

Learning Saman Dance in the Formation of Students' Social Character

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Abstract—Learning dance is not only to provide knowledge and skills in gestures and a musical rhythm process, but it also capable to form character-building and personality of students. Moreover in learning which implements Project Based Learning approach that would directly affect to the development of students' characters, especially in the value and inherited the art of dance, so students' exertion more positive. This research was intended to made how learning the Saman dance will capable to form the student's social characters at SMP Pasundan 3 Bandung. Through the qualitative research design and was conducted with the literature and documentation approach on the subject of study which is made up of 40 students of VIII grade of SMP Pasundan 3 Bandung, this research show that learning subjects of Saman dance was be given to the VIII grade students of SMP Pasundan 3 Bandung with the aim that the students have competence to understand and apply the knowledge of dance and to process, to prepare and to think in concrete about the uniqueness of characteristic of dance, gestures and dance supporting elements. Through the application of the Problem Based Learning (PBL) approach, learning Saman dance that be gave to students be designed by taking into account of PBL, where the students are required to produce a product in the form of Saman dance. As a whole it can be said that through implementation of the PBL approach, social characters of the students capable of being formed and built well. It can be seen from the student's ability in well group working and able to appreciate the ability and skill of the others.

Keywords: *Saman dance, Project Based Learning, creativity in dance, social characters*

I. INTRODUCTION

Dance is one of the branches of the art which is expressed by means of gesture. To aim the quality of dance as well, the dancer is required to have wiraga, wirama and wirasa (processing gesture, processing rhythm and processing feeling). Nevertheless, to understand the dance entirety, it is apparently not enough just to have mastered those aspects, there're more benefits in many aspects outside of the technical aspects.

Associated with learning at school, especially on the level of Junior High School (SMP), the art of dance has no limited to provide the knowledge and skills of processing gestures and the rhythm only, but also capable to form the students' character and personality. In this term, the dance contain a high socio-cultural values, as it is revealed by Ki Hajar Dewantara,

“... Teaching gendhing is not only to acquire the knowledge and cleverness of gendhing, but it should also for growing inwardness ...” [1]. Through that expression, he meant to explain that the dance can teach the base of decency and moral, and regularity.

That worldview shows that in basically, the learning process of dance at school can be used to plant and the form of positive values for students besides it beneficial to provide sufficient knowledge, considering the activities of the dance is loaded with philosophical meaning of both socio-culture values and norms of the nation. Moreover in learning dance which implements a learning approach where the students always be directed and motivated to build interaction in the form of cooperation and good communication, openness, and forming a high tolerance.

Relating to the development of the students' behaviour and personality at SMP Pasundan 3 Bandung, especially in grade VIII period 2019/2020, the introduction study shows that the students having the character of which are at the limits of reasonableness generally, it is mean that the students in this school having the character of personality which is not in high nor low level. However, there are still students who have less personality (23.88 %). This certainly needs of improvement from all components of the school to build the students' personality better, including the characteristic of students social development through various the application of learning approach.

The problems then is how the art of Saman dance learning process will capable to form the social characters of students in SMP Pasundan 3 Bandung?

To gain the description of dance learning in building the students social characters clearly, it needs the specific study trough implementing one of learning approach which is capable to apply both the student's habit and personality positively.

This is where that the implementation of Project Based Learning (PBL) approach in the Saman dance Learning will be expected to build the students character and personality as intended.

II. LITERATURE REVIEW

A. *The Basic Concept of Saman Dance in Learning*

Dance is one of the branches of the art which is expressed by means of gesture. In general, it means as the rhythmic as an expression of the human soul [2].

Citing the opinion of Susane K. Langer, dance is an expression of the human soul that have occurred in the beautiful rhythmic motion [2]. This definition shows that dance was the embodiment of human emotional which had been included in the form of motion all of a limb that well regulated and rhyming in accord with music, included all elements of human body, motion, rhythm, expression and space.

Relating to learning in the school, studying dance is not only to give knowledge and skill for students in cultivate gesture and a rhythm, but it capable to build students character and personality, too. In this term, the dance contain a high socio-cultural values, as it is revealed by Ki Hajar Dewantara, "... Teaching gendhing is not only to acquire the knowledge and cleverness of gendhing, but it should also for growing inwardness ..." [1]. The inwardness here meant subtlety the manners of a which includes the way of thinking, a view of life in relation to confidence in one God, regularity in implementing discipline that impact on the growing confidence and respect for the values and norms.

Pertaini to learning Saman dance where this dance is a kind of the traditional entertainment dance that has been developed in Gayo Aceh community [3]. This dance is created to celebrate a ceremony certain in order be convivial and pleasing.

Saman dance which is really popular in Gayo community, make this dance is found in various community events and entertainments. Here it appears that Saman dance has a function of integration especially in Gayo Lues society and in community of Nangroe Aceh Darussalam generally, which has an important meaningful to unite the common of insight.

This is in accordance with philosophy that in relation to social from orderly participate in community have to take great care of and orderly, Living side by side with appreciate each other in reciprocal, free but bound in social values [3].

Of the Saman dance, we can learn the norm, polite, manners and respect to social mutual life.

B. *Learning Dance and Building Students' Social Characters*

The implementation of s learning model, as well as Project Based Learning (PBL) become the right choice in learning Saman dance. This learning model is the one of learning approach which is based on the complex examination which is based on the questions that were particularly challenging or the problems that involve the students in designing, solve the problem, judge, or investigation activities and gives a chance to the students to work in autonomy and create a real product.

