

CHARACTER DEVELOPMENT OF LOVE OF LOCAL CULTURE IN EARLY CHILDREN THROUGH THE ART OF DANCE

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ABSTRAK

Budaya Lokal merupakan buah kebaikan yang berupa cipta, rasa, karsa dari daerah setempat sebagai hasil perjuangan manusia terhadap zaman dan alam untuk mencapai tertib dan damai. Budaya lokal juga bisa di sama artikan dengan budaya suku bangsa. Ciri-ciri cinta dengan budaya lokal yaitu adanya ketertarikan diri, sebuah kesetiaan, rasa kepedulian, dan penghargaan yang setinggi-tingginya dengan budaya setempat. Penelitian ini dibuat untuk mengetahui: 1) Bagaimana Pengembangan karakter cinta budaya lokal melalui seni tari kelas A di SKB Pemalang 2) Bagaimana faktor penghambat dan faktor pendukung pengembangan karakter cinta budaya lokal melalui seni tari kelas A di SKB Pemalang? Jenis Penelitian yang digunakan adalah penelitian kualitatif. Penelitian ini menggunakan jenis penelitian *Field Research*. Subjeknya adalah anak usia dini di Kelas A, pelatih tari, orangtua. Teknik pengumpulan data dengan cara observasi, wawancara, dan dokumentasi serta teknik analisis datanya adalah reduksi, penyajian, dan penarikan kesimpulan. Hasil dari penelitian ini adalah pelatihan seni tari kelas A di SKB Pemalang memiliki banyak manfaat. Seni tari yang diajarkan di SKB sebagai bentuk usaha pengembangan karakter cinta budaya lokal pada anak melalui penyusunan beberapa strategi diantaranya membangun minat menari pada anak, menyusun perencanaan pembelajaran tari sesuai budaya setempat, membangun pengetahuan tari tradisional pada anak, memvariasi penggunaan metode belajar tari pada anak, hingga melibatkan anak dalam pementasan. Faktor yang mendukung dan menghambat dalam seni tari pada anak usia dini terdapat pada masing-masing individu, orang tua, pelatih, maupun dari sarana prasarana yang ada.

Kata Kunci : Anak Usia Dini, Cinta Budaya Lokal, Seni Tari.

ABSTRACT

Local culture is the fruit of goodness in the form of creativity, taste, initiative from the local area as a result of human struggle against time and nature to achieve order and peace. Local culture can also be interpreted in the same way as ethnic culture. The characteristics of love with local culture are self-interest, loyalty, a sense of caring, and the highest respect for local culture. This study was conducted to find out: 1) How is the development of the character of love for local culture through class A dance at SKB Pemalang 2) What are the inhibiting factors and factors that support the development of the character of love of local culture through class A dance at SKB Pemalang? The type of research used is qualitative research. This research uses the type of research field research. The subjects are early childhood in Class A, dance coaches, parents. Data collection techniques by means of observation, interviews, and documentation as well as data analysis techniques are reduction, presentation, and drawing conclusions. The result of this research is that class A dance training at SKB Pemalang has many benefits. The art of dance taught at SKB as an effort to develop the character of love for local culture in children through the preparation of several strategies including building interest

in dancing in children, preparing dance learning plans according to local culture, building knowledge of traditional dance in children, varying the use of dance learning methods in children, to involve children in performances. Factors that support and hinder the art of dance in early childhood are found in each individual, parents, coaches, as well as from the existing infrastructure.

Keywords: *Early Childhood, Love of Local Culture, Dance.*

INTRODUCTION

Character education is very important to be developed in children. Seeing the current conditions, technological developments are developing very rapidly. Of course, it has a huge impact on human life. Both positive and negative impacts arise from technological developments. The various positive impacts of advancing technology have indeed made it easier for us, especially to learn online during a pandemic. One of them is that almost every day children are able to operate gadgets and imitate dancing, which is very popular today, especially when the pandemic strikes. Meanwhile, regional dances only exist during celebrations in the area. The problem is that celebrations involving many people are very limited. So the introduction of children to their own culture is getting thinner. (Julia, 2013)

Just pay attention today's children prefer to play online games rather than traditional games, prefer tiktok dance to learning local traditional dances, it means that there has been a shift in local cultural

values. To overcome this problem, the way that can be done is to introduce local culture to children. The meaning of dance offered is always far from local cultural values.

