

ANALYSIS OF “CARD DANCE” MEDIA DEVELOPMENT PROCESS IN THE ART OF DANCE AS THE MANIFESTATION OF INDONESIAN CULTURAL RECOGNITION

Ratih Asmarani

Universitas Hasyim Asy'ari Tebuireng Jombang Indonesia
ratihasmalani004@gmail.com

Emy Yunita Rahma Pratiwi

Universitas Hasyim Asy'ari Tebuireng Jombang Indonesia
emyyunita88@gmail.com

Abstract— This study aims to analyze the process of developing dance art learning media called card dance (card pictorial dance) based on the Indonesian archipelago culture on the Elementary Teacher Education Study Program (PGSD) of Hasyim University Asy'ari Tebuireng Jombang. The model of development in this study is referring to the Four-D Model proposed by Thiagarajan. The data results from observation and interview are analyzed in the form descriptive qualitative method and data result from validator team will be analyzed using descriptive quantitative method. Data collection method used to obtain the required data is the method of observation, interview, and documentation. Preliminary analysis: Indonesia's cultural diversity has its own uniqueness from each region. Each province has different tribes and cultures. While in the student analysis, the students in the PGSD program are much distant from their own cultural knowledge, influenced by the culture of other countries that come in our country very rapidly, moreover, they are more familiar and more impressed with the culture of other countries. Analysis of tasks is adjusted to the learning objectives and indicators to be achieved. Analysis of the concepts to be taught is some dance materials that are sorted by province in Indonesia. The purpose of this learning is as an effort to introduce Indonesian culture, especially dance to the students of PGSD program, because later they are required to be able to implement on teaching and learning to the elementary school students.

Key Words— *development process; learning media; art of dance; card; cultural recognition*

Introduction

Along with the development of science and technology, the paradigm of learning in schools is changing. The implementation process of learning that start out as behaviorist to be constructivist and originally centered on teacher-centered learning. Behaviorism is psychology school who believes that humans learn due to environmental influences (Semiawan, 2008: 3). In constructivism is taught that learning is building understanding and knowledge

conducted by matching the phenomenon, an idea, or a new activity with the knowledge that has already been existed and studied. Consequences of such learning is a student intent on building a meaningful concept (rather than memorizing or imitating). The concept of meaningful learning is a process of connecting new information with thoughts or concepts that already exist in the individual (Ausabel in Dahar, 1989: 112). According to the theory of meaningful learning Ausabel, new concepts or new information should be associated with the existing concepts in the cognitive structure of students (Dahar, 1989: 117).

Teachers do not give just "textbook" speeches to the students, but also to stimulate and motivate their students to be able to build knowledge in their mind. One way the teacher can do is building a communication web and meaningful learning interaction through the provision of meaningful and relevant information for students' need. Teachers can give students the chance to discover or apply their ideas and invite students to use their preferred learning strategies, teachers implement the use of instructional media in teaching, implementing an innovative learning model, and so on.

The introduction of regional culture in the main educational environment to young generation, in this case the students, is part of the development of art. Art development needs to be given because it is also part of human universal need, for students, it will help developing the right hemisphere brain associated with emotional intelligence. Golman's emotional intelligence (in Handyaningrum, 2016: 80), will help humans achieve success in life. Children as young generation are expected to own the ability in the field of intellectual, virtuous and to recognize the cultural art values of their nation, especially the cultural values of their region. The development of art can be integrated in the development of cognitive, motor, linguistic and other habituation, in order to develop optimally. In addition, it is also to motivate students in applying knowledge, work cooperatively and perceive the linkage between various other

sciences. Learning environment can be functioned into fun and interesting environment for teachers and students so that it makes them possible to participate actively based on the cultural context being studied. It also encourages the process of imaginative, metaphorical, creative and conscious cultural thinking.

Indonesia's cultural diversity is well known by the world because it has its own uniqueness from each region. Each province has different tribes and cultures. Every society has high cultural and social values. Culture is the identity of a nation that must be respected, maintained and preserved. In order our children and grandchildren will know the cultural heritage, it is the responsibility of us. But over the times, unfortunately, today the local cultural values began to disappear. Young people have begun to disrespect the local culture but are influenced by cultures from other countries that are get in very rapidly with the current technological developments. The generation has gone far beyond their cultural knowledge, even more amazed by the culture of other countries. They are fluent in English but cannot speak the local language. The young generation is proud and happy with 'Breakdance', 'hip hop' and 'Korean' when they have 'Saman' dance, 'Serampang Dua Belas' dance and other incredible dances.