Pertaining to this, Sylvia Chard stated, "... a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured

around complex, authentic questions and carefully designed products and tasks" [4].

In here, it will be seen that PBL is implemented out to develop the learning process become interactive as well in democratic environment, openness and build open minded and tolerant as a positive social behavior for each students. In addition, the process of PBL will direct the students to explore and to investigate any contextual topic.

This is also true to Saman dance learning process which in this dance loaded with meaningful of social norms, that will most likely be given to students with an implement of it in classroom. So, the meaning which be contained both in learning process or implied in value of the dance can be internalized by students and motivate them to use the value and the social norms and manifested in their social behavior.

The values and social norms which are embedded in person and visualized in this behavior is known as social characteristic. In this case, social characteristic social would be understood as the mutual dependence which is to ensure the human existence [5], as the evidence that human in fulfill their needs as a person cannot do it by themselves, but need help from the others. So that, the human is required to cooperate, mutual respect, do not interfere to anyone's rights, tolerant in social life.

Planting the social characters in human need to be done at early age, as well as the students where they are still in develop terms of their personal characters. One of the ways that can be done is through the learning process in the school.

Learning process in the school is the condition of environment that is created with a such way as to affect the students behavior externally where the external factors outside them can be encourages them to behave in certain ways. In here, the positive condition of environment of learning process will be able to build someones' behavior as well.

This is also true with creating the environment and learning process trough PBL approach in learning of Saman dance. In addition to the dancing that is containing high social values, it also demanded both social values and norms among the students who learned it.

III. METHODS

Referring to the problem at under review in this research, the qualitative design with literacy and documentation approach is implemented to uncover the form of social character of students through a process of learning.

The application of qualitative design is intended to describe the natural and essential phenomena that occurs in the subject of study, where this design is intended to describe the conditions, situation the object or phenomenon of social reality and trying to draw that reality to the surface as a sign, character, the nature, model, the sign of things, or description of the condition, situation, or the specified phenomenon [6].

The subjects who were purposively selected in this research is 40 students grade VIII of SMP Pasundan 3 Bandung period 2019/2020.

IV. RESULTS AND DISCUSSION

A. *Saman Dance Learning Process by Project Based Learning Approach*

The art of dance learning process as apart of art and culture learning is the one of basic matter which is gave to the students of Junior High School (SMP). The goals of this matter are the students have a competence to understand and apply the knowledge and process of the dance, to present, and to think the uniqueness of the dance characteristics, gestures and the supporting elements of the dance [7].

In order to achieve the competence, especially Saman dace learning, the students grade VIII of SMP Pasundan 3 Bandung are directed to understand the characteristics of this traditional dance and able to demonstrate it.

Through the implementing Problem Based Learning (PBL) approach, teaching of Saman dance which is gave to the students is designed with regard to the principles of PBL, where students are required to create a product in the form of Saman dance show.

This is in accordance with the concept of the PBL learning concept that was mentioned by Sylvia Chard, "... a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks" [4].

To be able to demonstrate this kind of traditional dances, the students are directed to practice in groups which is demanding them to build interaction and cooperation among the others. In addition, they are familiarized to appreciate the ability of other persons and mutual assistance, that in this case, when there is a member of the group has trouble to demonstrate the gesture of the dance, so the student who is able should give him/her a favor. Through the implementing this PBL approach, the social characters of students have been shaped and molded.

Besides the steps of the learning process that demanding students to familiarise themself to build a positive social interaction positive highly, the social values and norms which is contained in Saman dance become the basis for the students to understand and reasoning.

The social values and norms which is contained in it, more and less will push the form of students' social perception itself, so that they can understand the importance of the togetherness and compactness in the group.

B. *Social Character of the Students of SMP Pasundan 3 Bandung in the Saman Dance Learning*

The Saman dance kearning that is provided to the students grade VIII of SMP Pasundan 3 Bandung able to accomplish the purpose, where the students can demonstrate the traditional dance quite well.

But, the most important thing that is expected to be achieved on learning Saman dance is formed and built the students' social characters or positive attitudes of the students.

Based on this research, seen that the students able to reveal their togetherness among them. Most of them being capable to demonstrate a proper partnership, although there are still some students who did not show that behavior.

Meanwhile, in terms of the character of appreciate to each other, most of them able to appreciate their friend's ability and skill, although there are several students who apparently were more concerned with his/her own ability.

The both of social characters that built inside of the students aligned with the importance meaning that be contained in Saman dance, that is union in common understanding and in relation to social from orderly participate in community have to take great care of and orderly, living side by side with appreciate each other in reciprocal, free but bound in social values [3].

The unfortunate thing is going on in this process of learning Saman dance by implementing PBL approach is there are still many students who have not demonstrated creative spirit in creating products as well, where they are still have hesitant to improvise in integrating gesture of Saman dance.

However, overall, it can be said that through implementation of PBL approach, the social characters of the students can be formed and built well.

V. CONCLUSION

The Saman dance kearning that is provided to the students grade VIII of SMP Pasundan 3 Bandung for accomplish the purpose that the students have a competence to understand and apply the knowledge and process of the dance, to present, and to think the uniqueness of the dance characteristics, gestures and the supporting elements of the dance. Through the implementing Problem Based Learning (PBL) approach, teaching of Saman dance which is gave to the students is designed with regard to the principles of PBL, where students are required to create a product in the form of Saman dance show.

Overall, it can be said that through implementation of PBL approach, the social characters of the students can be formed and built well. It can be seen from of students ability in group working as well and as able to appreciate the ability and skill of their friends.

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