

Analysis of Character Education Values in Rangku Alu Dance for Dance Learning in Elementary School

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Abstract. Globalization currently causes an increase in individualism among students, which impacts the decline of character and social concern. Dance learning can serve as a medium for strengthening character education because it involves values such as discipline, cooperation, and creativity. However, in practice, dance learning often focuses solely on skill transfer, without involving comprehensive character development. The research uses qualitative methods with a case study approach, aiming to identify character values in the rangku alu dance, explore its application, and examine the obstacles that arise. The research results show that the rangku alu dance contains character values such as perseverance, cooperation, discipline, courage, and appreciation of culture. These values are applied through structured learning strategies, such as scaffolding to build confidence, group work to enhance cooperation, a consistent practice schedule to build discipline, providing motivation to encourage students, and appreciating local culture through understanding the meaning of the dance. The obstacles encountered include low student motivation and confidence, as well as time constraints in dance learning. In conclusion, the rangku alu dance is not only a part of art education but also a strategic medium for instilling character values, making it an effective tool to support students' character education.

Keywords: Character Education, Rangku Alu Dance, Dance Learning, Elementary School, Character Values

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INTRODUCTION

Globalization has significantly impacted the behavior and values of the younger generation, including elementary school students (Saodah et al., 2020; Azzam et al., 2022; Pattiran et al., 2024). The era of globalization, accompanied by rapid advancements in information technology, has influenced various aspects of life, including the morals and character of students (Syaumi et al., 2022; Amri et al., 2024). One noticeable effect in elementary school environments is the increasing tendency toward individualism among students (Maula et al., 2023; Khoiroh, 2024). This has the potential to diminish students' awareness of social values and reduce their ability to collaborate with others (Ramadhani et al., 2020; Lestari & Achdiani, 2024). Given these circumstances, character education through school-based learning plays a crucial role as a potential means of shaping students' character (Y. K. Dewi, 2015; Khansa et al., 2020; Pattiran et al., 2024).

Character education in learning involves the process of applying character values to students which includes the components of knowledge, awareness or willingness, and action to implement these values in life (Rosala, 2016; Rachmadyanti, 2017; Astuti et al., 2023). Character education in learning is not only limited to cognitive and psychomotor aspects but also includes affective aspects such as the formation of attitudes, morals, and ethics (Suwartini, 2017; Pebriana, 2022; Amelia & Ramadan, 2021). Character education is an important aspect of every learning process, because besides helping students become academically intelligent,

character education can also form positive habits in students (Safitri, 2020; G. N. Insani et al., 2021). To instill character values effectively, students should be introduced through a holistic approach that enables them not only to understand the values theoretically, but also to apply them in everyday life (Rachmadyanti, 2017).

In field conditions, it is often found that learning only focuses on the transfer of skills and academic knowledge, while the application of character values is often neglected (Y. K. Dewi, 2015; Baginda, 2018; Anwar et al., 2016; Sulastris et al., 2022). Teachers face challenge where the application of character values in learning is considered quite difficult due to the pressure to achieve academic targets (Prasetyo et al., 2019). The lack of application of character values in learning leads to low morals and characteristics among student, such as lack of discipline, responsibility, empathy, and the ability to work with others (E. Dewi et al., 2023). Without the strong application of character, students are at risk of growing with an academic orientation alone and lacking balance in ethical and moral aspects, making them unprepared to face real-life challenges that demand a balance between intellectual abilities and positive character attitudes (Zubaidah, 2019; G. N. Insani et al., 2021).

The implementation of character education in learning should be through a comprehensive and integrated approach (N. Insani et al., 2021). Character education should be integrated in every aspect of learning, including subjects (Y. K. Dewi, 2015; Bukoting, 2023; Akbar, 2024). The integration of character values in every subject aims for students to behave according to these values in various activities, both inside and outside the school environment (Suprianto, 2020). One of the subjects that can be involved in the implementation of character education values is through dance learning (Retnoningsih, 2017; Putri, 2019; Taher et al., 2023; Trivena et al., 2024).

