

# Saman Dance and Children's Prosocial Behavior

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**Abstract**—This article tells about the role of saman dance in developing students' prosocial behavior that was the result of research in one of primary school in Bandung. It came from the thought of the importance of developing prosocial behavior of students in schools through learning dance, and Saman Dance is chosen as learning material because of the relevance of the values contained in it. The results showed that the elements of Saman Dance that play a role in the formation of students' prosocial behavior are elements of motion, with the sounding material not ringing; element of time, in which there are aspects of song / song, tempo and rhythm; as well as elements of space with aspects of level (lower level and medium), and aspects of volume (medium, narrow and wide volume). The Saman Dance learning strategy that can foster student prosocial behavior is through: (1) Heterogeneous grouping (type of gender, ability, age, physical growth) (2) Optimizing student participation in learning Saman Dance. (c) Establish a classroom atmosphere that is full of freedom of expression and openness, so that students get the opportunity to interact and communicate with each other. Thus the method of learning Saman Dance by using Classroom Action Research 4 cycles of 8 meetings is quite effective in fostering students' prosocial behavior.

**Keywords**—Saman dance; prosocial behavior; learning strategy

## I. INTRODUCTION

Saman dance is a dance which shows the strength of a group dance. Meaning of every motion is built through dancer' togetherness. In other hand, to give the best performance of Saman dance, every dancer should have a highly and positive social motive. Because of that, it is interested to be investigated as a form of prosocial behavior through Saman dance.

The formation of one's character is supported by the social development of his life. Social development in question is the acquisition of the ability to behave someone in accordance with social demands by behaving socially acceptable, fulfilling the demands given by social groups, and having a positive attitude towards social groups.

The development of a positive social aspect of a child is supported by the growth of prosocial motives and prosocial behavior in him. Prosocial behavior is a behavior that is beneficial or has a positive effect on others. Social behavior is a useful behavior or has a positive effect to other people. The term prosocial is contrary to the term anti-social which is applied to aggressive or violent behavior. Behaviors that can be viewed as prosocial are: providing help in emergency

situations, charity, empathy, cooperation, giving donations, helping, and sharing.

In interacting with the outside world, children spend a lot of time with peers in various activities. They show symptoms of sharing tasks, communicating openly, helping each other in the face of difficulties. This picture shows the symptoms of prosocial behavior, namely the existence of cooperation, sharing and the rest, they also pay attention and care for the surrounding environment who need help. These forms of behavior describe fairly high prosocial behavior. Children care about friends, in the environment and together do positive activities. Prosocial behavior include sharing, cooperation, helping, honesty, generosity, and respect to other right and prosperity [1].

Prosocial behavior is somebody' behavior to change psychological or physical other people as a receiver so they would be feel more prosperous [2]. One of the factors that influence changes in student behavior is the learning process at school. Learning that can give students the freedom to socialize is learning dance. Learning dance has a role in forming personal or harmonious students' mental attitude. Dance art education focuses on students' developmental needs in achieving emotional intelligence and social intelligence. Emotional intelligence is achieved by actualizing oneself through the process of feeling to increase sensitivity and appreciation of the subtlety and beauty of dance, as well as the competence to express it. Dancing art has 3 main aspect, such as (1) build a creativity, (2) build a personality, (3) build an artistic. Art education in schools is not solely aimed at developing and preserving cultural values, and means of artistic regeneration, but also can develop social, emotional, and motoric aspects of children. It is interested to be observed by the researcher to identify the role of dancing art learning in creating students' prosocial behavior. Based on the observations of researchers on grade V-VI students of SD in Bandung, there were emotional problems such as the emergence of moodiness, an attitude that did not respect manners, impulsiveness and aggressiveness. The problems mentioned above will have an impact on the weak achievement of quality learning objectives, students are not given the opportunity to behave prosocial. This is evident from the use of demonstration methods in dance learning which tend to be teacher-centered. Therefore, a dance learning process is needed that can be implemented to improve behavior in accordance with the expected learning objectives.

One of Nusantara's dance works that reflects social values is Saman Dance. Aceh people said that saman means dancing or moving. Saman Dance or Thousand Hand Dance (a thousand hand dance) is a traditional Malay dance originating from the Southeast Aceh region, precisely in the Gayo highlands. Saman dance is one of the dances that is quite unique, because in the Saman Dance, not only are flexible and beautiful movements needed, but also the cohesiveness, togetherness, cooperation, mutual help, empathy of the dancers. The dancers need to refrain from selfishness, be able to work together, appreciate and also empathize. However, from a technical standpoint, Saman Dance is a dance that essentially shows strength in building togetherness, group dance and rampak. In this dance we see the design of motion that "speaks" when danced together. The meaning of motion is grown by togetherness, which will not appear if it is done only by a dancer.

