



Analysis of Basic Social Skills of Elementary School in Saman Dance Learning

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Abstract

Education of children at an early age helps to bring out their sensitivity. Dance is one method or way to apply art education from an early age or elementary school age. Saman dance, which is unique, becomes one of the attractions to discuss in depth. Saman dance is a complex art starting from its body movements, musical instruments, and verses of songs used to accompany Saman dance. Not only that but the value contained therein, and the implied meaning can be implemented into learning. The result of this research is that the role of Saman dance learning implemented in elementary schools actively helps students form their social skills well and practice every Saman dance movement. Social skills that grow in learners are formed when doing Saman dance activities with the cooperation and building cohesiveness between one student and another. Implementing saman dance art activities for elementary school-age children helps children interact with others. This research was conducted by collecting data from several sources, such as previous research journals, and then analyzing the data from these journals. The subjects in this study are elementary school-age children and teachers, especially class teachers. Thus, this study aims to foster and improve the social skills of elementary school-age children by applying Saman dance learning in elementary schools. Sensitivity to interact socially will help children's basic social skills improve much better than before.

Keywords: saman dance, dance art, children's basic social skills

INTRODUCTION

Education in early childhood is the initial foundation for forming children's basic knowledge, skills, attitudes, and behavior. Success in educating early childhood is the foundation for the formation of quality human resources (Sari et al., 2019). One of the forms of education developed in early childhood is art education. Indonesia has various types of art from various parts of the country, one of which is dance. Dance in Indonesia is a

custom and culture that characterizes every region in Indonesia (Retnoningsih, 2017).

One of the values contained in dance is its social value, which can develop children's social skills. Simbolon, (2018) says social skills are the ability of individuals to interact in a social environment by doing idiosyncratic ways that are socially acceptable and useful for people around them. Teachers and students are individuals who are essential in exposing the social skills possessed by

individuals in the teaching and learning process. During the learning process at school, students are expected to have good skills that are more specific in their ability to ask questions and receive and analyze information. Other research explains that most parents, although their social skills in the home environment are still relatively inadequate, are willing to help their children interact with others and succeed at school, including love, discipline, teaching, and role models so that children can socialize with others and succeed in academics (Christine et al., 2021).

Another study explained that social skills in students include the ability to cooperate with others. Things that support the development of children's social skills are staff, students, and the environment. In contrast, things that hinder the development of children's social skills are the lack of infrastructure and learning resources. The attitude of responsibility, discipline, and caring for others is the impact achieved in children's social skills (Ulum, 2018). Parents provide attention at home through love, supervision, and role models and teach to do good to others to sharpen children's social skills (Kusuma et al., 2021).

Based on the results of several studies that have been described, the involvement of parents and educators and the environment around children can affect children's social skills. It cannot be denied that some children still have low social skills. Children's selfishness, such as not wanting to give in and not wanting to lose, is still evident when playing with friends, and some children are still individualistic alone and do not want to play with their friends or do activities with their friends. One of the causes is the need for more quality in the learning process, which is still monotonous. Individual tasks are still done every day, so learning for children has a dull impression. Based on these problems, there is a demand for activities that foster children's socialization skills. One is saman dance art activities because saman dance has an exciting uniqueness

that is fun for children. The movements are enthusiastic, easy to do, and require team spirit to develop children's social skills. Imam, (2021) said the saman dance is unique compared to other dances. The consistency of dance movements is seen in the presentation of saman dance. Clapping and singing are not only seen but also heard. The uniqueness of this saman dance is also reflected in the verses that sound like the recitation of dhikr in Islam and the advice that sounds so thick in the chanted verses. In addition, many values can be taken from saman dance, one of which is social value.

This article analyzes the values, especially social ones, that exist in saman dance performances. The social values present in saman dance performances can later influence the essential social skills of elementary-age children, as they are expected to engage in behaviors that form relationships and interact with others. Because it is essential to teach children social skills as early as possible, this saman dance is one of the alternative ways to improve children's social skills in the future.

METHOD

The research method used in this study is a qualitative research method using a case study approach. Researchers did this to analyze the values, especially social ones, in saman dance performances. The subjects of this research are elementary school students. This research uses data collection techniques through observation and documentation. Observation activities are conducted to see and analyze the Saman dance performance process. This is done to teach elementary school students' social skills. Documentation is done to document or for evidence in Saman dance performance activities. The data analysis technique in this research consists of data collection, data reduction, data presentation, and conclusion drawing or verification. The four streams of data analysis techniques are interconnected and occur sequentially because it is a cyclical

process and interaction before, during, and after data collection in a parallel format that provides a general understanding called analyzing. Data validity was assessed using source triangulation and method/technique triangulation.