Dance learning can be used to develop character education, because in its learning process, it not only develops psychomotor aspects but also enhances character building in students (Rosmita, 2018; Wahyuni et al., 2023). Dance learning in the process involves discipline, cooperation, and creativity of students which are important foundations in character building (Putri, 2019; Wahyudi & Gunawan, 2024). In dance learning, character values act as a bridge that strengthens human relationships within the context of social life (Rosmita, 2018; Sidqo et al., 2018; Habsary, 2022). Dance learning provides students with the opportunity to learn to communicate and collaborate in achieving common goals (Hera, 2023). As a medium for character development, dance becomes a means of self-expression for students, which can be an effective way to strengthen and cultivate positive character (Fitriyanti et al., 2024). By utilizing dance learning as a pedagogical tool, students are expected to more easily understand, internalize, and apply character values in their daily lives (Rosala, 2016).

Based on observations conducted at one of the elementary schools in Bandung, it was found that the application of character values in dance learning is still not optimal. Dance has been integrated into the curriculum, but its implementation is more focuses on motor movement aspect without any transfer of values. As a result, students tend to be individualistic and do not demonstrate the expected character values, such as cooperation, collaboration, mutual respect, responsibility, and other character values. This indicates the need for an approach that not only focuses on technical aspects but also emphasizes character building to support students' social and emotional growth through dance.

The researcher has conducted observed at SDN 016 Dr. Cipto Pajajaran Bandung that there is an inclusion of traditional game-based dance material that incorporates elements of cooperation through its movements. The learning of traditional game-based dance learning is conducted through the rangku alu dance. Therefore, the researcher will further examine how character education can be developed through the rangku alu dance. This research aims to identify the character education values that can emerge in rangku alu dance. In addition, the researchers will explore how the application of these character values and the obstacles that occur in practice. With a deeper understanding of character values in dance, it is hoped that educators can design more effective and comprehensive learning, as well as create a more conducive learning environment for the character development of students through learning, especially dance learning.

METHODOLOGY

This research uses a qualitative method with a case study approach to explore character education in the rangku alu dance through dance learning in elementary school. Qualitative research is a research technique that describes the meaning related to an understanding, concept, characteristic, symptom, symbol, or description of a phenomenon, focusing on multiple methods, which are natural and holistic in nature, prioritizing quality, using various approaches, and presented narratively in scientific research (Sidiq & Choiri, 2019). The purpose of qualitative research is to find explanations for an event or phenomenon through systematic scientific procedures (Mujtahidin & Oktarianto, 2022). Based on this, the case study approach in this research aims to gain a deep understanding of student interactions, the responses that emerge, the application of character education values, and obstacles encountered in dance learning, especially when practicing the rangku alu dance.

The research will be conducted at SDN 016 Dr. Cipto Pajajaran Bandung. The research subjects consist of class teachers and fifth-grade elementary school students. The data collection techniques in this study consist of three types, namely: 1) Observation of students while performing the rangku alu dance to identify the emerging character values and their

application, 2) In-depth interviews with teachers to obtain information regarding the obstacles in applying character values through the rangku alu dance, 3) Documentation to collect written data or information that supports the analysis related to character education in the rangku alu dance learning. Data analysis in the research is conducted through 4 stages, namely data collection, data reduction, data display and conclusions (Alaslan, 2019 as cited in Sugiyono, 2016).

RESULTS AND DISCUSSION

Character Values and Their Application in the Rangku Alu Dance

The rangku alu dance, as part of dance education, not only serves as a medium to introduce dance movements but also becomes an effective means to instill character education values (Miranti et al., 2024). The process of learning this dance involves interactions between students, teachers, and classmates, thereby creating a collaborative learning environment that also supports the holistic character development of students (Lubis et al., 2024).



Figure. 1 Implementation of Rangku Alu Dance

Based on the results of observations, interviews, and documentation, image 1 shows students practicing the rangku alu dance, in which there are various character education values. These values include perseverance, cooperation, discipline, courage, and respect for culture. Each value that appears in the rangku alu dance plays an important role in character formation for students and can provide a foundation for developing positive attitudes that support school students' learning (Sulistyawati et al., 2023).

