



The Role of Barongan Extracurricular in Fostering Elementary Student Creativity

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Abstract. This study aimed to explain the role of Barongan extracurriculars in improving students' creativity. The study used qualitative, in which the authors conducted interviews in data collection, and the data validity was carried out by triangulation of sources and techniques. The results of this study were that: (1) Barongan's extracurricular activities at Public Elementary School Tempelan (PEST), Indonesia accurately improving student creativity (2) Students' interest in participating Barongan extracurriculars (3) The role of students in the Barongan group, and performances in different locations give students the imagination to overcome these shortcomings. (4) Barongan extracurricular can raise awareness of preserving local culture and develop students' dancing and musical talent.

Implication: Suggestions for school to be able to do many works in other fields to shape the interests and talents of students. This study described the role of Barongan extracurricular in fostering the creativity of students.

Keywords: traditional dance · extracurricular · creativity

1 Introduction

Education is all efforts to make people able to develop human potential so they have religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed as members of society and citizens. In addition, education is also one of the essential and dominant scores in determining the progress of a nation. Indonesia is a country rich in culture. Indonesian people are very proud of the culture owned by each region of the land of Indonesia, which has a diversity of cultures (Masduki, 2015).

Indonesia is currently faced with a severe character problem, so the government has provided a character education program in schools to shape children's character, and character must be able to be processed gradually since early childhood (Fitriani-sih & Janattaka, 2020). Therefore, consistency needs to be built so that it is solid and sturdy, one of which is through strengthening character education which is implemented through extracurricular activities at the elementary school. Students' character can be built through several things, one of which is extracurricular activities.

According to Ahmadi et al. (2020) & Magdalena et al. (2020a; 2020b), extracurricular is learning outside the classroom to grow and develop students to be better. Extracurricular activity is held outside class activity (Asrivi, 2020). The purpose of extracurriculars

are to educate students and develop students' potential. Munastiwi, (2019) said that the extracurricular goal is following the task of the school. Extracurricular goal is not only make them intelligent but also develop their potential. This makes the role of extracurriculars very important for students. PEST has extracurriculars that are considered to build students' creativity, namely Barongan extracurriculars.

Barongan extracurricular activities are a place for students to express themselves in elementary schools. Preservation of local culture needs to be instilled in elementary school. Eventhough the influence of technology media is considerable, at least teachers try to guide and introduce local culture. Extracurricular activities carried out by students with educational value can improve their achievements in both academic and non-academic (Inriyani, Wahjoedi, & Sudarmiatin, 2020). Barongan needs preservation and development to survive and compete with modern art (Agustin & Lukman Haris, 2018). PEST is to uphold arts and culture as a means of developing students' creativity because students take extracurricular activities. They study together with other students.

Barongan in Blora itself has several unique features. There are three main characteristics of Barongan Blora, namely gamelan accompaniment, storyline, and characters who appear in the performance. These characteristics are evidence of the specialty of Barongan Blora. Barongan Blora's accompaniment uses a rhythmic gamelan, where the acceleration of the gamelan tempo is based on the cheers of the people (Rahayu, Shodiqin, & Muhtarom, 2019).

The achievement of creativity and art is seen from the indicators of the invention that have been set. Indicators as a meeting point in determining whether or not it has been achieved. Study conducted by Putri (2020), several indicators must be completed in fostering student creativity. First, student's desire to take action and plan. Second, students have passionate dedication and are active in carrying out the tasks that have been ordered. Third, students can make analyses and syntheses.educational practice.

1.1 The Problem of Study

PEST is one of the schools in Blora Regency, Central Java, Indonesia. PEST is a good accredited Elementary School according by Indonesian Government. Its existence in a city known as Barong City should make Barongan one of the extracurricular at school. Schools have a role in maintaining local wisdom, where local knowledge depends on the local community to preserve it. Therefore, it is essential to safeguard the local insight that develops in the community (Ramadan, 2018). On the other hand, one way is to preserve culture, foster creativity, and develop students' talents. Kurniawati, (2017) said that the activeness of students in extracurricular can preserve local culture and develop students' potential or skills.

