



INTEGRATING CULTURAL VALUES THROUGH KRETEK DANCE IN SBDP LEARNING

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Abstract

This study aims to explore how the integration of cultural values through Kretek dance can be done in SBDP learning. Data sources come from primary and secondary data. Primary data comes from interviews with Kretek Dance dancers, while secondary data comes from journals, archives, documentation and references. The subjects of the study came from Kretek Dance dancers. Data collection techniques used in-depth interview methods, participatory observation, and documentation. Data analysis techniques used a thematic analysis model with stages of data collection, coding, grouping themes, and interpretation of results. The results of the study show that Kretek Dance is not only a medium to introduce local cultural heritage, but also teaches values such as hard work, mutual cooperation, and preservation of tradition. Through this integration, SBDP learning is able to build students' cultural appreciation and develop multidisciplinary character and skills.

Keyword: *Cultural Values, Kretek Dance, Dance Arts, SBDP*

INTRODUCTION

Art is a subtle communication tool because of the symbols contained in the artwork in question, so that art requires more requirements to be able to express the mission to be conveyed (Yenni Patriani Yakub, 2010:02) (in (Putri, 2019)). Dance is the expression of feelings, intentions, and thoughts through rhythmic body movements performed in a certain place and time for the purpose of interaction. Dance movements that are different from everyday movements such as running, walking, or gymnastics are regulated by sounds used as accompanying music. Annayanti Budiningsih (2010:01) (in (Putri, 2019)). Dance art is human body movement used by artists to express their ideas,

feelings, and experiences to others through certain music or rhythms (Putri, 2019).

Arts culture and crafts education (SBDP) has a very important role in the development of students' character and identity (Mareza, 2017). Through SBDP learning, students are not only taught practical skills, but also cultural values contained in each work of art. One form of art that is rich in cultural values is dance, especially the Kretek dance which comes from local culture. The Kretek dance is not just a movement, but also a medium to convey stories and values that exist in society (Mulanto, 2021). Integrating cultural values through Kretek dance in SBDP learning can provide a deeper learning experience for students (Adinda

Nur, 2023). By understanding and practicing Kretek dance, students not only learn about movement techniques, but also explore the meaning behind each movement and symbol. This will help students appreciate their cultural heritage and increase love for local culture. In the context of education, it is important to create a learning environment that reflects cultural diversity (Sunandi et al., 2020). Integrating Kretek dance in SBDP learning can be one way to achieve this goal. Through dance, students can learn about the diversity of Indonesian culture, as well as how art can be used as a tool to convey social and moral messages. Thus, SBDP learning does not only focus on technical aspects, but also on character development and cultural understanding.

Research on the integration of cultural values through Kretek dance in SBDP learning can be seen from several relevant studies. First, research by Afiati (2020) examines the inheritance of the form, values, and meaning of the Kretek dance, showing that the learning process of this dance involves imitation and socialization at the Puring Sari Art Studio, which is important for maintaining its sustainability. Second, Roestam (2013) revealed that the Kretek dance functions as a cultural identity of Kudus Regency, with deep meanings related to local history and traditions, as well as the community's response to this dance. Third, Setyoningrum (2015) examines ethnomathematics in Kretek dance movements, highlighting how mathematical elements can be integrated into art learning, thereby enriching students' learning experiences. These studies provide a strong foundation for integrating cultural values through dance in an educational context.

Furthermore, this study aims to explore how the integration of cultural values through Kretek dance art can be carried out in SBDP learning. This study will discuss various methods and strategies that can be applied by educators to integrate Kretek dance into the SBDP

curriculum. With the right approach, it is hoped that students can feel the benefits of this learning both academically and emotionally. In the current era of globalization, where foreign cultures often dominate, it is important for us to maintain and preserve local culture (Fahma & Safitri, 2024). Kretek dance art as part of Indonesia's cultural heritage must be introduced to the younger generation so that they understand and appreciate the cultural richness of this nation. Through SBDP learning that integrates Kretek dance, it is hoped that students will not only become consumers of culture, but also become preservers and developers of their own culture.

This article will discuss in depth the concept of integrating cultural values through Kretek dance in SBDP learning. The author will present a literature review on the importance of arts education in the context of culture and how Kretek dance can be used as a means to instill these values in students. In addition, this article will also present case studies and examples of implementation in the field that show the success of this integration. Thus, it is hoped that this article will not only provide new insights for educators in teaching SBDP, but also inspire them to continue to innovate in teaching methods that involve cultural values. Through the understanding and practice of Kretek dance, the younger generation is expected to grow into individuals who have high cultural awareness and are able to contribute positively to society and the nation.

