



## **Teacher's Efforts in Improving Traditional Dance Art Typical of Malang in Extracurricular Class V Elementary School**

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### **Abstract**

This research was conducted to describe the extracurricular learning activities of typical Malang dance. Planning and implementing teacher efforts to create teaching and learning activities at Mojorejo 01 Batu Public Elementary School is necessary for art learning. This research uses a descriptive qualitative method to know the extracurricular activities of typical unfortunate dance. Interviews were conducted in a relaxed and unscheduled manner, and the aim was to dig deeper into reactions and responses that were more straightforward and natural. The results of this study are the teacher's efforts to improve typical unfortunate dance arts in extracurricular activities carried out at Mojorejo 01 Batu elementary school and the implementation that goes well given much support from teachers as facilitators and educators, of course, has a good impact on KBM learning (Teaching and Learning Activities) also has a positive effect on students in learning activities carried out with dance movement activities and takes pride in the typical art of the region, namely the art of unfortunate dance.

Keywords: Teacher effort; Malang's signature dance; school; extracurricular

### **Introduction**

In Southeast Europe, cultural diversity still shapes the boundaries of the landscape and the identity of its inhabitants (Krušinská, 2021); regional culture at this time feels critical because it is displaced by modern culture from the West. Slowly, people began to abandon regional culture, which has a deep meaning. Culture is no longer a filter against the times but a mere memory. Not all people abandon culture, but the next generation is shrinking because the majority thinks

that local culture is not in harmony with current conditions, which tends to lead to modern culture.

Local wisdom is the cultural wealth of a society that deserves to be preserved, developed, maintained, and cultivated. The existence of local wisdom in a particular community group depends on its usefulness and spirit and the extent to which the values contained therein are considered appropriate and beneficial for the people in the environment.

There are four categories of subordinate conceptions: moral development in the arts, aesthetic development under the essentialist orientation, intellectual development through the arts, and expression and therapy through the arts as sub-categories of the contextualist orientation (Lam, 2004). One learning category in the arts and culture field is traditional dance. Dance is a form of self-expression in communication with the hope of influencing children's attitudes, from initially natural to attitudes that can understand the socio-cultural conditions of the surrounding environment (Sustiawati, 2018).

Dance from one's culture (ingroup) encourages learning (Good, 2022) and diverts people's views of their local culture. Malang's locality culture, namely "Wayang Topeng Malangan (Topeng Malang)," is almost abandoned by the people of Greater Malang itself. This happens because there is no next generation to make Topeng Malangan, which is the identity of Malang Raya; this art style is a form of meeting three cultures (Central Java, Madura, and Tengger) (Rachmadian, 2016). In elementary schools, dance learning activities in arts and culture subjects aim to provide convenience and accommodate various opportunities for students to develop their interests and talents, not to exploit and indoctrinate them to be able to dance.

Art education curriculum at the upper elementary level can include design thinking, a valid strategy for teaching empathy (Montero, (2023). Including empathy in art education promotes a classroom culture that respects and understands others, with students becoming advocates for justice, equality, and inclusion. As society continues to struggle with bullying, physical violence, and social unrest, teaching empathy has the potential to change the way students relate to each other in the classroom and, ultimately, in the world at large. When and how often school counselors teach lessons varies; sometimes, they go into classrooms in collaboration with teacher requests, and other times, they have a set rotation

schedule in conjunction with nonacademic classes such as art, music, or physical education (Milsom, 2020).

Empirical results in studies related to the use of dance, such as research by (Jusslin, 2021) Thematic analysis generates interaction and collaboration; personal knowledge, reflection, and experience; increase interest, motivation, and confidence; challenges, limitations, and constraints; and disciplinary expertise. The need for all teachers to be ready to support culturally and linguistically diverse students describes culturally and linguistically responsive pedagogy as a framework for developing arts teacher competencies and offers suggestions for policy and practice in arts teacher education (Tigert, 2022). In elementary schools, dance learning activities in arts and culture subjects aim to provide convenience and accommodate a wide variety of student opportunities to develop their interests and talents, not to exploit and indoctrinate them to be able to dance.