1.2 State of The Art/Previous Relevant Studies

The study related to extracurricular activities that foster student creativity have been carried out. Fauziyyah & Silfia, (2020) found that extracurricular activities have an essential role, especially in character education, especially creativity. Drum Band is an alternative extracurricular program that can foster student creativity. Alfiana et al. (2017)

explained that with batik, the right brain, and left brain become honed so that the motivation, ability to explore, creativity, and independence can become habituation in students. Furthermore, Widiastuti et al. (2016) have studied about improving the creativity of students through Robotics extracurricular. Miskawati (2019) discussed efforts to improve children's creativity in learning dance.

Kurniawati (2017) discussed the extracurricular activities of Reog Ponorogo can foster student creativity. The school has made every effort to carry out every action that can create a sense of care, pride, and awareness to preserve the art of Reog Ponorogo. Sunarto (2018) studied creativity-innovative development in art education through Mukidi learning. Mukidi learning model improved positive, creative spirit and behavior.

Junianti et al. (2020) studied the developing the creativity of dance movements through the uniqueness of regional traditional dance movements. The results of this study can be concluded that if creativity is to be raised in students, teachers should always respect students' ideas and opinions and stimulate these ideas into the desired concept. The most important thing is that the teacher, as a companion, always instills in his students that in fostering creativity, students should never be afraid to make mistakes or be wrong in doing what they want.

1.3 Study and Objective Gap

Based on the description about previous studies, this study has differences. The difference lies in the object and study to be studied. The purpose of this study was to explain the role of Barongan extracurriculars in increasing the creativity of PEST's students.

2 Method

2.1 Type and Design

This study used a qualitative approach. Sarwoedi et al. (2018) argued that qualitative study is a scientific method carried out by collecting data in a scientific setting where the authors are also interested in scientific matters. In qualitative, the research tool is the researcher himself. In collecting data, which was carried out utilizing research, interviews, and documentation, the researcher acted as an observer. This type of qualitative study was a case study focusing on analyzing the role of Barong extracurricular on the creativity of PEST students.

2.2 Data and Data Sources

In this study, primary data were obtained from interviews and observations. While secondary data took from documents, and relevant previous research. The primary data sources in this study were words and actions. In addition, there were additions such as documents. Data sources had collected from documents, interviews, field notes, and observations.

2.3 Data Collection Technique

Data collection techniques are methods used by authors to collect data from the object. In this study, the authors used passive observation, in-depth interviews, and documentation as instruments used to collect data.

2.4 Observation

The authors used passive observation, where the authors came to the place of the activity being observed but is not involved. The authors followed the Barongan extracurricular activities at PEST. The authors observed the ongoing Barongan extracurricular activities to complete the data.

2.5 Interview

This study used in-depth interview data collection techniques to learned how teachers foster student creativity. Through interviews, the authors obtained information in the form of required data and study. The type of interview used was a free interview concerning the indicators of questions that have been prepared following the formulation of the problem.

2.6 Documentation

In this study, documentation used to find the general description of the school and data archives that complement the data needed by the authors. The documentation process in this study produced documents such as the extracurricular schedule, the number of students interested in taking, and the teachers involved. The data obtained from the documentation was used to complete the interview results.

2.7 Data Validity

The authors used triangulation of data sources and triangulation of methods. Triangulation to obtained data from one data source to be compared with data from other sources. At the same time, the triangulation of this study method uses the same process on a problem and source. This triangulation study used interviews, observations, and documentation.

2.8 Data Analysis

Data analysis techniques are data collection, reduction, presentation, and conclusion. At the data collection stage, the authors looked for the required data related to the study until the data is sufficient for analysis. In data reduction, the authors simplified by selecting, focusing, and validating raw data into meaningful information. Meanwhile, in the presentation of data, the authors collected of information that is systematically arranged and easy to understand. The last the authors concluded the data compiled are compared with one another to answer the existing problems.

