

EXTRACURRICULAR TRADITIONAL DANCE ART IN INCULCATING THE VALUES OF TOLERANCE AND LOVE FOR THE HOMELAND

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Abstract

Character building has become one of the most prominent issues extensively discussed by many individuals. The influx of numerous foreign cultures across Indonesia's borders threatens the young generation's devotion to their motherland, particularly when they lack adequate education on tolerance and love for their country. They would end up comparing Indonesia's culture with popular foreign cultures, such as Korean culture like K-pop or the modern dance moves frequently seen on TikTok. Consequently, researchers have initiated investigations to explore ways of enhancing character-building among the younger generation through the incorporation of traditional dance, aiming to instill values of tolerance and love for their motherland. This study utilizes a qualitative evaluation method and employs a descriptive evaluation design. The sample for this research consists of 4th-grade students from SDN 2 Sambirejo, Wonogiri Regency. Data collection techniques include observation, interviews, and documentation. Data analysis is conducted through data reduction, data presentation, drawing conclusions, and verification. This research reveals a significant correlation between the implementation of character-building through traditional dances. By incorporating traditional dances as an extracurricular activity in schools, teachers can effectively instill values of tolerance and love for the motherland. Particularly, its effectiveness is enhanced when excellent facilities and competent teachers support the extracurricular activity. This is primarily because traditional dances in Indonesia reflect the diversity of Indonesian culture. Therefore, traditional dances are an additional effective means to foster a tolerant personality and cultivate a love for the motherland.

Keywords

Character Building, Homeland, SDN 2 Sambirejo, Traditional Dance



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INTRODUCTION

Character education is highly needed to shape the quality next generation of the nation by cultivating a sense of responsibility in facing the era of globalization (Safitri, 2020). Character education can optimize the development of children's cognitive, physical, socio-emotional, creative, and spiritual dimensions. Character education aims to shape and build Indonesian individuals who are devoted to the Almighty God, adhere to the applicable laws, engage in intercultural interactions, uphold the noble values of the nation's culture, and establish a strong foundation of spirituality, morality, and ethics as the pride of the Indonesian nation.

Character education plays a significant role in the social relationships of the younger generation. This is because character education influences children in their thinking, attitudes, and behavior, both within the family, school, and society. Character education is one of the factors that determine the quality of education in a country. In fact, Indonesia ranks 12th out of 12 countries in Asia, according to a survey conducted by the *Political and Economic Risk Consultant* (PERC) cited in the research by Muslich (2022). The results of the survey indicate that the quality of education in Indonesia is relatively low, and suboptimal character education for children is one of the contributing factors.

According to Kurniawaty, Faiz, and Purwati (2022), the character is an important aspect that needs to be developed at present, considering the various challenges and obstacles that pose a significant threat to the character of Indonesian teenagers. In the current era, we have entered a digital transformation period characterized by the rapid development of technology. One of the impacts of the rapid development of technology is the ease with which foreign cultures infiltrate our country. If children are unable to filter the influx of foreign cultures into Indonesia, it will lead to the erosion of character education, resulting in a decline in the quality of education. The values of character education eroded by this phenomenon include a sense of love for the homeland and tolerance towards Indonesian culture.

The students at SDN 2 Sambirejo, Wonogiri Regency, come from not only one area but also from several other regions, especially the students in the fourth grade. The fourth-grade class consists of 21 students, with five students coming from different regions, such as Cilacap, Tangerang, Surabaya, Jakarta, and Kalimantan. Most of the students who come from different regions choose to attend SDN 2 Sambirejo because they follow their parents who have relocated to the village. Additionally, one of the reasons they choose to study at SDN 2 Sambirejo is that, despite

being located in a rural area, the school excels in both intracurricular and extracurricular activities.

The diversity of students' regions of origin leads to the emergence of diversity in terms of ethnicity, culture, and regional languages among the students. However, the fourth-grade students of SDN 2 Sambirejo live harmoniously amidst this diversity. They are willing to accept classmates from different regions and are able to interact well, embracing all the differences that exist. These differences do not hinder them in their classroom learning activities or other extracurricular activities.