Be physically active to engage students in physical activity and increase their activity levels (Wong, 2021) as dance learning, developing dance learning materials related to the concept of dance learning, developing dance learning materials related to the idea, and improving the ability of teachers to create children's dance and improving the ability of teachers to develop children's dance (Werdingtias, 2017). In Malang City, there is a place that is a means of appreciation of East Javanese Culture, namely "Taman Krida Budaya Jawa Timur," which only displays typical East Javanese culture such as Ludruk, Ketoprak, Wayang Orang, Wayang Kulit, Reog, Kuda Lumping, and Sendra Tari. The reality is that Taman Krida Budaya has changed its function to become an event venue, such as a wedding reception. In addition, the Cultural Krida Park is a provincial-level cultural appreciation and does not contain typical Malang culture.

Many previous researchers have also researched dance as a means of character education. Hartini's (2016) research on ant dance shows that dance can be used as an educational medium; through dance, students will learn to work together to produce a cohesive dance based on local and regional wisdom. Other research also shows that through dance, students can learn to recognize the relationship between their body members' care, cooperation, discipline, and love culture through the learning process (Setiawan, 2019). The two results of this study show that dance art oriented to the relationship between body movements through dance education learning is reflected in tolerance, solidarity, and togetherness. Based on the above research, this research will analyze dance

learning at Mojorejo 01 Batu Elementary School, Malang, with a research focus on (1) describing the form of traditional dance learning planning typical of Malang; (2) Implementation of typical dance art typical of Malang class V elementary school students; and (3) describing the impact of the results of learning typical dance art typical of Malang at Mojorejo 01 Batu elementary school, Malang.

## Methods

This research uses qualitative descriptive methods. This research was conducted at SDN Mojorejo 01 Batu on grade V students in the year (2023). Careful observation has been carried out in extracurricular dance learning, primarily aimed at changes in class V students toward typical Malang dance activities. Interviews were conducted casually and unscheduled with fifth-grade teachers and students; the aim was to dig deeper into reactions and responses that were more straightforward and natural. First, the researcher plans the activities of the teacher's efforts to improve the typical dance art of Malang. Second, the implementation carried out in extracurricular dance activities and the impact of extracurricular dance activities typical of Malang.

## Results

The results of the research conducted by the author of the teacher's efforts to improve the typical dance art of Malang in extracurricular activities carried out at Mojorejo 01 Batu Elementary School, Malang. The activities went well, and the teacher provided much support as a facilitator and educator. According to Zitomer (2017), Teachers are key players in creating an inclusive dance education environment.

One of the functions of extracurricular activities is as a medium of play so that it can be developed through the ability to create or work, aesthetic taste, and art appreciation is obtained in a fun way. Through pleasant conditions like this, students will repeat each learning activity independently, and it will become a habit and desire for art to be researched (Brown, 2022). The impact shows that combining art with exercise strengthens psychomotor affective and cognitive outcomes.

The implementation carried out in typical Malang art dance activities according to each class because it is divided into two classes and carried out per class outside the classroom is carried out for classes A and B for a place in the field

so that it becomes a place to learn to other students and introduce to different classes so that typical Malang dance becomes an interest for students to always pass on typical Malang art dance research conducted (Conroy, 2012) We must see the creation of making examples of art to others. In addition to fostering creation, taste, and spirit, as applied above, art education also fosters various thinking skills. These include creative, innovative, and critical skills. These skills are cultivated in a balanced manner through inductive and deductive learning.

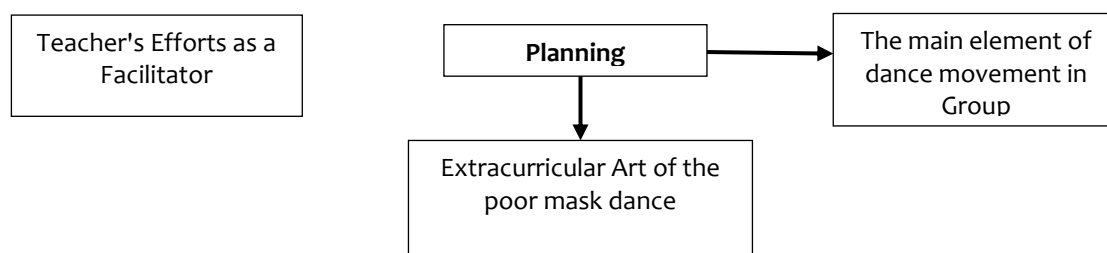
The impact of the teacher's efforts in improving the extracurricular dance skills of Malang's typical art can be felt by teachers, students, and students in other classes so that it makes a positive thing for the realm of dance learning, art education in elementary schools can be the basis of education in shaping a noble soul and personality. Noble personality. At the elementary school level, children's brain development experiences very rapid and real growth (Nita, 2017). Extracurricular learning of typical Malang dance positively impacts KBM learning (Teaching and Learning Activities). It positively impacts students in learning activities carried out by dance movement activities and taking pride in regional arts, namely Malang dance. Folk dances perform the following functions: ethnocultural, aesthetic, self-education, self-control, self-regulation, self-esteem, and physical activity (Oparina, 2020).