Table 1. Improving Student Creativity from Barongan Extracurricular

Informants	Answer
Teacher a	Barongan extracurricular is held once a week from 13.30–15.30. Extracurricular enthusiasts are primarily upper-class students. Barongan extracurricular are not only self-training but there is an exceptional trainer. Parents are also very supportive of their children joining barongan extracurricular activities because students can develop their talents and have creativity.
Teacher B	This extracurricular are very popular in upper-class students, grades 4, 5, 6. Barongan extracurricular is held weekly, only for two hours. There is a coach where students don't just practice on their own. Parents support Barongan extracurricular activities because students can develop their interests and talents.

3 Result

The study was carried out at PEST. Following the problems discussed and the privileges possessed by PEST, it is considered suitable if the location is chosen at the school. The study was carried out for approximately two months, from July to September 2022.

The subjects as the data sources selected were PEST teachers as extracurricular coaches, PEST students who took Barongan extracurriculars, and parents of PEST students who took Barongan extracurriculars. The data used in this study were primary data and secondary data. In this study, preliminary data were obtained from interviews. Meanwhile secondary data took from observations, documents, and relevant previous studies. With quite a large number, PEST develops barongan extracurriculars for its students because of the awareness that children can become successors and inheritors of local culture.

Growing Student Creativity from Barongan Performances

Based on a study conducted that Barongan extracurricular was in great demand by students. Barongan extracurricular enthusiasts were the majority of upper-class students. Based on the results of interviews, it can be explained as follows (Table 1).

4 Discussion

Based on the results of the studies that have been described, PEST has fostered the creativity of students from Barongan performances. Barongan extracurricular is held once a week from 13.30–15.30. Extracurricular enthusiasts are mostly upper-class students. For grades 4, 5 and 6, PEST also has a barongan art trainer. Students are not left to learn independently but are taught and monitored by coaches and teachers. Parents are also very supportive of their children joining Barongan extracurricular activities because students can develop their talents and creativity. Not only students' academic abilities must be developed, but students' creativity must also be developed. Students also have interests and talents that must be developed. Student talents are also essential to be developed. This aligns with study of Utomo et al. (2019) that talent is necessary for education. With interest and aptitude tests, students can find out their potential. Barongan extracurricular

is also one of the local wisdom of Blora culture. Cultivating creativity is undoubtedly supported by self-development efforts (Jasmani, Ahidin, Pranoto, Munadjat, & Wilandari, 2022). Extracurricular is an activities that can develop students' self. This is in line with study by Magdalena, by Septina et al. (2020) found that extracurricular activities are one way to develop students' self, where the activation process will indirectly foster students' talents. Masyarakat (2020) argued that talent (aptitude) implies innate ability, which is potential. Talent is a potential that still requires severe development and training to be realized.

In the Barong dance performance, several supporting elements can be a stimulus to develop the potential of students. Some of the supporting elements for increasing the creativity of PEST students are a pair that cannot be separated from one another. The existence of music in Barongan has aspects related to the human body and personality. Through music, art connoisseurs can feel the value of the beauty of art. This is in line with study of Wifihani, (2016) found music can give its taste in feeling the importance of beauty either through melody or dynamics. The students who took part in the Barongan extracurricular did not only learn dance movements, but also learned how to play music to accompany the Barong dance. Before playing a musical accompaniment, the trainers first conducted a test for extracurricular students to try to play some accompaniment instruments. Students who caught the teachings of the trainer faster will hold the musical instrument in future practice. Some students with musical talent will undoubtedly be faster in capturing the instructions of the Barong dance coach. So that in the performance, the students will understand related to the beats of the accompanying music rhythm.

The property of barongan art, by using the properties used for staging. Basically to give a beautiful form to the show so that the work will look more perfect. The property used by the Barongan is in the form of a lion. The Barongan extracurricular participants who use lion and horse properties were students with flexible movements. In contrast to students who understand music, those who use property were shown as students who were faster at capturing or remembering the exercises taught by the trainer. So students with talent in dancing usually catch it quicker, and the movements in performing dances are more flexible.