METHOD

This study uses a qualitative approach with a narrative design. Narrative research is research that investigates the lives of individuals and asks a person or group of individuals to tell their stories. This information is then retold by the researcher in a narrative chronology Clandinin and Conelly (2000) (inEfrem Jelahun (2022)). This approach was chosen to understand how cultural values can be integrated through

the art of Kretek Dance in learning Arts, Culture and Crafts (SBDP). The subjects of this study were Kretek Dance dancers. The location of the study was Muria Kudus University, Bae District, Kudus Regency.

Data collection was carried out through in-depth interviews, participant observation, and documentation. In this study, in-depth interviews were conducted with dancers to determine their understanding and strategies in integrating cultural values through the Kretek Dance. Interviews involve direct interaction between researchers and participants to gain a deeper understanding of their experiences, views, and perceptions related to the research topic (Jailani, 2023). Data comes from primary and secondary data. Primary data comes from interviews with Kretek Dance dancers, while secondary data comes from journals, archives, documentation and references. Documentation in the form of photos and teaching materials were collected to complement observation and interview data.

The data obtained were analyzed using the thematic analysis method. The thematic analysis method is a method of data analysis that aims to find patterns or themes through data that has been collected by researchers (Rozali, 2022). In this study, the analysis process includes the stages of data collection, coding, grouping themes, and interpretation of results. Thematic analysis helps researchers to identify the cultural values contained in the Kretek Dance and how these values are applied in SBDP learning. Data validation is carried out using source and method triangulation techniques to ensure the accuracy and credibility of the research results.

The results of the study are expected to provide an overview of the role of Kretek Dance art in teaching cultural values to students. This study is also expected to provide guidance for teachers in integrating traditional arts into the SBDP learning curriculum, so that students not only learn dance but also understand and

appreciate local cultural heritage as shown in Figure 1.



Figure 1: Data Analysis Chart

RESULT AND DISCUSSION

Kretek Dance Art as a Representation of Local Culture

Kretek Dance is a form of local culture that has historical value and local wisdom. This dance was born from a community tradition that is closely related to the lives of tobacco farmers and kretek factory workers. The meaning of the Kudus Kretek Dance lies in the representation of the cigarette making process, from the initial stage to the end, which is manifested through a series of dance movements. These movements are combined with musical accompaniment and the use of accessories typical of the Kudus area. This dance was developed by the Puring Sari Mulanto Art Studio, which is widely known as one of the leading art studios in Kudus (Salma et al., 2022).

Arts, Culture and Crafts Learning (SBDP) is an educational process that aims to develop creativity, art appreciation, and understanding of local and national culture. Some of the elements included in it include fine arts, music, dance, and skills. The main material in SBDP learning not only functions as teaching materials, but also plays an important role in shaping children's personalities, which are the foundation for developing noble morals and positive characters (Pitriani, 2020). Through SBDP, students are invited to get to know, create, and express works of art, while understanding the cultural values

contained therein. Integrating Kretek dance into Arts, Culture and Crafts learning (SBDP) can introduce students to local cultural heritage, strengthen their sense of pride, and increase their understanding of the historical values contained in the movements and stories of the dance. The Kretek Dance with its movements that tell the process of making kretek cigarettes from start to finish can be a learning medium that not only hones artistic skills but also introduces local wisdom values.

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appreciation of local wisdom but also fosters critical thinking and creativity as they interpret the meaning behind each movement. By linking cultural performance with real-life traditions, the Kretek Dance becomes an engaging way to preserve heritage while enhancing learning outcomes.

The dance approach used by the dancers embodies the philosophy of the kretek dance, which depicts the perseverance of workers in cigarette factories, so that their expressions and movements are in harmony. The positive impact of learning the kretek dance is to help preserve culture, which is considered important for the younger generation to maintain Indonesia's cultural identity. Proposal for Preserving Dance Arts Preserving dance arts can be done by integrating it into the school curriculum, involving local artists, providing workshops, holding cultural festivals, and encouraging extracurricular dance arts as shown in Figure 2:



Figure 2: Kretek Dancers During the Performance

Cultural Values in the Kretek Dance

The Kretek Dance contains various cultural values that reflect the lives of the Kudus community, especially those related to the process of making kretek cigarettes. The value of hard work is reflected in the movements that depict the stages of tobacco planting, harvesting, and cigarette production. Based on the literature of Nugroho & Munahefi (2022), this Kretek Dance tells the story of the initial process of making kretek cigarettes in the city of Kudus, starting with selecting the best tobacco. Next, the workers are tasked with

cutting the ends of the cigarettes to make them look neat, before bringing the results of their work to the foreman for inspection. The foreman in this story is depicted with varying characteristics, sometimes looking firm or fierce, but at other times showing a friendly attitude and smiling at the workers. The dancers wear traditional clothes typical of the city of Kudus as part of the local cultural expression.