Arts and aesthetics education is essential for life development, providing bold, beautiful, and moving experiences. Bold, attractive, and sublime experiences connected to Nussbaum's centers are the senses, imagination, and mind. Everyone should have the opportunity to learn about art, appreciate and create art, critique art, and understand how we are connected to the culture of our society. D'Olimpio (2022) says we should know how we are connected to the culture of our society.

## Discussion

The planning carried out by researchers of teacher efforts in improving the typical dance art of Malang; the teacher is a facilitator with the initial activities starting at the Malang mask dance, then how the typical Malang dance art movements centered on class V students are in line with (Siegesmund, 2019) Contemporary child-centered dance art has the freedom of a child-centered approach through art. The planning that has been carried out in extracurricular dance activities typical of Malang at SDN Mojorejo 01 Batu is as follows:

Figure 1. Planning



From the planning carried out by researchers, the teacher's efforts as an educator to carry out the tasks contained in the curriculum to continue to guide students in learning activities carried out in extracurricular dance typical of Malang and provide learning on how to process elements in dance. Mask dance movements and sampur dance are performed by a group of four people, which consists of nine people. This dance tells the story of a child playing with a shawl or sampur. There is also something that is taught besides mask dance, namely the Jaranan dance performed by a group of two consisting of nine people. This dance tells the story of a small child playing with a horse (jaranan) in the middle of the field. Bantengan dance is performed by six people who describe the movements of bull animals. Proboretno dance was danced by 10 people who told the story of a heroine from Malang.

In learning this dance art, students learn about regional arts, especially extracurricular activities typical of Malang. Fogle (2020) revealed in his research that there are three themes of intergenerational solidarity: 1) depiction of humanizing older adults, 2) common goals, and 3) continuity of tradition. The efficacy of art, especially dance, in facilitating solidarity between generations. It focuses on the teacher's efforts to improve the extracurricular dance typical of Malang. By incorporating various aspects of typical Malang dance elements into dance classes, students can appreciate the art of typical Malang regional dance while achieving the learning objectives of art and culture. Research conducted by (Zheng, 2018). Based on this idea, domestic culture classes tentatively applied an integrated, innovative teaching method—in-class communication.

The implementation carried out in the extracurricular dance art typical of Malang gets additional hours so that it does not interfere with classroom learning activities because it has been divided according to the schedule implemented in the curriculum; the implementation is as follows:

Figure 2. Implementation



This activity was carried out at SDN Mojorejo 01 Batu. Implementation carried out in the classroom adjusts students when practical learning activities begin to be carried out in the school when the number of students is not too large and for implementation outside the school for the entire combination of 2 classes so that it requires a large area so that it is carried out on the school field and makes learning to other students in fun activities in line with (Werdiningtiyas, 2017) Art has a creative, individual, feeling, eternal, and universal nature. The definition of creativity is a person's ability to change something that exists to be new and original so that the creativity of teachers and students makes learning creative, innovative, and fun.

Figure 3.



Extracurricular dance art Malang



Conducted in the classroom



Conducted outside the classroom

The picture of the activity above illustrates how the teacher's efforts in carrying out extracurricular learning of typical Malang dance art, which is carried out in elementary schools teaching in the classroom and outside the classroom so that students become enthusiastic when practicing given by the teacher who is also a facilitator to support the implementation of dance art activities. Art education is a subject that provides opportunities for students to engage in various appreciation experiences and creative experiences to produce a product in the form of works of art. Art is deliberately arranging elements to appeal to the senses or emotions. It encompasses various human activities, creations, and modes of expression, including music, literature, film, sculpture, and painting. This meaning of art is discussed in the branch of philosophy known as aesthetics.

## Conclusion

The results of the teacher's efforts in improving the typical dance art of Malang have a positive impact on teachers and students in terms of planning that has been prepared and implementation carried out at SDN Mojorejo 01 Batu Malang. Teachers as facilitators certainly make it easy in (KBM) teaching and learning activities for extracurricular dance learning. Students become happy participating in learning activities and creating dance movements typical of Malang.

Suggestions teachers and principals are expected to be competitive in improving the quality of learning by participating in competitions held outside the school, district, and provincial levels.

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