RESULT AND DISCUSSION

This article discusses learning in Saman dance to improve the essential social skills of elementary school children, which includes (1) understanding Saman dance and its implications for the social skills of elementary school children, (2) the implementation of Saman dance learning, which includes (a) preparation for Saman dance learning (b) learning process, and (c) learning outcomes. For more details, it is described in the following explanation:

1. Definition of Saman Dance and its Implication for Social Skills of Elementary School Children

Traditional dance is a rhythmic body movement accompanied by traditional music. This body movement's philosophy is based on folklore that varies from region to region. Saman dance is a traditional dance originating from Aceh province, precisely in the Gayo area. This dance has many philosophies, including cohesiveness when dancing cooperation between dancers. This is the basis for developing children's social skills through saman dance.

Saman dance was introduced in the Aceh Darussalam area; Sheikh Abdurrauf or Syiah Kuala was the person who submitted it in the area. Saman dance was performed for the first time by Syiah Kuala as a medium for proselytizing the people of Blue Siron Village, which continued to be preserved and developed by his successors. Eventually, the Saman dance spread to other villages in the Blangkejeren sub-district. Saman dance was further developed and famous in Southeast Aceh by the Gayo Lues tribe (Imam, 2021).

(Ambarwati et al., 2018; Imam, 2021)

They are suggested that the Saman Dance movement was originally a folk game

called Pok Ane. Saman dance movements are accompanied by song lyrics that convey the meaning of praising Allah SWT and the dancers' applause. Generally, Saman dancers are people who have a good understanding of religion. Tengku, or pious people who emphasize the value of Islamic da'wah, perform this Saman dance. Therefore, Saman dance is closely related to the value of Islamic propaganda. Because Saman dance is used as a tool for preaching, Saman dance is usually performed on certain occasions such as Eid al-Fitr, Eid al-Adha, the maulid of the Prophet Muhammad SAW, and to welcome important people.

It is undeniable that Saman Dance has become an inherent culture for the Gayo people. Saman dance is also called art that runs from generation to generation in Gayo society. This is evidenced by almost all areas of the Blangkejeren region having Saman Dance. However, in the history of Saman Dance, there still needs to be an agreement or one opinion that can be used as a firm handle on the history of Saman Dance itself (Ambarwati et al., 2018).

One of the values in Saman dance is social value. The social value contained in Saman Dance can be seen in the song's lyrics and in the dance movements that show cohesiveness and togetherness. Through this Saman Dance art learning media, it is expected to improve children's social skills. Sabaria, (2019) said that Saman Dance not only requires movements that are not rigid or flexible and beautiful but also requires togetherness, cooperation, cohesiveness, and empathy from the dancers. Saman Dance dancers are required to refrain from selfishness and be able to respect, empathize, and work together. This becomes the basis for making Saman Dance an art learning that supports or encourages children's social skills.

Saman Dance is a traditional dance that is unique in its movements and song verses, philosophical meanings in each direction, and the meaning in each piece. Social value is one of the values contained

in the Saman Dance. The existence of this social value is the author's attraction to analyze the value of Saman Dance by applying Saman Dance learning in elementary schools better to shape the social abilities of elementary school children.

2. Implementation of Saman Dance

Learning

a. Preparation for Saman Dance Learning

Dance movements are movements that have beauty and flexibility. Likewise, the movements in Saman Dance have an aesthetic value of beauty and flexibility in their art performances, not only about dance movements but also the philosophical meaning of each movement. The beauty of the dance can be seen in the dancers' movements. Flexible movements that align with the music and tempo of the music, and accuracy in each movement.



Figure 1 Sitting Position in Saman Dance Movements

The picture above shows the sitting position in the Saman Dance movement. AMELIA, (2021); Saputra & Anisah, (2019) say that motion is the essential ingredient in dance; the definition of motion in dance is not the usual motion that we usually do every day but the meaning of a movement that has undergone several changes from its original form. Dance movement is a process that moves from one position to another. Saman dance movements are only based on hand, head, and body movements. Integrating these three essential

elements in Saman Dance realizes the trajectory of Saman Dance movements. At the same time, the feet remain in place during this Saman Dance movement. Therefore, Saman Dance only has one-floor pattern, namely a straight line or square floor pattern that is horizontal or horizontal when viewed from the audience's point of view.

Generally, Saman dance is performed or played by dozens of men with an odd number. However, in its development, Saman Dance is performed or played by female dancers with several dancers less than ten people, with details of 8 people as dancers and two people as cues when singing. Developments in this modern era require dances to be performed by many dancers. The characteristic of Saman Dance is that when dancing Saman Dance, the position is sitting on the knees and in a row to meet each other's shoulders. The costumes worn by the dancers must cover the aurat, such as embroidered clothes and special pockets used for dancers. The clothes motif used is kerawang, equipped with pawak and suel naru and pawak.



