

BENEFITS OF DANCE EXTRACURRICULAR ACTIVITIES IN ELEMENTARY SCHOOL

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Abstract: Extracurricular activities are non-academic activities that are included in support of academic activities in schools. The purpose of this study was to explore the benefits of dance extracurricular activities held at SDN Jombatan 3 Jombang. The research used is qualitative research. The research carried out focused on learning dance extracurriculars at SDN Jombatan 3 Jombang in the odd semester of 2021/2022 academic year. Data collection techniques are used in covering 3 ways, they are: observation, interviews, and documentation. The results of this study prove that the benefits of dance extracurricular activities educate students not only excellent in academic but also non-academic, besides that through art learning students capable of becoming individuals with character and cultured and are proven to influence the development of motor intelligence, social emotional, creativity, and talents of children's interests

Keywords: Extracurricular Benefits, Dance, Elementary School

PRELIMINARY

The right vehicle for stimulating children's development is through education. The main purpose of education is to increase human resources to become cultured. The function of education is as a vehicle for transformation, transfer and socio-cultural transactions. The purpose of transformation is to pass on culture to be developed and preserved by the next generation. Cultural Transfer means the process of transition, distribution, and cultural inheritance from the older generation to the younger generation as the heir or successor generation. (Soegeng, 2018:87). The process of cultural transfer can be carried out in the school environment, because as an educational institution which provides a forum for implementing these activities.

Culture as the wealth of a nation and the marker or character of an area becomes important, so absolutely it has a strong basis for the progress of life. If human

intellectual development is influenced by technological advances, it is hoped that art education also has a potential role. As stated by Hidajat, it means that internally someone can condition himself not only as an artist (dancer/musician/painter), but have a sense of soul and taste, and be able to coordinate all physical aspects of the new world, in this case related to global cultural conditions (Hidajat, 2004: 159)

Art education can develop basic human abilities such as physical, perceptual, thought, emotional, creative, social, and aesthetic. Various basic abilities that can be optimized will produce a level of emotional, intellectual, creative, and moral intelligence (Yeti, 2011: 18). Through the opinions expressed, art education is very important to be given to students, especially at elementary school level.

One of arts education that can be given as learning to children is through learning dance. Dance at elementary school level is educative in the development of children's souls. Thus, the learning concept of dance art is as a means or media of education. The learning concept of dance art does not mean forming a child into a dancer, but has a function of helping the growth and development of students, especially physically, mentally, and aesthetically. This statement is reinforced by the opinion of Arisyanto, et al that dance art as one of the national education also has a function to develop the character and potential of students based on the character of Indonesian nation (Arisyanto, 2018: 3).

To have more competitive and innovative resources, the learning components that work in them must be further improved. Components in learning can be in the form of objectives, lesson materials, teaching and learning activities, methods, tools, learning resources, and evaluations (Djamarah & Zain, 2007). 2013:41). So in the case of dance learning is the right thing to produce competitive and innovative resources.

Through dance activities, the lives of elementary school students can be enriched through a continuous process of exploration. During the exploration process, creative and sensitive preparation of experiences is needed (Iriani, 2008:146). With the balance of academic and non-academic learning processes, students' lives can be rich in the knowledge and experience they gain and a variety of learning atmospheres make students less bored in learning. Therefore, many schools hold dance extracurricular activities as one of the learning activities that can provide benefits for their students. In line with Astuti's opinion that the function of dance in school is for development of

children including 1) increasing physical, mental, and aesthetic growth, 2) contributing towards self-awareness, 3) fostering creative imagination, 4) giving to problem solving, 5) purifying the way of think, act, and judge, 6) personality development, 7) foster aesthetic development, 8) perfect life (Astuti, 2016:162).

One of school institutions that we researched was SDN Jombatan 3 Jombang, because the lead researcher is an extracurricular trainer at that school. In addition, the school's achievements in the arts are very good, as evidenced by participating in various competitions at District, Regency, and Provincial levels, always getting championships. However, the main purpose of holding dance extracurriculars according to the resource person, one of the initiating and senior teachers at the school (Mr. Imam Ghozali) is to educate students not only to superior in academics but also non-academic fields, besides that, through art learning, students are expected to be able to become individuals with character and cultured and develop social, emotional intelligence and talents of children's interests.

The purpose of this study was to discuss the benefits of dance extracurricular activities for elementary school children. The results of this research conducted will be analyzed after obtaining data through data collection during observation, interviews, and documentation, to conclude the benefits obtained by students in dance extracurricular activities.

METHOD

This research used qualitative research. Qualitative research is carried out in natural conditions and is discovery. In qualitative research, researcher is the key instrument (Gumilang, 2016:145). The research carried out focused on learning dance extracurriculars at SDN Jombatan 3 Jombang in the odd semester of 2021/2022 academic year. Data collection techniques are used in covering 3 ways, they are: observation, interviews, and documentation.