Early childhood who love the local culture have the following characteristics: the presence of self-interest, a loyalty, a sense of concern, and the highest respect for the local culture.

In Pematang PERBUP No.84 of 2018, chapter I article I states that non-formal education units for learning activity studios, hereinafter referred to as SKB, are educational service groups that organize non-formal education programs. Non-formal education programs are educational services organized to empower the community through life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education and other education aimed at developing the abilities of students. Given the importance of loving local culture, but learning the arts of local culture through dance is currently still rarely carried out in

schools.

As research from Siti Nurhaliza entitled "Acculturation of Dance Culture (Topeng Endel) to Grow Local Wisdom Values in Children in Dukuhturi District, Tegal Regency". The research concluded that a mask dance performed in various important events in Tegal fosters the values of local wisdom in children. (Nurhaliza, 2019, pp. 115-116) Furthermore, Julia's research entitled "The Application of Local Wisdom Values Through the Creation of Song Lyrics by Using the Sekar Irama Tanduk Pupuh Sunda benchmark" concluded that "the introduction and exploration of local wisdom can be done through learning local traditional songs. (Julia, 2013, p. 10) Research from Euis Karwati "Development of Learning by Emphasizing Local Culture in Early Childhood Education". It was concluded that the preparation of APE based on local culture could introduce the superior culture of the region. The teacher gradually and repeatedly introduces children, so that they can instill a child's love for local culture. (Karwati, 2014, p. 60) The study entitled "The Importance of Raising Children's Awareness of Local Culture" was compiled by Shomiyatun. It can be concluded that local cultural awareness is an attitude of

respect, understanding, and understanding of the differences in the culture. (Shomiyatun, 2014, pp. 70-71) "Introduction to Culture through Storytelling for Early Childhood" by Yulfrida rahmawati. From this study it was concluded that the introduction of culture in early childhood would be more striking if done with the right technique. (Rahmawati, 2019, p. 77)

The first goal of art education is self-fulfillment. Children need space for the process of recognizing how they live, how they are creative, and respond to various forms of art. Second, understanding artistic heritage, Third, better understanding the function of art in the environment.

From the observations of researchers, there are still many schools that only teach dance at the time of a farewell or celebration. Extracurricular is still rare. So the researchers tried to develop the character of children to love local culture more by inviting children to take dance courses. In connection with Pemalang district, there is a learning activity studio which is located in Sidorejo Comal Village. It is very strategic for the people of Pemalang Regency to study there. The researcher chose the research location at SKB because it included training in dance, music and fine arts. Classes are adjusted according to age level. For early

childhood dance training for class A, it is held once a week to be exact every Friday at 10.00 in the SKB hall. Based on the background of the problems described above, the authors are interested in raising the title "Development of the Love of Local Culture in Early Childhood Through Class A Dance Courses at SKB Pemalang." The objectives to be achieved in this study are to understand the development of the character of love for local culture in early childhood through Class A dance at SKB Pemalang and to find out the supporting and inhibiting factors for developing love of local culture in early childhood through Class A dance at SKB Pemalang.

This type of research is field research or field research. The research approach used in this study is a qualitative approach. Data collection techniques through observation, interviews and documentation. The data analysis technique of this research is by reducing the research results. Researchers chose the main things, focusing on matters related to the development of the character of love of local culture in early childhood through the Class A Dance Course at SKB Pemalang through observation, interviews and documentation to be used in the discussion. The researcher presents data with narrative text, focusing on

the description of the development of the character of love for local culture through dance training for early childhood. Drawing conclusions and verification.

DISCUSSION

Dance is one of the media that functions as a medium for preserving cultural heritage. The hope is that after children get to know the art of dance, they will have a sense of belonging, protect and preserve one of the priceless cultural heritages. Seefeldt and Wasik mention that by learning art children become aware that through traditional art, children are involved in learning something about their origins and themselves. The results of the study stated that the art of dance is taught to children with the aim that children take part in the preservation of Javanese culture. The children who have studied dance at SKB Pemalang are already getting to know the culture and they are proud when they perform the results of their practice.

Early childhood is a unique individual and has its own characteristics according to their age stage. Therefore, in the implementation of dance learning that is taught to early childhood, special strategies are also needed.

In the implementation of early

childhood character development through dance, several principles must be considered, including: The principle of proximity means that the chosen dance starts from the theme closest to the child.