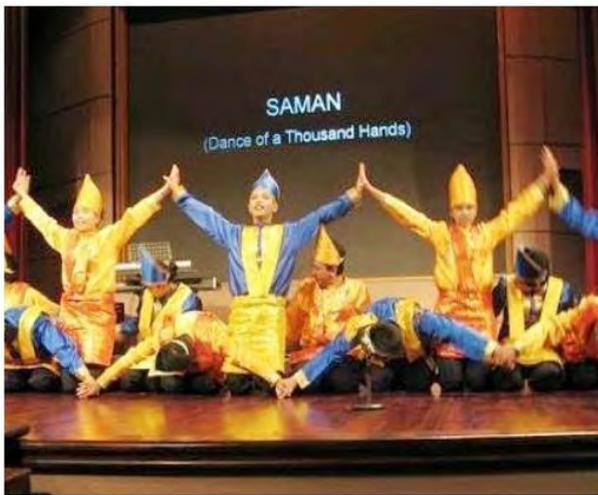


Fig. 1. Performance of Saman dance.

As we can see on the picture above, another uniqueness lies in the motion of applause, chest pat and body movements such as: freezing motion (kneeling sitting position), *lingang* (body motion in a sitting position swinging right-front or left-back), *stooping* (forward bending to the body until 45 °), and *warm* (tilted back to 60 °). Sometimes the movement is accompanied by a tilt to the right or left called *singkeh*. The above movements are played while singing songs (poetry). In addition to sitting position and body movement, the clapping sound also has a very dominant function. Thus, this dance does not require musical instruments, because the movements and song lyrics sung have created a musical atmosphere [3].

Based on the description above, Saman Dance contains social values that may serve to foster the prosocial behavior of students in schools. There is similarity between the learning of Saman Dance and the prosocial behavior of students. There are elements in Saman Dance, such as: accuracy, speed, balance, compactness, dynamism, cooperation, and tolerance. Meanwhile, there are prosocial behaviors that students are expected to emerge, namely: tolerance, being able to work together, share thoughts, maintain togetherness, and be sensitive to the environment. Therefore, this study intends to

get answers to research questions, whether learning Saman Dance plays a role in growing prosocial behavior of students.

## II. RESEARCH METHOD

This qualitative research uses action research methods. Action research is the way a group or someone in organizing a condition, so that they can be accessed by others [4].

Classroom action research is one of the strategic ways for teachers to improve educational services that must be held in the context of classroom learning and overall improvement of school product quality [5].

Referring to the opinion of Supardi and Aqib, this action research approach is expected to overcome problems or constraints to improve the learning process in particular to develop and improve students' prosocial behavior. In this research activity, researchers were assisted by one teacher to teach Saman Dance designed to foster students' prosocial behavior. Researchers conduct initial research to plan the steps of learning Saman Dance. After the learning plan has been formulated successfully, then the teacher implements it in the classroom. At this stage the researcher observes the next learning process, ending with reflection

In this study a cycle is designed, as the beginning of learning to overcome a problem. But the initial cycle does not succeed in achieving the target of improving the quality of the subject at prosocial, it takes more than one cycle in which the cycles are interrelated and sustainable.

## III. RESULT AND DISCUSSION

In dance, there are three main aspects, namely: 1) dance art contains technical aspects to shape skills; 2) dance art contains technical aspects to shape personality; and 3) dance art contains technical aspects to form artistic (artistic).

Dance art contains technical aspects to shape skills. This relates to all procedures related to the process of the presence of work. In a work there is an aesthetic aspect, namely all the feelings that can be born as a manifestation of the spiritual content of the work. Of course in it also contains the dynamics of values that can be expressed and can also be enjoyed by the audience.

The art of dance contains technical aspects to shape personality. The description of this statement stated that in studying the arts there is a need for media. Media expressions of dance art can take the form of bodies, certain materials, and can also take the form of language (written or verbal). To master the media requires intensive training. In the training process, good and right dance attitudes and practices will be formed. In order to get the results of a quality art form, during the creative process one will experience physical, mental, and psychological forging. So, directly they will experience conditioning behavior, attitudes, and also their feelings to be someone who has sensitivity. The result is not only in the form of good dancing skills, but also possible the formation of a quality character, a stable personality, balanced, and able to adapt to the environment.