The value of perseverance in the rangku alu dance emerges when students have to face difficulties in maintaining balance and precision in their movements while jumping between bamboo poles. This difficulty creates a challenge for students to keep trying even though they

sometimes fail or make mistakes in their movements. Even when their feet occasionally get caught between the bamboo due to missteps, they continue to strive without giving up to align their movements with the rhythm of the open bamboo strips. In this process, students learn to overcome fear and doubt when performing movements, and are encouraged to keep trying until they succeed. Thus, it can be concluded that learning dance through the rangku alu dance requires the formation of a never-give-up character, in accordance with Setiawan (2019) opinion, that learning dance can shape a never-give-up character that can be seen when practicing the dance.

According to Lickona (in A. Wahyuni, 2021), character education involves three main elements: knowing the good, feeling the good, and doing the good. In the rangku alu dance, students are not only taught the value of perseverance but are also given the opportunity to practice this value through direct experience. When students face difficulties in maintaining balance or the precision of dance movements, they undergo a character-building process by understanding the importance of continuous effort, managing emotions and fears, as well as fostering responsibility and cooperation (F. I. R. Dewi & Sakuntalawati, 2023).

To instill this value of perseverance, the teacher does it through several stages. First, the teacher introduces the basic concept of the rangku alu dance and provides a step-by-step demonstration of the movements. Students were then given the opportunity to try the basic rangku alu movements individually and then in pairs. The teacher provides motivation and positive encouragement to the students to try repeatedly. Next, the teacher applies the "scaffolding" strategy where the difficulty level of each movement is gradually introduced. Initially, students were only asked to jump between stationary bamboo, then move on to slowly moving bamboo, and finally to full movements at a faster pace. The learning approach implemented by the teacher through scaffolding strategies aligns with Vygotsky's zone of proximal development principle (in Bunyamin, 2021), where students are encouraged to learn at a difficulty level slightly above their current abilities with appropriate support. Furthermore, Irani et al. (2021) state that a gradual approach encouraging students to overcome challenges bit by bit can strengthen resilience competence, which is relevant to the value of perseverance.

Next, the work value in the rangku alu dance. This dance involves several students who have different roles, namely as bamboo keepers and performers (Rahmat et al., 2018). Each role has responsibilities that must be carried out cohesively for the dance to proceed smoothly. The bamboo keepers are responsible for regulating the speed and rhythm of the bamboo movements according to the dance tempo, while the performers must adjust their jumps to the rhythm produced, therefore cooperation is needed to synchronize the movements (Bagas et al., 2019). This is evident when the students, acting as bamboo keepers, strive to maintain a

stable rhythm so that the players can jump accurately, while the players observe the bamboo's movement patterns and practice adjusting their jumps to the resulting rhythm. When there is an imbalance, such as when the bamboo moves too quickly or the players jump too late, students from both groups will try to adjust their movements together. This process demonstrates how students actively collaborate to create harmony in movement and keep the dance running smoothly. The value of cooperation reflected in this dance is relevant to strengthening character education in elementary schools, especially in supporting the gotong royong dimension of the Pancasila Student Profile, which includes the ability to collaborate, communicate effectively, and support each other in achieving common goals (Kemendikbud, 2019).

The application of cooperative values in the Rangku Alu dance is carried out by the teacher through a structured method. One of them is through group activities, where students are divided into bamboo holders and jumpers. In this group, students are taught to listen to each other, give and receive feedback, and adjust their movements to create harmony in the dance. In addition, the teacher also designs special activities that emphasize the importance of cooperation, such as asking students to perform dance movements without music, relying solely on visual and physical cues from their peers. This activity helps students develop sensitivity to the movements of others while also enhancing their ability to work as a team. This application is in line with Syafriati (2023) research, which states that dance learning requires group cooperation to prepare students for social life through the development of interpersonal relationships, democratic values, and collaboration in social processes.

The value that emerges in the rangku alu dance is discipline. Discipline in dance education is a form of students' obedience to fulfill their tasks and responsibilities (Suryaman et al., 2022). In the rangku alu dance, students are required to follow the teacher's instructions and practice regularly. Discipline in the rangku alu dance helps students understand the importance of consistency and commitment to an activity. According to Kemendiknas (in Ashar & Pamungkas, 2023), discipline is one of the 18 pillars of basic character education that encompasses values such as religiousness, honesty, tolerance, hard work, creativity, independence, and responsibility. These pillars support each other in shaping a well-rounded student character. Discipline, for example, not only trains students to be punctual and consistent, but also influences their values of responsibility, hard work, and independence. This is in line with Nantara (2022) view that character building in education should be carried out through the development of positive habits, such as discipline, because these habits can shape mindsets and behaviors that support long-term success.