One prominent difference among the fourth-grade students of SDN 2 Sambirejo is the difference in culture. Compared to other extracurricular activities at SDN 2 Sambirejo that aim to cultivate character values of tolerance and love for the homeland through the students' cultural diversity, the extracurricular activity of traditional dance art holds particular interest for researchers to further explore its values in depth. Through the conducted observations, it was found that all fourth-grade students displayed enthusiasm in participating in the extracurricular activity of traditional dance art. Interestingly, during this extracurricular activity, students learn not only traditional dances from their own region but also from other regions that they may have never encountered before.

The researcher's interest continues in the extracurricular activity of dance art, observing the current phenomenon where children tend to be more attracted to foreign cultures rather than their own native culture. For instance, South Korean culture, particularly *K-pop dances* and the latest dance trends from the social media application TikTok, have become prominent examples. Observing this phenomenon, which is increasingly popular among the younger generation over time, results in a gradual erosion of the younger generation's awareness and understanding of Indonesian culture. According to Rozhana dan Anwar (2022), Efforts to implement character education can be carried out through various means, one of which is fostering a sense of love for the homeland. This statement is in line with the notion of Nurdian, Ulfah, dan Ilise (2021), Explaining that "Love for the homeland character is a way of thinking, behaving, and acting that demonstrates appreciation for the homeland." Through the extracurricular activity of traditional dance art, which is still maintained as one of the extracurricular activities at SDN 2 Sambirejo, it is hoped that it can serve as a platform for preserving the cultural heritage in Indonesia amidst the influx of foreign cultures. Therefore, the attitudes that can be cultivated in this activity, particularly the attitudes of tolerance and love for the homeland, need to be taken into consideration.

Based on the research of Wulan, Wakhyudin, and Rahmawati (2019), Instilling moral values in the younger generation is a key factor in nation-building. Formal education in Indonesia tends to prioritize intellectual and cognitive development, often overlooking the moral aspect. Primary schools serve as the foundation for shaping a child's character education. The character of a child in primary school is formed through the inculcation of Pancasila values in their daily lives. If this foundation is weak, it can lead to children being easily influenced by negative influences.

According to the Republic of Indonesia Law Number 20 of 2003 on the National Education System, it states that "National Education functions to develop and shape the nation's civilization in a beneficial manner to enlighten the life of the nation. Its aim is to develop the potential of learners to become faithful, devout believers in the Almighty God, noble in character, healthy, knowledgeable, skilled, creative, independent, and responsible citizens in a democratic society." Based on the aforementioned law, it can be concluded that the goal of education is a formulation regarding the quality of every individual that should be developed by each educational institution. Character education in primary schools is implemented through both intracurricular and extracurricular activities. In intracurricular activities, character education can be imparted through the classroom learning process. As an example, the implementation of Pancasila material in Civics and Citizenship Education (PPKN) serves as a means to impart character education. Meanwhile, in extracurricular activities, the process of character education takes place outside the classroom during non-academic hours. The purpose of extracurricular activities is to provide a platform for students to expand their knowledge, develop their talents, and pursue their interests.

According to Nugrahaningsih dan Martaningsih (2021), Through extracurricular activities, it is expected that students will develop a love for customs and culture, tolerance towards others, an appreciation for local products, and the ability to preserve historical customs and culture. One of the commonly taught extracurricular activities in primary schools is dance art. Essentially, the extracurricular activity of dance art serves as a platform for students to channel their talents and interests. However, it is not just that. The extracurricular activity of dance art can also be used as a platform for preserving regional art and culture, with the aim of maintaining Indonesia's cultural identity. This is in line with that notion. According to Setiowati (2020), "The teaching of dance art is not solely about instructing children on dance movements. Dance education can also serve as a medium for instilling life values in children".