Figure 2 Saman dance movement harmonization

The picture above is a portrait of the harmonization of Saman dance movements. Saman dancers must combine sound and dance elements because they cannot be performed by people who are not dancers or outside the line of dancers. The integration

between the two aspects is flexible, which means that the two elements of dance and sound can be balanced, or the sound element is more dominant, and vice versa, the dance element can be more prevalent. Saman dance does not require musical instruments because music is produced from clapping hands in the dance movement. The movement of moving hands from the thighs to the chest in parallel or together, nodding the head or shaking the head, clapping hands, moving the body forward, moving the body backward, and turning sideways alternately, and shaking movements are all the main movements of Saman Dance (Alunaza & Mentari, 2022).

b. Saman Dance Learning Process

Implementing dance education learning in elementary school students by teaching Saman dance performances requires preparation. The first thing to prepare is the knowledge of students about Saman Dance, such as the definition of Saman Dance, the history and origin of Saman Dance, and how to dance Saman Dance. The teacher as teacher explains the basic movements in dance first, such as hand movements, footwork, body movements, and head movements. After knowing the basic moves in dance, the next step is to explain the basic actions in Saman Dance, starting from hand movements that hit the chest in parallel or by crossing, alternately turning the body to the right and left, rotating head movements, shaking body movements, and body movements forward and backward.

Before practicing Saman dance performances, teachers can divide students into two groups who will discuss Saman dance movements and show some basic Saman dance

movements taught by taking turns one by one. This is done to foster the value of Saman Dance, namely, working together and building cohesiveness between group members. The goal is to train students not to be selfish and to work together mentally.

The process of learning Saman dance after knowing the variety of Saman dance, then the next is the stages of movement in learning by performing Saman dance. According to Ultari et al., (2019) the Saman Dance performance movement has three steps. The first is the salam movement, or salam movement, which is the initial movement performed after the regnum or opening of the Saman Dance, initiated by the dance guide and ringing or regnum, which all Saman Dance dancers immediately follow. The meaning of the salam movement is that every Muslim is required to greet other Muslims when they meet. The second is the singkih kiri and singkih kuen movement; this movement reflects or illustrates religious values. The singkih kiri and singkih kuen movements resemble the last movement in Muslim worship, namely the prayer greeting movement, which alternates the head to the left and right. The third is the langar movement, also called the isyrat movement, done by raising both hands like the season's movement when praying.

c. Learning Results of Saman Dance

In carrying out this Saman Dance learning process, after knowing the basic movements in Saman Dance, the teacher can help students demonstrate Saman Dance movements, starting from the basic moves first. The first stage that students do is to practice the greeting movement; the teacher first exemplifies the details. After that, tell

the students to demonstrate it according to the teacher's example. After that, the head movement turns to the right and left alternately, and then the direction of both hands is raised. This movement is done compactly and together to create aesthetics or beauty in the Saman Dance movement.

After going through the learning process, they start by recognizing the definition of dance and basic dance movements, including the hands, head, body, and feet. After knowing the meaning of the dance and its basic movements, go to more specific things, namely Saman Dance. This Saman Dance learning begins with introducing what Saman Dance is to students—followed by an introduction to the history and origin of Saman Dance and an explanation of the variety of Saman Dance movements. All the theories about the many types of Saman Dance have been explained, and students have recognized Saman Dance. The following process is to demonstrate Saman Dance movements, starting from the basic movements. The expected result of learning about the Saman Dance is that students can recognize it. Students can also understand the philosophical meaning of the Saman Dance performance, especially the social values in the Saman Dance. When performing Saman Dance directly, students also apply the social importance of Saman Dance, namely cohesiveness and cooperation with other friends in demonstrating Saman Dance movements. This cohesiveness has the aim that the Saman Dance movements look beautiful, and the harmony of one dancer with another can be created. This social value is expected to develop the social skills of elementary

school children. Social skills in the form of interaction between students and train cohesiveness and cooperation between students.

CONCLUSIONS

Early childhood education is critical to honing children's talents, interests, and skills. One of the early childhood educations is art education, especially dance. Saman dance is one example that can develop essential social skills in elementary school children. Saman dance comes from the Gayo Aceh region, famous almost all over Indonesia. Saman dance has a philosophical meaning in its musical accompaniment, sound accompaniment, lyrics, clothing, and movements. There are many values contained in Saman dance, one of which is social value. Therefore, based on the social values contained in Saman dance, it is hoped that they can be implemented in learning Saman dance in elementary schools. This will help develop the social skills of students in elementary school. Cooperation, cohesiveness, respect for differences, and helping each other are essential social skills that elementary school students get when participating in Saman dance learning.

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