To instill the value of discipline in rangku alu dance, the teacher plays an important role by setting a consistent practice schedule, emphasizing the importance of attendance and punctuality, and explaining how discipline contributes to the success of the dance movements. In addition, a structured training process also teaches students to appreciate hard work and manage their time well. As stated by Daningtyas & Wulandari (2021), character development such as discipline requires reinforcement through habituation and a supportive environment. Therefore, dance education becomes an effective means to instill discipline as well as other character values that support the formation of students' personalities (Zannatunnisya et al., 2024).

The movements in the rangku alu dance require students to jump quickly and precisely, avoiding the bamboo that is moved on the floor. This action requires courage, as students must overcome the fear of being pinched by the bamboo while maintaining their balance. This is in line with the opinion of Ashar & Pamungkas (2023), that the process of dance learning needs to encourage students to dare to take risks in a fun and safe environment. In fostering students' courage, the teacher uses a gradual approach, where students are first invited to observe the rangku alu movement before trying it, and then the teacher provides support in the form of motivation to make the students feel comfortable when performing the movement. Additionally, the teacher can provide appreciation every time a student successfully jumps correctly, either through direct praise or collective applause, to strengthen the students' confidence and courage in attempting more complex movements.

The rangku alu dance originates from the Manggarai community's tradition, containing rich cultural elements such as cooperation, rhythm, and harmony in the jumping movements between bamboo poles (Rahmat et al., 2018). Through these movements, students are invited to understand and appreciate the local culture that has been passed down from generation to generation. The teacher reinforces this value by explaining the meaning behind the rangku alu dance before the movement practice begins, so that students understand that the dance is more than just physical movement, but also a cultural heritage. Additionally, the teacher also uses storytelling-based learning methods or group discussions to introduce students to the uniqueness of Manggarai culture and the importance of preserving these traditions. With appreciation and understanding of the cultural context, students will increasingly value the richness of local culture and learn to preserve it (Raharjo & Nisakara, 2024).

Overall, the application of character values in the rangku alu dance has a significant impact on the character development of elementary school students. Through the rangku alu dance activities, students have the opportunity to experience the character learning process directly. They are not only taught about character values but also experience the application of those

values in real situations. This provides a deep hands-on experience rather than a theoretical approach to character education.

Barriers that Occur in Rangku Alu Dance

Based on the results of interviews with teachers, there are several obstacles in the implementation of character values in the rangku alu dance. One of the obstacles that often arises is the lack of motivation from students. Many students are less interested in dance, so they feel reluctant to actively participate in learning. In addition, there are students who lack self-confidence, so sometimes they feel afraid to jump between the bamboo slats and risk getting pinched.

Obstacles also occur for teachers, where the implementation of these character values is limited by time in the learning process. The limited time allocated for dance learning in elementary schools requires schedule practice sessions, which takes a considerable amount of time to instill the desired character values. This situation forces teachers to prioritize between motor skills and the character values they want to convey, which sometimes makes the learning process less than optimal.

CONCLUSION

Rangku alu dance not only becomes part of dance learning but also serves as a strategic medium for developing character values among elementary school students. This dance integrates various important values, such as perseverance, cooperation, discipline, courage, and appreciation of culture. Through a structured learning process, these values can be effectively instilled. Teachers use strategies such as scaffolding to build students' resilience, group exercises to strengthen cooperation, consistent practice schedules to instill discipline, and motivation to encourage students to dare to jump between the bamboo gaps. Additionally, the culturally-based approach in the rangku alu dance encourages students to understand and appreciate the nation's cultural heritage, thereby not only developing individual character but also shaping national identity.

Rangku alu dance provides a holistic learning experience, where students not only learn dance movements technically but also undergo character formation through real challenges, social interactions, and cultural appreciation. However, the implementation of these character values is not without obstacles, such as low student motivation, lack of self-confidence, and time constraints in dance education. Therefore, more innovative teaching strategies are needed to optimize the use of rangku alu dance as a medium for instilling character education. Thus, the rangku alu Dance plays an important role in supporting the strengthening of character education in elementary schools while also preserving Indonesia's cultural heritage.

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