Previous studies addressing character education in the extracurricular activity of dance art have been conducted. In the study conducted by Fadilah (2016), "The implementation of extracurricular learning in traditional dance art in shaping the character of upper-grade students at SDN Tambakaji 01 Semarang," was found that traditional dance art extracurricular activities contribute to the formation of character in upper-grade students. Furthermore, there is a research study written by Sulistyaningsih (2018) about "The values of character education in the extracurricular activity of dance art at MI Al-Ihsan Medari" It was found that there are character values in the extracurricular activity of dance art that contribute to the character development of students in Madrasah Ibtidaiyah (MI). From this previous research, it can be concluded that there are significant differences in the analysis of character education research in the context of dance art extracurricular activities. These differences lie in the artistic content and the students' involvement as the subjects of the study. In the research entitled "Instilling Nationalism through Traditional Dance Art Extracurricular Activities in Primary Schools" by Lestiana, Maruti, dan Budiarti (2022) was also found in the research that the process of instilling a sense of nationalism was conducted using dance art as a medium. However, the focus of that particular study was still on nationalism in general. The fourth research study, titled "Dance Art Extracurricular Activities in Instilling the Characters of Discipline and Independence in Upper-grade Students at SD Aisyiyah Unggulan Gemolong" by Rahmawati dan Fathoni (2019) also addresses the same theme. The difference lies in the type of character instilled, with this research focusing more on discipline and independence. Interestingly, another research study titled "Analysis of Character Values in Music and Dance Art Extracurricular Activities at SDN Candi 01 Semarang" by Wulandari, Subekti, dan Wardana (2020). The research not only analyzes character values in dance art but also examines character values in music art. However, the focus of the study remains on the general analysis of character values.

From the previous research, there has been no specific study that specifically discusses the implementation of character values such as love for the homeland and tolerance. This has motivated researchers to conduct a study on the cultivation of character values such as love for the homeland and tolerance through dance art extracurricular activities. The cultivation of character values such as love for the homeland and tolerance is of utmost importance. By successfully instilling a sense of love for the homeland and tolerance in students, they will be able to appreciate the cultural diversity in Indonesia, particularly in traditional dance. If these values are not properly embedded or not embedded at all, it can be anticipated that individuals may develop discriminatory attitudes and

ethnocentrism, leading to cultural divisions in Indonesia. Based on the aforementioned explanations, the researcher aims to describe the implementation of character values such as tolerance and love for the homeland through the extracurricular activity of traditional art among fourth-grade students at SDN 2 Sambirejo, Wonogiri Regency. The hope is that by instilling a sense of love for the homeland and tolerance, the National Education goals in character education can be achieved.

METHOD

The research design used in this study is qualitative research aimed at exploring the implementation of tolerance and love for the homeland in students' participation in dance art extracurricular activities. The approach used in this study is a case study, describing the students' attitudes related to character values of tolerance and love for the homeland in their involvement in traditional dance art extracurricular activities. The data for this research was obtained through three methods: observing the school environment and the behavior of fourth-grade students at SDN 2 Sambirejo, Wonogiri Regency, who participate in traditional dance art extracurricular activities, conducting in-depth interviews with the School Principal, the dance art extracurricular teacher, and the fourth-grade students involved in the extracurricular dance art activity, as well as documenting the implementation of the traditional dance art extracurricular activities. For data analysis, this study employs field data analysis with data triangulation, which begins with the process of data reduction and drawing conclusions. The research diagram is presented below.