So, in this global era, we need to introduce art and culture of Indonesia since early through the process of learning in order to continue of growing awareness and pride to love wholeheartedly to artistic culture that reflects the moral values of the nation and the identity of the nation in the midst of the world community. Innovation learning media that want to be developed is "Card Dance", which is a card in which there are pictures of dances in Indonesia.

Research Method

This research is a research development (R & D) for developing dance learning media. Furthermore, the results of this development will be tested in the learning of dance and drama lectures on 5th semester of PGSD Program, Faculty of Education, Hasyim Asy'ari University. The results will be analyzed in two ways. The result of data from observation and interview is analyzed descriptively qualitative and data result from validator team will be analyzed descriptively quantitative. The object of this research is the students of PGSD 5th semester who took the subject of "Dance and Drama Education" which amounted to 40 people. Data collection method used to obtain the required data is observation, interview, and documentation. The development model of this research is based on Four-D Model proposed by Thiagarajan, (1974) consisting of four stages: 1) defining, 2) designing, 3) development, and 4) dissemination. In this research, the dissemination phase is not included in the learning stage of the planned instructional media. Due to the limited time, the implementation of the model step is limited only to the product trial.

Finding and Discussion

Here are the process of developing 'dance card' learning media that is used as a form of introduction of culture. In this explanation, the description is focused on the define phase which includes: (1) preliminary analysis, (2) student analysis, (3) task analysis, (4) conceptual analysis, (5) formulation of learning objectives.

Preliminary Analysis

Preliminary analysis aiming to provide the concept of the final goal of research is a step identification of the emergence of fundamental problems related to the importance of developed learning media. Cultural diversity in Indonesia is well known by the world because it has its own uniqueness of each respective region. Each province has different tribes and cultures. Every society has high cultural and social values. Culture is the identity of a nation that must be respected, maintained and preserved. In order our children and grandchildren will know the cultural heritage, it is our responsibility. In the course of 'Dance and Drama Education', there are already main indicators that students should be able to appreciate Indonesian art work of dance. But the existing condition is not in accordance with what is expected, as the current era and development of technology today unfortunately our local cultural values began to disappear. In this case, students as young people have started not to appreciate the existing local culture but to be influenced by the culture of other countries that enter very rapidly with the current technological development. The generations have gone far beyond their cultural knowledge. Moreover, they are amazed by the culture of other countries.

Knowing these conditions, there must be an imbalance, the emergence of a problem that is not in accordance with the goal, so that a learning innovation is needed to solve the problem. Cultural diversity, especially the art of dance in Indonesia must be introduced from early to young generation. Students of Elementary School Teacher Education (PGSD) as prospective educators should understand the problem and learn the art of dance in Indonesia, so that later can implement on the teaching and learning process of art and culture in the elementary school. Being able to know and understand the art of dance in Indonesia required learning media to facilitate the learning process for students. It is known that the numbers of dance works in each area are very much. If in Indonesia there are 34 provinces and each province the average number of dance is 5-10 dances, so the total numbers of dances are around 170-340. Indeed, students not only recognizing and understanding the dance name but also the appearances and characteristics of the dance so that they can distinguish each work of dances.

Students' difficulties in understanding the appreciation of Indonesian artwork of dance are basic problem of the need to develop learning media. Long-term target of the learning is students can connect the work of dance with the conditions of sociology and anthropology of

that work. So that, students are able to increasingly love their own culture.

Student Analysis

Student analysis is a study of the characteristics of students in accordance with the design of learning media development. These characteristics include the background of academic ability (knowledge), cognitive development, and individual or social skills related to selected learning topics, media, formats and languages. The results of this analysis are taken into consideration to develop learning media of "dance" art.

Students of Elementary School Teacher Education Program at Hasyim Asy'ari Tebuireng Jombang University are prepared to become professional educator candidates in the elementary school. Competence must be achieved not only one subject but all the subjects in elementary school education must be mastered. One of them is also the ability in the field of art. By many competencies that must be achieved then it takes a creative and fun learning process, so that students do not feel bored. As already stated in the preliminary analysis, there is appreciation material of Indonesian dance artwork in the learning of dance art. Dance work that must be studied quite a lot. Characteristics of students in the PGSD program do not all have the same ability to capture art material easily and quickly. The number of students in one class is also relatively large. It is among 35-45 students. Not all students have similar interest in the field of dance, but have the same demands to know and understand the field, both the aspect of appreciation and artistic expression. With the ability of students in the field of art, especially dance art, it is expected to be implemented in the learning process in the elementary school. Young generation should be introduced as early as possible with their own culture so that they will love and appreciate their own culture. Primary school age is the right age in the process of cultural introduction of the Indonesian archipelago. To create a superior generation of human resources, it must also be first quality so as to produce a quality generation as well. Through the development of learning media dance card, it is expected to be used as an innovation that allows students to meaningful cultural introduction.