The art of dance contains technical aspects to shape beauty. This relates to mastery of techniques that lead to the quality and ability of students in communicating the values contained in certain choreographies.

The three technical aspects in dance art above are presented simultaneously and cannot be separated. Each other has a close and complementary dependence. A choreography is integralistic, which is a whole entity that cannot be studied separately, so that motor skills and educational aspects will shape the character, personality, and personality of the child. Both aspects are integrated with the choreographic aspects that have socio-cultural values that bring children into the value appreciation space.

Being a healthy and intelligent child is not enough to be a provision for wading through life in the future. A person is required to be able to adjust to changes that occur at any time around him. To be able to adjust well to the environment, a person must have a behavior and personality device that allows him to respond according to the demands of the environment. Of course the behavior and personality device must be formed from the beginning of his life.

Throughout his lifetime, a person will go through several stages of development, from the stage of the child to reaching the adult stage. At each stage of this development, there are development tasks that must be achieved. If the development task is not fulfilled, then the individual will have difficulty to be able to fulfill the development tasks in the next stage. Likewise for school-age children, to be accepted by their social environment, a child must be able to carry out developmental tasks that are expected to be carried out, so that he will not experience difficulties.

Somebody' lifetime will be go through the development stage, starting from the children till their adult. In every stage, there are development exercises to be reached. So, every students should do the development exercise, well.

The task of developing school-aged children (6-12 years) includes:

- Learning to get along and work together in peer groups
- Develop basic skills in reading, writing and arithmetic
- Develop important concepts in life everyday
- Developing conscience, morality and value systems as a guideline for behavior
- Learning to be an independent person

Since entering elementary school, the desire of children to become group members and be accepted by their peers is increasing. Social skills are important, especially recognizing one's social role. Children focus on being able to connect and communicate with their peers. Children learn to give and receive among their friends and want to participate in group activities. At this time, the understanding of children about good and bad, about the norms of rules and the values that prevail in their environment becomes more and more flexible, not as rigid as in early childhood. They begin to understand that good or bad judgments or rules can be changed depending

on the circumstances or situation of the appearance of the behavior.

Their emotional nuances are also increasingly diverse. They are expected to have mastered their emotional explosions, able to control emotions that are not in line with the expectations of their environment. Having also understood the environmental expectations of the role of sex, can develop conscience and control the moral that grows in him. Children should also be trained to manage selfishness and collectivity in themselves.

The interpersonal relationships that they do become more widespread, the activities they want to do are also increasingly diverse. In relation to school activities, achievement is the main theme for them, they love to compete. They have also been able to show responsibility for their duties. Children who are able to show achievement will be proud, and this of course will increase children's self-esteem. High self-esteem will lead to a positive personality, on the contrary for children who are unable to reward themselves will cause problems both for themselves and the environment.

In interacting with the outside world, children spend a lot of time with peers in various activities. Interaction with peers is a characteristic of children. They show symptoms of sharing tasks, communicating openly, helping each other in the face of difficulties. This picture shows the symptoms of social behavior, namely the existence of cooperation, sharing and the rest they also pay attention and care for the surrounding environment who need help. These forms of behavior describe quite high social behavior. Children care about friends, in the environment and together do positive activities.

If you look at the above symptoms, not all children have social behavior that is motivated by a strong personal desire to help. This shows the other side of the lives of children who are increasingly individualistic. Children participate in social activities because the event becomes a school agenda, becoming a prerequisite for achieving a personal achievement or simply participating in group activities.

The daily life of children in school shows some symptoms of concern. From the results of observations and observations in the world of children, the symptoms of individualistic attitudes are getting stronger. Children who are classified as clever show symptoms of not sharing knowledge or skills with friends. They actually make the knowledge and skills to excel among their groups. They are more individually pursuing educational achievements. Children rarely work together in groups and prioritize their needs.

Personally, children become less sensitive to the difficulties of their peers' lives. They are more away from friends who have personal or social problems than approaching them and trying to help. Children also make a friend's weakness or friend's difficulties as a joke. Another symptom is the emergence of small groups who want to look exclusive in groups of peers. Children are more involved in entertainment activities than positive joint activities for self-development.

Relationships illustrated from the above symptoms do not seem to hone children to pay attention to, think about, and live complex social life and actually need a lot of help from them. Symptoms of the child's problem above indicate a reduction in

social behavior in children, namely positive behavior directed towards helping others. They don't care about engaging friends in complex problems, but instead inviting them to join negative activities.