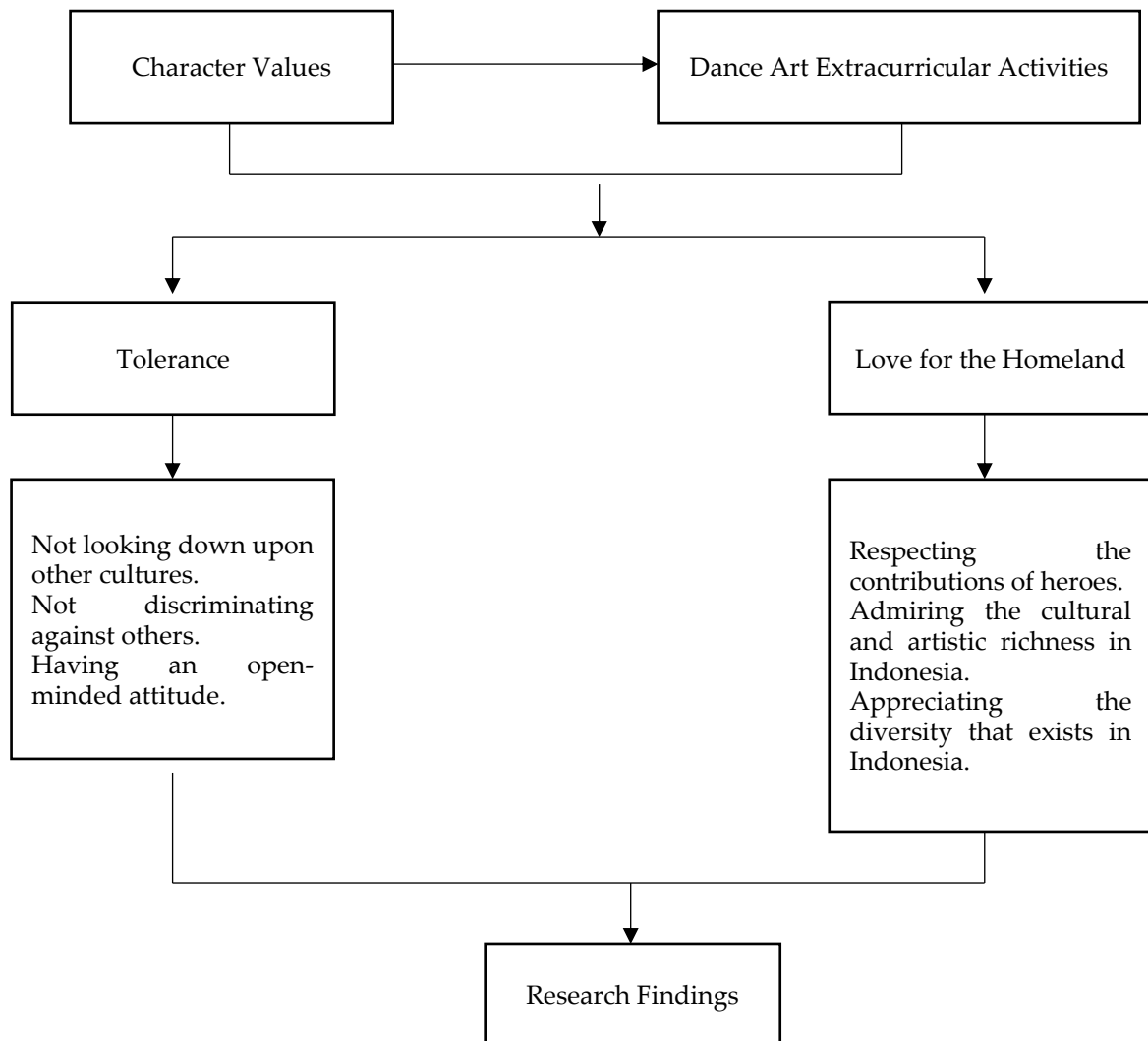


Figure 1. Research Framework Diagram

FINDINGS AND DISCUSSION

Findings

Based on the results obtained through observation, interviews, and documentation, the researcher gathered several important data regarding SDN 2 Sambirejo, Wonogiri Regency. Based on the observations, the following data were obtained regarding several aspects.

In addition to facilities and infrastructure, educators also play a crucial role in the success of the learning process. SDN 2 Sambirejo, Wonogiri Regency, is staffed with competent educators in their respective fields. Furthermore, all educators in SDN 2 Sambirejo have obtained a Bachelor's degree (S1). Specifically, for the traditional dance art extracurricular activity, SDN 2 Sambirejo has acquired a dance art teacher from outside the school who possesses expertise in the field of dance art. This ensures that there is no doubt about their ability to teach the traditional dance art

extracurricular activity at the school.

SDN 2 Sambirejo, Wonogiri Regency, is also renowned for its extracurricular activities. The school's rural location does not hinder SDN 2 Sambirejo from attracting the interest and talents of students in extracurricular activities. Some of the flagship extracurricular activities of SDN 2 Sambirejo include dance, traditional Javanese poetry recitation (macapat), tambourine ensemble (rebana), scout activities, sepak takraw, table tennis, football, and volleyball. The traditional dance art extracurricular activity at SDN 2 Sambirejo is considered to be outstanding compared to other schools, as it has received several appreciations and awards at the district, regency, and provincial levels. Therefore, the traditional dance art extracurricular activity becomes one of the attractions for students attending SDN 2 Sambirejo.

In this study, research was conducted to explore the cultivation of character values in students participating in traditional dance art extracurricular activity, specifically focusing on the values of tolerance and love for the homeland. Through observation, interviews, and documentation, the researcher gathered various important data related to the values of tolerance and love for the homeland that they aimed to investigate through the traditional dance art extracurricular activity, as shown in Table 1.