Task Analysis

Task analysis is carried out to specify the material content in the form of the subject matter outline that includes an understanding of the task in the lesson. Task analysis is used to determine the learning media used. Task analysis is also used to decide the design of learning. Task analysis is also adjusted to the learning objectives and indicators to be achieved. Analysis of this task is based on the consideration of students' ability to understand an object of appreciation.

This learning activity begins with an explanation of the dance name in the picture and then the trainer asks the students. Students are expected to be able to name the dance by looking at the characteristics of each dance contained in the

picture. Then the teacher formed a small group, each consists of 3 people. The teacher asks again questions to the students, whose group can answer them, it will get points. At the end of the game, the teacher determines 2 groups getting the biggest points. The 2 groups are pitted against who the champions are fighting over. The rules of the game for this last session are certainly different from the previous ones. A dance card is placed in the box and then randomized in such a way, then each group being selected one to get the job as the first player. Teachers mention keywords such as finding a dance based on the origin of the dance area is developing. The group getting the biggest point is the winner.

Conceptual Analysis

Conceptual analysis is used to identify key concepts to be taught based on (1) standard competence analysis and basic competencies which aim to determine indicators and learning objectives in designing instructional media. (2) analysis of learning resources, i.e. collecting and identifying which sources support the design of instructional media. In the context of this research, the material concept analysis of learning media is based on standard and basic competence related to appreciation of dance artwork. This standard competence is further elaborated into some materials, indicators and learning objectives that must be mastered by students based on developed media for learning.

Card dance has a specification in the form of a card in which contains a dance image of the province in Indonesia without any description of the dance name. This card is thematic based on the origin of the same province, more than 5 types of dance per theme. If Indonesia has 34 provinces and each province has the average number of dance 5-10 dances, then the total number is between 170-340 dances. Learning media used is a dance card learning media created by researchers, validated by a team of validators, and tested by teachers and user trials, i.e. students. Learning media is used for self-learning; which is completed by a manual media usage.

Analysis of the Formulation of Learning Objectives

Formulation of learning objectives is the summary of concept analysis and task analysis results to determine the learning objectives to be achieved in the developed media of learning. The purpose of this learning media is to appreciate the work of dance art in Indonesia by utilizing the dance card (dance picture card) as an object of appreciation. Because this media are used to help students in appreciating the artwork, the comprehensive mastery is not the main goal. Through developed instructional media, students are expected to learn anytime and anywhere. However, evaluation of the achievement of learning objectives can be done when the learning process takes place. This learning process in the long term aims as a form of introduction of the culture of the Indonesian archipelago.

The intentional form of culture recognition is an effort to introduce the students about our culture, especially in

the field of dance in Indonesia. So it can grow awareness and pride to love wholeheartedly that artistic culture which reflects the moral values of the nation and also the nation identity in the world. If the younger generation is proud of their own culture, so other nations will also respect by themselves as well. Cultural endurance is very important because it is the identity of the nation. It is also the pride of our culture so that it is not to be lost or stolen by other nations because of our unconcern to the culture we have.

Conclusion

Preliminary analysis: Indonesia's cultural diversity has its own uniqueness from each region. Each province has different tribes and cultures. While in the student analysis, the students in the PGSD program are far from their own cultural knowledge, because of influenced by the culture of other countries that come in very rapidly, even they are more familiar and more impressed with the culture of other countries. Cultural diversity, especially the art of dance in Indonesia must be introduced from early to young generation. Students of Elementary School Teacher Education as prospective educators should understand the art of dance in Indonesia so that they can implement later on the process of art and culture in elementary school. Being able to know and understand the art of dance in Indonesia required a learning media to facilitate the learning process of students.

Analysis of tasks is adjusted to the learning objectives and indicators to be achieved. Analysis of the dance material concepts to be taught is sorted by province in Indonesia. In the context of this study, the analysis of learning media materials concept is based on standard and basic competencies related to the appreciation of dance artwork. These standard competencies are further elaborated into some materials, indicators and learning objectives that must be mastered by students based on developed media of learning.

The purpose of this learning is as an effort to introduce Indonesian culture, especially dance to students of PGSD program, because later they are required to be able to implement on teaching and learning to the elementary school students. Through developed instructional media, students are expected to learn anytime and anywhere. However, evaluation of the achievement of learning objectives can be done when the learning process takes place.

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