Fashion is a supporting tool that plays a role in supporting Barongan performances. Clothing in dance as a supporting element helps bring the character to life. This is in line with study conducted by Fatmasari and Murcahyanto (2021) that the clothing in dance as a supporting element, complements, and clarifies the theme of the dance. Fashion help bring the character and roles of the dancers to life. Fashion allows the dancers to move more freely to perform dance movements so that they become a complete harmony. PEST has limitations in providing Barongan dance clothing. When there was a performance, the students were more initiative to borrow clothes from the existing studio. On the other hand, the students were also creative in decorating their faces and adding knick-knacks when dancing.

A show always requires a place or space to hold the show itself. In the open, we can watch performances held in the yard. Concerts in the people's environment are often held in the open field. The place for the stage, or what is called the stage set, is prepared. This is in line with study by Subayono, (2018) that the principle of stage arrangement is uncomplicated (no exaggeration), not complicated, or too many unnecessary decorations.

The appearance of students when performing can indirectly stimulate their mentality. For some students, when they are watched by many people for the first time, they would feel panic, fear, or nervous. However, the authors found that students who had appeared in public more than once had lower anxiety or nervousness. Some students were happier and want to always appear in public because they want to show their skills to others after studying for a long time through extracurricular activities.

From the explanation, Barongan extracurricular can be an activity to recognize the potential of students' talents. As expressed, by Anggraini et al. (2020), the benefits of knowing talent are knowing your potential and planning for the future. The teacher of PEST also said the same thing. With the extracurricular, the teachers hope to develop the talents of students. The teachers hope when students are adults, they able to generate income with their skills.

Ningsih & Rakimahwati (2020) explained the strategy for developing children's creativity can be acquired through various things. The development of creativity through the creation of products (handmade), imagination, exploration, experimentation, projects, music, and language. In the Barongan extracurricular context, students are given almost the entire story, only in invention through language, which is not included in the extra barongan part.

Various types of activities can be categorized into extracurricular that can develop children's spirit of creativity. Multiple kinds of extracurricular activities can be chosen by students according to their wishes. Schools must also strive to establish types of extracurricular activities to foster the talents and interests of students. Barongan extracurricular indirectly awaken their imagination, as expressed by Putra (2020), where creativity arises because imagination and Barongan performances depart from a story. The plot of the show follows a story. Students are told the story beforehand to imagine how they will act on stage. There is a correlation between problem-solving and creativity, which can be seen from the problem-solving faced by students when they do not have costumes or clothes in the Barongan dance. PEST does not provide clothes for the Barongan action, so some students try to find the clothes they will use on their own. Meanwhile for the appearance support equipment, they worked together to make their own and provide additional variations of their knick-knacks according to their imagination.

Another problem that can foster their creativity is in dance and musical movements. Because there are so many dance movements, some students forget, so they often express their actions in the performances. This dance movement also evokes creativity from the flexibility of movement. Likewise, with music, musical instruments from the Barongan dance are often given additional innovations or arrangements easily understood by students. So in selecting Barongan properties, students must be creative with fluency, flexibility, and originality in thinking and able to encourage the desire to create or busy themselves creatively. The availability of facilities, parental education, and free time conditions can increase creativity. Lubis (2022) argued that conditions foster creativity, namely time, opportunities to be alone, encouragement, facilities, environmental stimulation, and parent-child relationships that are not possessive.

5 Conclusion

5.1 Novelty and Contribution

This study described that PEST considers extracurricular activities to foster student creativity. In the Barongan extracurricular, students did not only learn traditional dance movements. Moreover, students who took Barongan dance extracurriculars also know the history of the Barongan dance itself. Barongan dance is a historical representation that is trying to be presented through a display. Barongan dance extracurriculars can foster students' creativity through self-development gained during learning Barong dance. The invention can be realized from several innovations made by students, from dance movements, music, and clothes used when performing. Students who took Barongan extracurricular also improve their mentality after they perform in front of many people.

5.2 Limitations and Future Study

This study has the limitation of only examining one extracurricular, so it is hoped that further studies can be carried out on the role of extracurriculars in fostering student creativity.

5.3 Implications/Suggestions

The school have to do much work in other fields to shape students' interests and talents.

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