This research only described the activities and events that occurred. With descriptive analysis method, the subjects in this study were 19 students. Researchers in this study as dance extracurricular trainers. Observations were made to find out directly the activities and evaluations when dance extracurricular learning took place. Interviews were conducted with principals, and teachers as sources of informants to find out more

about the supporting factors, obstacles, and problems that occurred in the research subjects in dance extracurricular activities. While the documentation technique used is to use data from school institutions and photos during the activity.

RESULTS

The location of this research is at SDN Jombatan 3 Jombang which is located on Jl. KH. A. Dahlan No. 09 Jombang Regency. Extracurricular Arts at the school are highly prioritized. There are several extracurricular arts held, they are: Dance, Theatre, Traditional Music, and Western Music. The purpose of holding dance extracurriculars at the school is to educate students not only to superior in academics but also non-academics, besides that, through art learning, students are expected to be able to become individuals with character and cultured.

Extracurricular is held every Saturday at 09.00-11.00, which is attended by 4th and 5th grade students, for students who can take extracurricular activities are still limited with the main reason that the practice room still utilizes a class room that is not so wide, so it cannot accommodate a large number of students, especially during the pandemic period which must be implementing health protocols. (Wahyuni, interview 23 April 2022)

Dance extracurricular activities from 2019 to date have been trained by Ayu Titis Rukmana Sari. The dance extracurricular trainer also acts as the lead researcher in this study. Trust is given by the school because she is considered to have the ability to educate students and has some experience in working. Her experience in educating began in Vocational High School (SMK) with an offer to train dance extracurriculars in several elementary schools in Surabaya. The field of trainers is also appropriate for the needs of extracurricular dance trainers at this school. Since SMK the trainer has chosen the Department of Dance, at SMKN 9 Surabaya which is now SMKN 12 Surabaya. Then she continued his undergraduate studies at the Wilwatikta College of Arts, Surabaya, Department of Dance. After completing his undergraduate studies, he received a BPPDN scholarship to continue his master's studies at the Indonesian Institute of Arts Surakarta Study Program for the Assessment and Creation of Art.

Data collection techniques used are observation, interviews, and documentation. According to Sugiyono, data collection techniques are the most strategic steps in

research, because the main purpose of research is to obtain data (Sugiyono, 2012). In this study there are 3 stages carried out in the implementation of learning, which start with planning, implementation, and closing stages.

1. Planning Stage

At the planning stage, what is done is to plan the material that will be given to students.

2. Implementation Stage

The implementation stage begins with physical exercise to prepare the students' bodies to move (dance). Early extracurricular activities are carried out with body exercises. The structure of the exercise itself starts from warming up, exploring and stabilizing motion, and cooling down. The trainer in exercise activities refers to Setiyastuti's writing that body movements coordinate with things related to intellectual, emotional, and structural (Setiyastuti, 2011:16). So it is very important to do body exercise when you want to do dance activities. Furthermore, after exercising, dance materials are given. The dance given is a new creation of children (based on traditional arts) based on the aim of introducing traditional culture, so that children have started to recognize and enjoy traditional culture from a young age. In addition, dance material must be appropriate for the child's age. Adjustment of dance material to the child's age is very important, because the motor, cognitive, and affective development at every human age must be different. The dance material being taught at this time is the jump rope dance by Budi Alfian (Sanggar Kreasi Dancer Sidoarjo) and music arranger Wahyudi, M.Sn. as the second author in this study. The dance material given is a dance that in its creation comes from a children's game, namely jumping rope. Jump rope dance according to the age of elementary school children who are still at the age of loving or liking a game. The characters in this dance are cheerful, joyful, and full of joy.

3. Closing

The third closing stage is an evaluation process with the model of children dancing following the sequence of rows. This is to make it easier for the trainer to evaluate whether students can catch the material well. Next, the trainer gave directions to the students to improve themselves, then prayed together to close the extracurricular activities.

Through dance extracurricular activities, the main hope of the trainer is not to educate students to become professional dancers or artists, but to educate children to be able to live socially well. Social means respect for differences or tolerance. In line with conditions in the field, the practice room is not too wide, so the children also have to share a place with their friends. In addition, students can also develop emotional intelligence well, because one of the main elements in dance is wirasa. Cultivating emotions in dancing is very important, when performing dance moves it must be suitable to the needs of the dance or not dominate so that it looks better than other friends, an example: excessive movements. Exercise confidence in moving and appearing in public. The next factor is to develop children's talents and interests in dancing.