Table 1. Cultivating Character Values of Tolerance and Love for the Homeland through Traditional Dance Art Extracurricular Activity at SDN 2 Sambirejo, Wonogiri Regency

No.	Character Values	Results
1.	Tolerance	Through interviews with the dance art extracurricular activity coach, the School Principal, and fourth-grade students, it can be concluded that the traditional dance art extracurricular activity has a significant impact on instilling tolerance character values. The cultivation of tolerance attitudes has been successful, as students do not consider their own culture superior to others or boast about their own culture while looking down on other cultures. They do not discriminate or judge others based on their social status, race, ethnicity, culture, or religion. Additionally, they demonstrate an open-minded attitude toward opinions, feedback, criticism, and suggestions. Ms. Via Ikhtiaria, the dance art extracurricular activity teacher, and Mr. Yeri Sarjono, the Principal of SDN 2 Sambirejo, shared similar sentiments during interviews regarding the cultivation of tolerance and character through traditional dance art for students. They mentioned that the students show great enthusiasm for learning traditional dances, even if the dances originate from outside their region.
2.	Love for the homeland	Similar findings were also discovered in the research results regarding the cultivation of love for the homeland character. Through observation, interviews, and documentation, research findings were obtained regarding the cultivation of love for the homeland character in the traditional dance art extracurricular activity. Under the guidance of Ms. Via Ikhtiaria, the students are directed to have a love for the homeland, including

appreciating the contributions of national heroes, admiring the cultural and artistic richness in Indonesia, and embracing the diversity of ethnicities, languages, and cultures as the strengths present in Indonesia. This is not an easy task, considering that the students at SDN 2 Sambirejo come from diverse backgrounds. The heterogeneity within SDN 2 Sambirejo presents a unique challenge for educators to instill the character value of love for the homeland in their students.

Discussion

The discussion is a section that presents the results of a research process in a broader context. In this section, we will further discuss the cultivation of character education regarding the attitudes of love for the homeland and tolerance through the means of traditional dance art extracurricular activities.

a) Cultivating Tolerance Character Values through Traditional Dance Art Extracurricular Activities.

1. Not considering their own culture to be superior to others or boasting about their own culture, and not looking down on other cultures.

School-aged children tend to be interested in trying new things by directly engaging in activities (Budiwaluyo & Muhid, 2021). This is evident from the enthusiasm of the students in performing dances from other regions with utmost dedication. There is no sense of ethnocentrism or considering one's own culture as superior to others.

It is even better when students are asked to perform dances from other regions, as they become more enthusiastic when dancing those dances. Despite not all members of the dance art extracurricular activity coming from the same region, there are three students who come from outside the region, namely Cilacap, Tangerang, and Surabaya.

2. Not discriminating and not judging others based on social status, race, ethnicity, culture, or religion.

The majority of the dances performed in the dance art extracurricular activity at SDN 2 Sambirejo are group dances. These dances include Tari Jaranan and Tari Ganong for male students and Tari Merak and Tari Oglek for female students. These dances are traditional dances that require more than one person to perform them. It requires excellent teamwork skills among the students to showcase beautiful dance movements. Each individual has differences from others. This results in the emergence of diversity within the group when working with individuals who are different from one another.

In order to achieve cohesiveness within the group, students must demonstrate mutual respect and appreciation for differences. This is emphasized by the dance art extracurricular activity facilitator. Drawing inspiration from the national motto "Bhineka Tunggal Ika" (Unity in Diversity), the facilitator guides the students to embrace and equalize differences, be it ethnicity, race, social status, culture, or even religion. If this attitude of tolerance is successfully achieved by the students, it will make practicing traditional dance in a group setting much easier.

3. Having an open-minded attitude towards opinions, input, criticism, and suggestions.

Differences in opinions among students are not uncommon, and the same applies to the implementation of traditional dance extracurricular activities in SDN 2 Sambirejo. During the extracurricular activities, the supervising teacher will initiate the activity by asking the students to perform the dances they have learned previously. From there, the supervising teacher will ask the other students to respond to the movements of the student who performed. At that moment, the teacher will ask the students to provide suggestions, opinions, and critiques regarding the dance movements that have been presented. As the supervising teacher, it is important for the teacher to provide guidance on the opinions, suggestions, and critiques expressed by the students.

