



Cultural Implementation in Dance Arts Extracurricular Activities in Elementary Schools

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Abstract

This study aimed to describe the application of culture in elementary schools through dance extracurricular activities. A qualitative approach was used in this study using a narrative research type. This research was conducted at SD Negeri I Blimbingrejo, with the research subjects being dance teachers and students participating in extracurricular dance arts. The data were obtained through observation, interviews, and documentation, which were then tested through triangulation of sources. Data analysis was obtained using data reduction, data presentation, and conclusion. Based on the research results, SD Negeri I Blimbingrejo applies cultural activities to learning through dance extracurricular activities. Supporting factors that influence dance extracurricular activities are internal and external factors. Internal factors include the condition of students who have interests, talents, and motivation to take part in dance extracurricular activities. At the same time, the external factors include support from schools with dance sei teachers, adequate facilities and infrastructure, and support from students' parents.

Keywords: Culture, Extracurriculars, Dance

INTRODUCTION

Culture-based learning is a strategy for creating a learning environment and designing learning experiences that integrate culture into the learning process (Sutarno in (Firdaus et al., 2023)). Culture-based learning is based on the recognition of culture as a fundamental part of education, the expression and communication of ideas, and the development of knowledge.

Soengeng (2018) reveals that education is a means to increase cultured human

resources—education functions in the process of transformation and social-cultural transactions and transfers. Cultural transformation means cultural preservation by passing on culture to future generations to be preserved and developed. Thus, the younger generation (students) is a generation of heirs and successors, targets (objects), as well as actors (subjects) of culture. Cultural transactions mean the process of

cultural exchange, mutual giving and receiving, and mutual influence between cultures to develop individual identity, family, society, and nation. Cultural transfer means the transition, channeling, and cultural inheritance from the older generation to the younger generation as the heir or successor.

SD Negeri I Blimbingrejo has carried out dance extracurricular activities to achieve the function of education, where students from third to fifth grade take part in this extracurricular as one of the elective extracurriculars. As Damayanti & Dwikurnianingsih (2020) argue that extracurriculars are informal activities outside of learning hours that are held to explore talents and potential so that students have skills and prepare students to become superior, quality and competitive human beings so that they can answer challenges in the future. The researcher raised the topic of art extracurricular activities that are applied at the elementary education level to know and describe the factors that trigger success or support in the process of dance extracurricular activities.

METHOD

A qualitative approach is the method used in this study. According to Sugiyono (2016: 15), the qualitative research method is based on the philosophy of postpositivism, used to examine the conditions of natural objects, where the researcher is the key instrument and the results emphasize generalization. This type of research is narrative research.

This research was conducted at SD Negeri I Blimbingrejo. The subjects in this study were dance teachers and students who participated in extracurricular activities. Observations, interviews, and documentation are data collection methods researchers use to conduct research. Interviews were conducted with

dance teachers and extracurricular students related to culture-based extracurricular activities, observations were made during extracurricular activities, and documentation was carried out when extracurricular activities were in progress. Data validity was performed using source triangulation. Data reduction, data presentation, and conclusion are data analysis steps.

RESULT AND DISCUSSION

Learners are individuals who have various kinds of needs. According to Vandayanti et al. (2019), this need continues to grow and develop according to its nature and characteristics as a human being. The conditions in question include intellectual, social, physical, emotional, moral, and homodivinous needs. Through dance extracurricular activities, students become aware of various dances in Indonesia and how the movements are in each dance. Through dance extracurricular activities, the social needs of students can interact with their friends and dance teachers. Then dance moves involve physical activity where students can learn fine I and gross motor skills, such as jumping and jumping through motion. In comparison, homodivinous relates to prayer activities before extracurricular activities begin and after extracurricular activities are finished.

According to Rahmadani & Trisakti (2020), extracurricular activities are a means for students to discover their talents, potential, and self-interest, which will then be honed and developed by educators. Dance extracurricular learning activities are always expected to provide good results for the development of students. One example of proof of the effects of dance extracurricular learning is that dance extracurricular students always follow the directions taught by the teacher

and, when participating in competition activities, can get proud results.

To achieve maximum dance extracurricular learning outcomes, of course, there are supporting factors. The implementation of art extracurricular activities cannot be separated from the existence of factors that trigger the success of these activities. The research results obtained by researchers regarding the supporting factors in dance extracurricular activities at SD Negeri I Blimbingrejo, as conveyed by Mrs. M, are internal and external factors. This is in line with research conducted by Sugiyono (Ulfa, 2019), which states that in extracurricular learning activities, there are supporting factors, namely internal factors, which include the state of students where in these students, students have interests, talents, and motivation to participate in extracurricular activities. At the same time, the external factors include the readiness of the school to carry out extracurricular activities by providing facilities and infrastructure as well as the presence of trainers. Another factor is the parents who support their children to participate in extracurricular activities at school.

This is in line with the research conducted by Astuti (2016). The supporting factors in dance extracurricular activities come from two factors, namely internal and external factors. Internal factors include students themselves, where students have talents and interests in dance. While the elements come from two parties, namely: (1) the school, namely by bringing in or having dance teachers who are competent in their fields and providing learning media such as speakers, laptops, and LCD screens as facilities provided by schools to support the implementation of dance extracurricular activities and provide motivation to teachers and students so

that these activities continue to be carried out; (2) support from parents by allowing their children to participate in dance extracurricular activities as a place to develop their potential.

As we know, facilities and infrastructure are physical conditions supporting activity in the learning process. Facilities and infrastructure are significant for the smoothness and convenience of dancing, from the practice site to the media or tools used to support dance performances. This is in line with research conducted by Rizqina & Suratman (2020), which found that facilities and infrastructure are essential components that can affect the process of carrying out activities in an institution; therefore facilities and infrastructure in extracurricular activities are considered. Suggestions are divided into teaching aids and learning media, while infrastructure includes school buildings.

If the facilities and infrastructure are not supportive, extracurricular activities will not go well. SD Negeri I Blimbingrejo has adequate facilities and infrastructure to carry out dance extracurricular activities, from the practice area, sound system, laptop, and LCD screen, to the props used for dancing. These facilities and infrastructure are included in the excellent category so that dance extracurricular activities at SD Negeri I Blimbingrejo can run smoothly according to desired results.

CONCLUSIONS

SD Negeri I Blimbingrejo in the application of culture applies to learning activities in dance extracurricular activities. Supporting factors that influence dance extracurricular activities are internal factors and external factors. Internal factors include the condition of students who have interests, talents, and motivation to take part in dance

extracurricular activities. At the same time, external factors include support from schools with dance teachers, adequate facilities and infrastructure, and support from students' parents.

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