The principle of simplicity, meaning that children practice from simple to complex dances. Even in the dance training at SKB, before the practice, the children are warmed up so that when they practice their body movements are flexible. The movements are still simple to be easily digested by children.

The principle of creativity, meaning that the dances taught to children should be chosen starting from dances that attract children to practice. From the results of interviews with the trainers, the researchers received information that the trainers varied the dance training methods for children. These methods include:

1. The drill method, the trainer repeats the movement from the beginning to the end of the full duration. So this modeling method is varied with the drill method, it turns out that children are much more able to catch movements with musical accompaniment until the end of the song.
2. The demonstration method means that in teaching dance the trainer gives an example of movement in front of the child and then

the child follows the exemplified movement.

3. The mirror method, in learning dance for children, this mirror method is very useful because children will imitate what they see.

Characteristics of dance movements in early childhood, in general the characteristics of dance movements in children are imitation, manipulation and modesty. According to Sutejo, art plays an important role in sharing and expressing cultural vitality in society, building personal and cultural identity, "and transmitting values and cultural ideas". Dance is one of the branches of art that expresses the human body.

Culture-based education can create programs that lead to local culture such as the introduction of traditional games, folk songs, local community traditions and cultural visit activities. Children will feel proud and have a sense of belonging when telling stories about culture.

As the results of interviews with dance trainers that there is a relationship between dance and the development of the character of love for local culture. The dance is able to introduce local culture to children through movement, accompaniment, and costume media. The trainer introduces techniques related to local culture such as what has been taught, one of which is the

rena dance. The lyrics of the song contain daily messages for children. So it can be concluded that through dance children can love local culture more.

The media used in Dance Training, the media in dance is the dance movement itself. As well as introducing Javanese culture through the movements carried out by the trainer and imitated by the children. one of which is the eye that always looks down which reflects the polite attitude that is the hallmark of Javanese culture. The dance costumes used are jarik which is the daily clothes of Javanese people in ancient times. So the property that the children use is a medium in introducing local culture through dance.

Evaluation of Dance Learning, evaluation is identical with assessment. Dance training at SKB. The competency test is to perform a dance that children have learned for 1 month in groups. Children perform on stage with the concept of a simple dance performance with full costumes. The results of the performance were captured on YouTube. This evaluation process is good for children because children do not feel they are being tested for competence, they are even enthusiastic because the results of the performance are uploaded on YouTube. The sense of pride in

learning the art of dance appears by itself in children.

The strategy carried out by SKB in introducing local culture to children is by: building children's interest in dancing, arranging dance learning plans according to local culture, building dance knowledge in children, varying the use of dance training methods and involving children in performances.

Supporting and Inhibiting Factors for Developing the Character of Love” Local Culture in Early Childhood through Class A Dance at SKB Pemasang

1) Supporting Factor

The art of dance at SKB is supported by the enthusiasm of the trainees who always look forward to the day of dance practice. The enthusiasm of the trainers also supports the success of dance training. Furthermore, parental support in staging children. Of course, adequate training facilities and infrastructure optimize dance learning for children.

2) Inhibiting Factor

In addition to supporting factors, in the dance learning process there are also inhibiting factors including relatively narrow study time, noisy classroom atmosphere, and children who can't stay still always want to move here and there.

The inhibiting factors in the SKB is the limited time makes training less than optimal, namely the training time once a week and the restrictions by the government make children wait a long time to return to practice. In addition, children are still unstable when practicing dance, they are still choosing the dance they like. Infrastructure facilities such as the absence of glass in the hall is one of the inhibiting factors. Dance training at SKB is still relatively new, so there is still a lack of costumes for children's performances.

CONCLUSION

Based on the research that has been carried out that the research entitled Character Development of Love of Local Culture in Early Childhood Through Class A Dance at SKB Pemalang, the following conclusions were obtained:

1. The strategy carried out by SKB in introducing local culture to children is by: building children's interest in dancing, arranging dance learning plans according to local culture, building dance knowledge in children, varying the use of dance training methods and involving children in performances.
2. Based on this research, there are several supporting factors, namely the factor of the

enthusiasm of the children who practice, which is balanced with the spirit of the coach, equipped with optimal support from parents. Extensive infrastructure facilities also create comfort in practicing. The inhibiting factors during the pandemic were the limitation of exercise time, the motivation of children who were still unstable, infrastructure that was not equipped with room mirrors, and the costumes were still few.

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