Superka (1976) as quoted by Mulyasa (2013: 108) explains that in this approach the goal of values education is the acceptance of certain social values by students and the change in students' values that are not in accordance with the desired social values. In this approach, the methods used in the learning process include example, positive reinforcement with a disciplined attitude and hard work. Retno Kahuning's basic dance movements show activeness and integrity when doing work. In the head movements in Retno Kahuning's dance, her movements show a view of life that leads to goodness, skillful hand movements show creativity, foot movements with slow steps but definitely show an alert attitude. So the symbolic movements in the Retno Kahuning dance which mimic the movement of tea picking as local wisdom in Kemuning Village, Ngargoyoso District, Karanganyar Regency teach students refinement of character, patience, discipline and mutual cooperation.

CONCLUSION

The Retno Kahuning dance is a new dance creation resulting from innovation based on traditional values which combines traditional dance principles, one of which is the Mangkunegaran cakrik style. The variety of Retno Kahuning dance movements is a distillation of the wantah movement which is stylized into beautiful movements, refined with the symbolism of tea farmers. is picking tea leaves then producing them until serving them.

Learning various movements, Retno Kahuning's dance movement patterns are accompanied by floor patterns and leveling which are also synchronized with the accompaniment. as a traditional dance creation that is able to arouse enthusiasm, pleasure and happiness that cannot be obtained in other traditional dances. By learning dance, Retno Kahuning is able to balance the right brain and left brain in students. Creative and artistic things can be mastered, and students can also think logically and analytically.

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