Improving Values of Characters Through Post Modern Dance Education in the State Junior High School 2 Jaten

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ABSTRACT

This study aims to: 1) improve the characters of alpha generation through post modern dance education, 2) deepen and extend the students' knowledge in understanding how the school subjects relate to one another and cultivate their talent and interest; 3) establish character education based on the school curriculum. This will in turn 1) develop the students' potentials as a human and citizen with cultural values and local characters underlined by universal values; 2) prompt students to be independent, creative, and able to acquire insights on nationalism; and 3) help develop an school environment that is safe, honest, full of creativity and friendship with a sense of nationalism. The study has revealed that 1) post modern dance education has helped improve Jaten 2 Junior High school character education' 2) students have been able to deepen and extend their understanding of how school subjects are related to one another and develop their talent and interests; 3) the post modern dance education has helped established character education based on the school curriculum.

Keywords: *Improving Values of Characters, Dance Education, Post Modern, State Junior High School 2 Jaten*

1. INTRODUCTION

Cultural and character issues have become a concern in the Indonesian society as the teenagers will be the generation that will continue to run this country. The issues concern many aspects of life and have been written in newspapers and featured in interviews and dialogs in the electronic media. Besides, the public figures, experts, educational practitioners, and social observers have been discussing cultural and character issues in seminars, locally and internationally. The issues arising in the society include corruption, violence, sexual abuse, vandalism, violence among students, consumptive behaviours, and political inefficiencies which are discussed in social media and discussion events. In 2 Jaten State Junior Highschool, efforts have been made to support and reach the goals set by the national policy on culture education and characters. One of the regulations concerning this is the Ministry of Education and Culture Regulation Number 20 Year 2018 on establishing character education for students [2]. In the 2013 national curriculum, character education is emphasized. However, the focus on character education in arts and culture related subjects has not been established. Therefore, this research aims to examine the implementation of character education through arts and culture subject by teaching modern dance of '*Tari Gesit*' and encouraging creativity and innovation. In the school, efforts to establish character education have been influenced by the community concerns on the moral values among students. The

school principal, teachers, and stakeholders strive to maintain character education. Referring to the local values on character education, the values include obedience to the Creator and love towards his creations, responsibility, honesty, politeness, love, compassion, teamwork, confidence, creativity, hard work, perseverance, justice, leadership, humility, tolerance, peace and unity. The other sources categorise the basic human characters into qualities that are being reliable, respectful, caring, honest, responsible, as well as having a sense of nationalism, sincerity, courage, determination, discipline, vision, justice, and integrity. Thus, characters are values attributed to human behaviours in relation to God, himself/herself, other human beings, and environment as manifested in the thoughts, attitude, feelings, and behaviours based on the religious norms, laws, accepted mannerism, culture, and custom.

All these provide a background for examining the issues on character education and the formulated questions include:

a. Does creating a modern dance contribute to character education in State Junior High School 2 Jaten?

b. Will the students be able to develop their talents and interests through modern dance education which focuses on character education?

c. Will modern dance education help establish characters among students based on the school curriculum?

This study aims to contribute to establishing characters among alpha generation students through modern dance education, deepen and extend students' knowledge on how school subjects are related to one another, as well as establish character education based on the school curriculum.

The perceived benefits of this study include developing the students' potentials as a human and citizen who embodies universal cultural and character values, developing students' ability to be independent, creative, knowledgeable about national values, and enhancing school environment which is safe, honest, full of creativity and friendship, and proud of the nation.

2. LITERATURE REVIEW

2.1. Character Education

According to Djamarah [1] adolescence is part of human development. The age range for female adolescents is from 12 to 21 years old while for males, it is from 13 to 22 years old. Adolescence is a phase of searching for a sense of self-identity. An inadequate sense of self-identity is another reason why these youngsters are still in need of adults' acknowledgement that they are independent and responsible for their actions.

2.2. Dance Education

According to Prof. Dr. R. M. Sodarsono, dance is a human expression which is rhythmical and aesthetic [4]. Tetty Rachmi also adds that dance is an art form which uses movements as its media [3]. Thus, dance involves rhythmical and aesthetic movements.

There are two concepts in modern dance education and these two include dance education for the sake of education and dance education for the sake of arts. Dance education is a form of enculturation (a cultural process to pass or establish values from older generation to the younger generation. In education, dance is taught as a subject to learn about arts both in formal or informal education.

2.3. Post Modern Dance

Dance is an art that involves body movements using specific timing. Within the general public, dance is commonly performed in traditional and modern forms. Technology has also made people learn about dance more profoundly. Dance has developed and each region has developed distinctive types of dance. The types of dance are unique and their different characteristics make them even more unique such as modern dance, ballet, contemporary dance and other types of bodily movements.

3. RESEARCH METHOD

3.1. Method

In conducting research, research methods are chosen based on the design of the research to find the empirical data, develop and test hypotheses by using scientific methods [5].