Children pay less attention, help friends who need help because of difficulties. Lack of concern, lack of attention to invite and participate in addressing the problem objectively in positive ways is a form of behavior that is contrary to social behavior. Their behavior does not reflect social characteristics, namely prioritizing common interests for positive goals. Such children only think of personal interests to be accepted by the group and become part of the group.

In the sphere of psychology, positive social motives are referred to as social behavior. The general characteristic of social behavior is its selfless nature. Social behavior includes three aspects [2], namely: (1) done voluntarily, (2) carried out for the benefit of others or a group of people, and (3) behavior itself is a goal and not just a tool for satisfy the culprit's personal motives.

The school age period is a time where interaction with peers has a very large interest. Interest in relationships outside the family exceeds the interest in relationships in the family. Empathy and other problems began to arise in the early middle years; when children are 9 or 10 years old, they have a capacity that has developed both to love, feel moved and share. They have the ability to have long and stable relationships with family, peers, and friends, including best friends.

#### IV. ESTABLISHMENT OF STUDENT PROSOCIAL BEHAVIOR IN SAMAN DANCE LEARNING

Lesson Study is a model for teachers' professional Research on the application of Class Action Research methods on Saman Dance learning material at SD in Bandung has implications for enrichment methods, which originally only used demonstration and imitation methods to be equipped with creative and cooperative methods. Based on the results of observations, shows that the enrichment of these methods can improve the process of formation of students' prosocial behavior.

The results of the study also concluded that dance art learning at SD in Bandung had not found the right strategy, and needed an effort to improve or improve on some components of learning. The effort to improve is to apply Saman Dance as a learning material that can stimulate and foster students' prosocial behavior in learning dance.

In addition, observations from this study have shown that the process of learning dance with the Saman Dance material has created new enthusiasm and passion for children's social interaction with their peers. By learning Saman Dance, learning activities become more enjoyable for students, and psychologically this learning method is in accordance with the social development of elementary school age students, where students will be honed by their social abilities.



Fig. 2. *Lautse* motion is taught to exercise students' sensitivity toward motion space which develop a cooperation between them.

In this study found learning strategies that can foster prosocial behavior of students, because in learning Saman dance, students no longer learn individually, but students are required to tolerate between dancers, care for one another, work together in moving and creating movement, maintaining cohesiveness motion, and have sensitivity to friends and the surrounding environment. Saman dance has high social values. These values are very suitable to be used to foster prosocial behavior of students in school. There is similarity between the learning of Saman Dance and the prosocial behavior of students. There are elements in Saman Dance, such as: accuracy, speed, balance, compactness, dynamism, cooperation, and tolerance. Meanwhile, there are prosocial behaviors that students are expected to emerge, namely: tolerance, being able to work together, share thoughts, maintain togetherness, and be sensitive to the environment.

The results of the study illustrate that the quality of dance learning that is carried out is increased with the application of Saman Dance learning strategies, as follows:

- Heterogeneous grouping (gender, ability, age, physical growth). With this grouping method gives children the opportunity to teach each other and support each other, improve children's social relations and interactions, and facilitate classroom management because with one child who has good abilities, the teacher will get one assistant for each group.
- The spirit of working together in learning Saman Dance to foster prosocial behavior. Based on their similarities, each group was asked to negotiate the right name for their Saman Dance group. Each group member must be consulted and decisions should not be made if a friend disagrees with the name chosen.
- Another strategy used to foster children's prosocial behavior in learning Saman Dance is to build a classroom atmosphere that is full of freedom of expression and openness, so students can get the opportunity to interact and communicate with each

other. In this interaction students will form a community that allows them to love the learning process and the growth of prosocial behavior in children.

Thus, research finding are as follow:

- The student prosocial behavior after received the *Tari Saman* methods are magnificent;
- The Motion, Song, Lyrics, and Space aspect in *Tari Saman* could developed the prosocial behavior of the primary school level student.

Based on the research findings, the suggestions of this research are as follows:

- Continue researches to examine the role of *Tari Saman* learning in growing multiple intelligence;
- To learning *Tari Saman*, the teacher are advised to use the practice motion approaching, by designing several learning cycles and various material, which is direct at the process of motion exploration by student which can be used as a base for movement group (class);

- To increase the competition of art education teaching, it is important to suggest that principal guideline for the teachers to research and choose which learning materials are appropriate in accordance with the student development and demands of life in society.

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