According to Lestari dan Tirtoni (2021), differences of opinion, input, criticism, and suggestions. For teachers and students, it can be used as self-evaluation to help improve themselves in the future. This is what the students of class IV in SDN 2 Sambirejo do. When they receive suggestions, criticisms, and feedback, they will listen to their peers' opinions first. Sometimes receiving suggestions, criticisms, or feedback can make us feel disheartened because what we have done may not be adequate. However, we can take this as a lesson by considering these opinions as corrections to our mistakes, with the goal of changing towards a much better direction.

b) Cultivating the Character Value of Love for the Homeland through Traditional Dance Extracurricular Activities.

1. Respecting the Contributions of National Heroes.

In the extracurricular activity of traditional dance at SDN 2 Sambirejo in Wonogiri Regency, teachers will explain the origins, meanings, and important war figures within the traditional dance being taught, allowing the students to indirectly learn the history of the dance and draw lessons from the actions of the characters portrayed in the dance.

From there, the students develop a desire to continue the struggle of the historical figures portrayed in the dance. Through the exemplary values embodied by these figures, the students are inspired to

carry on their spirit, aspirations, and desires. One way to emulate the attitudes of these figures is by achieving excellence in performing the dance. Additionally, through this approach, the students also learn to appreciate the contributions of the historical figures represented in the dance.

2. Admiring the Cultural Richness and Art in Indonesia

Amidst the onslaught of digital transformation, traditional dances are increasingly being forgotten by the young generation. Traditional dances are deemed outdated and are losing out to modern creative dances that are widely spread on social media applications. This is the challenge faced by teachers guiding extracurricular activities in traditional dance. Extracurricular activities in traditional dance serve as a platform for students to showcase their talents and interests in performing traditional dances. Moreover, extracurricular activities in traditional dance also serve as a means to preserve traditional dances, which are increasingly eroded due to the emergence of modern creative dances.

When learning traditional dances from other regions, students are always amazed by the traditional dances from different areas. They are also willing to perform dances from other regions without hesitation. Each dance has its own distinctive characteristics, including movements, floor patterns, and props used. These aspects drive the students' interest in learning the respective traditional dances.

3. Admiring the diversity of tribes, ethnicities, and languages as strengths present in the Indonesian region.

The cultural diversity in Indonesia is beyond question. The high level of heterogeneity often becomes a source of division in the unity that exists in Indonesia. This is something that should be avoided. According to Sudargini dan Purwanto (2020), the cultural diversity of Indonesia has the potential to become a strength, marked by the uniqueness and distinctiveness of its local cultures.

As explained in Law No. 20 of 2003, in developing the character or attitude of the younger generation in line with the educational objectives, educational institutions implement the cultivation of behavior through both intracurricular and extracurricular activities. In implementing the value of love for the homeland through the diversity possessed by each student in participating in extracurricular activities of traditional dance, it is reflected in the group dance discussions. As previously mentioned, in the extracurricular activities of traditional dance, there are several students who come from outside the region. In communication, the use of different regional languages can cause confusion due to their varying meanings. Therefore, when communicating with fellow

members, the Indonesian language is used as the means of communication.

In response to these differences, students are amazed by the diversity present in Indonesia. They wonder how a country with such diverse cultures can be united under the Republic of Indonesia. In terms of diversity, the students also understand that there are classmates who cannot communicate in the local or regional language. Therefore, when students communicate with their peers from outside the region, they use the Indonesian language in an effort to respect their friends. Through the differences in language and dialects, it also piques the interest of students to understand them. As a result, the students end up mutually learning each other's regional languages.

CONCLUSION

Based on the findings obtained through the research and the discussions conducted in the previous sections, several conclusions can be drawn. The cultivation of character education focusing on love for the homeland and tolerance in SDN 2 Sambirejo, Wonogiri Regency, for fourth-grade elementary school students, can be considered successful. This is indicated by various actions of the students that can be used as indicators reflecting the behavior of love for the homeland and tolerance, such as respecting differences, admiring Indonesian culture, appreciating the contributions of heroes, not exhibiting superiority towards a single culture, and accepting criticism, suggestions, and opinions with an open mindset.

The success of cultivating character education regarding love for the homeland and tolerance does not occur spontaneously. Behind the success of character education among students, there are efforts made by the teachers guiding the extracurricular activities of traditional dance. Guidance and direction from extracurricular teachers have proven to play a crucial role in the formation and cultivation of character education in students. In addition to the efforts of the extracurricular teachers, school facilities and infrastructure also contribute as one of supporting factors for the success of character education. With adequate facilities and infrastructure, extracurricular activities can run smoothly without obstacles.

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