There are two methods for data collection which includes two kinds of data collection instruments. The data collecting instruments are in the form of test-and non-test data collection instruments. The research planning include: (a) lesson planning, (b) learning programs, (c) planning scenarios for dance practice. This research also includes four stages performed in cycles namely: (a) planning, (b) action, (c) observation, and (d) reflection. The data obtained were both qualitative and quantitative data. The data analyses were then performed to analyse the data quantitatively and qualitatively. Triangulation was also performed to ensure that the data are valid. This was performed by using multiple data collection techniques based on the types of data collected for this research. Therefore, discussions on the results of observation were done with collaborators (the other school teachers).

3.2. Research Setting

The research was carried out at State Junior High School 2 Jaten which is located on Solo-Sragen Street in Central Java. The research was conducted to improve character education in the school.

3.3. Data Sources

The data sources in this research include students and teachers, and also records of observation during the lessons, field notes, questionnaire on character education, results of interviews with students and teachers, results of the tests, students' work, and photo documentation.

3.4. Research Subjects

The subjects of this research were 32 students of the State Junior High School 2 Jaten in the academic year of 2019/2020.

3.5. Steps

The steps in this research consisted of (a) planning, (b) implementation, (c) observation, and (d) reflection. The research procedure included (a) planning for follow-ups, (b) implementation, (c) observation and monitoring, and (d) reflection and evaluation.

4. FINDINGS AND DISCUSSION

4.1. Preliminary Observation

Based on the Indonesian Ministry of Education Regulation Number 20 Year 2018, character education must be established through all the school subjects [2]. In State Junior High School 2 Jaten, character education has been yet firmly implemented throughout all school subjects, and specifically in the dance subject. The study was deemed necessary as the principal needs to guide the teachers to be able to achieve desirable teaching performance based on the existing 2013 curriculum and to ensure that the study is well documented.

4.2. Problem-Solving Strategies

The formulated problems included: what were the necessary actions to be carried out by the principal so that teachers can achieve the learning competences based on character education?

The strategy to solve this problem was that the school teachers need to implement necessary steps to improve learning competences through post modern dance education.

4.2.1. The First Reason for Selecting the Problem-Solving Strategy

The learning competences cover the complex aspects of teaching and learning at school. By teaching post modern dance, teachers can implement more effective character education at school based on the Indonesian Ministry of Education Regulation Number 20 Year 2018. Thus, teaching and learning is expected to be less intense but better in quality so that the learning outcomes will improve.

4.2.2. The Second Reason for Selecting the Problem-Solving Strategy

The modern dance education with a focus on character education in the State Junior High School 2 Jaten is aimed at improving character education in the school. The lessons were carried out based on the guideline of dance education for grade IX students that is learning competence 3.1 which requires the students to comprehend the uniqueness of modern dance movements based on the dance elements. The indicators of competences consist of: 1. describing the uniqueness of movement variations in modern dance, 2. describing modern dance. The dance taught was 'Tari Gesit' (Gesit Dance) choreographed by Tri Handayani, S. Pd., M.M.

4.3. Discussion

The modern dance education was successfully implemented at the school, following the steps set based on the learning competence with the theme of 'Tari Gesit' and focusing on the movement variations and using rope as part of the dance. The arrangement for rope games which are done in groups represents values of togetherness, honesty, and creativity. Students were expected to comprehend the story and movements of the dance and embody values of character through 'Tari Gesit'. By getting accustomed to this dance through drills of dance movements, their dance became habits and enjoyable to see and to appreciate. Supported by proper costumes, make-up, lighting, and setting, students developed abilities to express themselves and appreciate dance performances in the school environment. The students were involved in performing and appreciating modern dance art. The students could also learn the values instilled in modern dances and the dances were performed for the public and can be enjoyed by the general public. The community can also enjoy some entertainment and appreciate modern dances instilled with character values. 'Tari Gesit' dance depicts a happy, exciting, collective childhood. This dance also represents efforts to achieve dreams relentlessly for the better future. Through modern lessons which were presented with elements of innovation, creativity, and attractive presentation, students became enthusiastic in learning modern dance at school. This means that modern dance education is designed to improve education, mastery of learning competences, and learning experience. The modern dance education in State Junior High School 2 Jaten should be supported by relevant strategies to the school condition and students' development. This post modern dance was taught based on the students' talent and interests and aimed at providing them opportunities to thrive in arts related achievements in district, regional, provincial, and national, or international levels. It was also aimed to motivate students to improve their skills, creativity, and innovation as demonstrated in scientific projects, the ability to master technology, appreciation for the arts and being proud of local and national cultures. The improvements expected from this study of improving character education through modern dance education were: (1) Each student demonstrated positive behaviours, (2) each student demonstrated a mature way of thinking, (3) each student demonstrated a sense of responsibility, and (4) each student instilled values of characters.

5. CONCLUSION

Based on the research findings above, it can be concluded that:

a. character education in the State Junior High School 2 Jaten has improved through modern dance education,

b. by improving character education using post modern dance, students have been able to deepen and extend their knowledge on how each school subject is related to one another,

c. by improving character education using post modern dance, students have been able to develop desirable personalities based on the school curriculum program.

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