In addition, this dance teaches the importance of mutual cooperation, as seen from the symbolism of cooperation between workers in producing kretek. This is in accordance with the literature of Mulyani et al. (2020), mutual cooperation is a form of cooperation between individuals, or between individuals and groups, to jointly solve problems of common interest. These values reflect the philosophy of life of the local community who value joint efforts to achieve good results. This can be seen from the depiction of cooperation in making cigarettes in the kretek dance. The Kretek Dance also contains the value of preserving tradition and respect for cultural heritage. With the accompaniment of typical music and the use of traditional Kudus accessories, this dance emphasizes the local cultural identity that must be maintained. This value is very relevant to instill a sense of love for one's own culture in the younger generation, as well as strengthening pride in the richness of Indonesian traditions amidst the current of modernization.

Kretek Dance Art as a Multidisciplinary Learning Media

Kretek Dance Art can be a means of multidisciplinary learning because it not only teaches aspects of art, but also connects various other fields of knowledge. In learning this dance, students not only learn dance movements, but can also explore the historical and cultural aspects contained in the dance. For example, they can learn the history of making kretek cigarettes in Kudus, which is the background of this dance. This helps students understand the relationship

between art and local history and traditions, as well as providing deeper insight into Indonesian culture (Nugroho & Munahefi, 2022).

In terms of skills, Kretek Dance also trains various aspects of students' motoric and creative abilities. Through structured dance movements, students can improve their body coordination skills, rhythmic accuracy, and creativity in expressing movements. This is in accordance with the literature of Shahab et al. (2024) which states that regular dance movements according to the tempo of the music help students understand rhythm, speed, and coordination of movements in a certain space. This teaches them how to adjust movements to the flow of musical time, which is the basis for understanding mathematics such as patterns and time calculations. This dance also develops students' ability to work in groups, because this dance is often performed together. Thus, Kretek Dance not only introduces students to the art of dance, but also provides lessons about teamwork, discipline, and appreciation of local culture that can be applied in everyday life.

Learning Method with Kretek Dance

Using dance as a learning method in the subject of Arts, Culture and Crafts (SBDP) can be an effective way to improve students' understanding of art concepts while developing their motor skills, creativity, and cultural appreciation (Darmayanti et al., 2022). Kretek Dance is a form of traditional dance that is rich in cultural values and has great potential in learning arts and culture in schools, especially in the subject of Arts, Culture and Crafts (SBDP). In the scope of learning, the teaching method through Kretek Dance can be an effective means of integrating regional cultural values with relevant art skills. This method not only teaches dance movements, but also connects students with meaningful local cultural heritage, and provides an understanding of the importance of preserving traditions.

The use of Kretek Dance in SBDP

learning provides students with the opportunity to understand cultural aspects through direct experience. This dance contains symbolism and stories that can enrich students' insights into the history, society, and culture of a region. In the learning method using dance, teachers can invite students to dig deeper into the meaning behind each movement and music that accompanies the dance, which in turn can shape students' attitudes that love native Indonesian culture more (Purwati, 2024).

This method also prioritizes interactive and participatory learning. Through dance, students not only receive information passively, but are also actively involved in the process of creating and appreciating works of art (Ramdhani, 2024). They are trained to work together in groups, strengthen coordination skills, and increase self-confidence. Dance movements that are adjusted to the rhythm of the music will help students develop motor skills, concentration, and social skills that are very important in everyday life.

In addition, by introducing Kretek Dance as a learning method, students are invited to appreciate the richness of the nation's culture more. In this era of fast-paced globalization, many local cultures are starting to be forgotten, so it is important for education to involve students in cultural preservation. Dance provides an opportunity for the younger generation to continue to know, love, and preserve traditions that have existed for a long time, while integrating them into a fun and meaningful learning process (Wulandari et al., 2024).

CONCLUSIONS

Kretek Dance is a form of local cultural art that not only reflects the historical values and local wisdom of the Kudus community, but also contains the philosophy of hard work, mutual cooperation, and preservation of tradition. Through learning Arts, Culture and Crafts (SBDP), Kretek Dance can be a

multidisciplinary media that integrates aspects of art, history, and cultural values, while also training students' motor skills, creativity, and cooperation. With a dance-based learning method, students are invited to actively participate in preserving cultural heritage while developing an appreciation of local cultural identity amidst the flow of modernization.

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CONFLICT OF INTEREST

The authors declare no conflicts of interest.

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