DISCUSSION

Based on the results of observations, interviews, and documentation conducted by researchers, dance extracurricular activities are carried out once a week for one semester, in 3 stages carried out in the implementation, they are: Planning Stage, Implementation Stage, and Closing. It was found that several benefits were obtained in extracurricular activities. dance, they are:

1. Motor

Dance is a language of motion, so the message is conveyed to the audience through motion. Decaprio expressed the opinion when a student does motor learning at school, the real change that occurs is an increase in the quality of motor skills (Decaprio, 2013). Motor learning that is implemented in dance extracurricular activities is based on observations made by trainers as well as researchers who are assisted by research members. The results of each exercise are that each student develops more and more after a long period of inactivity (no extracurricular activities) during the pandemic. Students whose bodies were very stiff when doing dance moves, slowly began to increase in their level of flexibility, strength, balance, and agility. The increase in motor skills achieved by each student proves that the benefits of dance extracurricular activities in terms of motor skills can increase.

2. Emotional Social

Students also get other benefits, that are increasing social and emotional in each child. In Iriani's opinion, nowadays, the assessment of educational success can be seen in the presence or absence of personality development, because personality is considered important in life. Efforts to mature personality in dance can be done by teachers by helping to adjust their emotional feelings, helping to eliminate feelings of attachment, eliminating fear, helping to suppress disappointment, giving trust, and encouraging children to do more positive things (Iriani, 2008: 146). In extracurricular activities, before starting, students must work together to arrange chairs and tables to the edge so that they can be used as a place to practice. After that, clean the floor by sweeping to make it comfortable when used for training. This process provides learning for students to be social, responsible, and disciplined. The dance extracurricular activities held at SDN Jombatan 3 Jombang proved that every student had a sense of responsibility in improving their dancing skills, besides that some students who previously did not have confidence when dancing became more confident. Another benefit of dance extracurricular activities is discipline, not only punctuality in the implementation of extracurricular activities but in dancing, there are also rules of discipline and sensitivity to adjust the motion to dance music. So that positive things about the student's personality can improve well.

3. Interest talent

According to Arifiyanti, dance is a type of learning that aims to accommodate children's talents and interests. By learning the art of dance, then directly or indirectly, we can get to know children who are indeed talented in dance, or music (singing), athletes, and so on, to be trained more intensely according to their talents. Meanwhile, according to Nurhayati, interest is a tendency of emotional attention to something that is said to be a passion or a desire. Can be interpreted as interest being a concern where the tendency to do something with a high sense of desire to do something (Nurhayati, 2008). To reach the stage of attracting interest in children, the trainer used a strategy in the dance practice process that is not boring so that children are always interested in learning and trying to improve the quality of dancing. Even if the children later, whether they want to become a professional artist/dancer or not, the most

important thing is they are interested in learning to dance first. In addition, children's interest arises automatically because they see their seniors or classmates performing/participating in competition events and getting achievements or championships, so that factor becomes a trigger for them to perform and participate in contest events.

Talent according to Amal's opinion that every child is believed to have their own talent. But this child's talent cannot be immediately seen. Therefore, parents must recognize and understand the talents of their children. By understanding children's talents, it will be easier and more focused on developing them. So that each child's talent is actually owned by each child, it's just a matter of how the role of parents pays special attention to recognizing the talents of each child and then honing the child's talent.

The role of school is the main factor according to parents to be able to help develop children's talents, for parents who are less able to read the talents of their children. This factor is also a trigger at SDN Jombatan 3 Jombang to be able to develop children's talents through several extracurricular activities. Children are given the opportunity to choose extracurricular activities according to their wishes of each child without any coercion from teachers or parents.

4. Creativity

Creativity is an imaginative activity that manifests ingenuity from thinking that is empowered to produce a product and or solve a problem (Suratno, 2005:24). Dance is an activity that can hone children's creativity in expressing ideas for dance movements according to the child's imagination.

In line with Munandar's opinion which stated that creativity can be defined in 2 ways: 1. As a general ability to create something new, 2. As the ability to provide new ideas that can be applied in problem solving, or as the ability to see relationships between the elements that already existed (Munandar, 2012: 25). So that creativity does not only refer to something new but also through the development of something that already exists into a new color. The creative concept in children does not mean making children a dancer but is an expression of self-expression through the movements performed when dancing.

From some of the benefits that have been described, it is reinforced by Kuswarsantyo's opinion, that learning the right dance is learning contextually by considering what is in the dance as a whole, so that we are not only stuck on practical technical aspects in wiraga(Kuswarsantyo , 2012:22)

CONCLUSION

Based on the results of research that has been carried out using observation, interviews, and documentation techniques conducted at SDN Jombatan 3 Jombang that dance extracurricular activities are carried out in a structured manner with 3 stages, they are: planning stage, implementation stage, and closing can provide positive benefits for students, which are educating students not only superior in the academic but also non-academic, besides that through art learning it is proven to be able to make children's personalities with character and culture as well as develop motor intelligence, social emotional, talents, interests, and creativity.

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