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Implementation of the inculcation of character education values at the natural school of SD-IT Hunafa Banjarmasin through the art of dance

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Abstract

Indonesia's national development basically aims to create a complete Indonesian people. A complete human being is someone who not only emphasizes external interests and abilities such as food, housing, clothing, and abundant material wealth, but also a human being who is mentally, with character, calm, safe, free of expression, fearing God, practicing human values, striving for excellence. for the welfare of society, so that there is harmony, harmony and balance between material and spiritual interests. This is in accordance with the objectives of character education, namely the mastery of a set of skills that reflect the mastery of knowledge, beliefs, values, commitments, and competencies that reflect the character and culture of humans and Indonesian society as a whole.

Talking about the concept of local cultural education, Banjar is known as a river culture, where the concept of the environment and life on water and as a daily necessity. The implementation of education applied to elementary schools provides an introduction to and fosters the values of local culture in their environment. School of Nature which is the only one in Banjarmasin which is above the water, and on the edge of the river which is directly familiar with the river transportation of the Banjar community.

This research will be conducted with a qualitative descriptive method using ethnographic methods. The purpose of this research is to implement analyzing the concept of local culture of local traditional arts which contains the values of Banjar traditional arts and culture education. The specialization of this research was carried out to instill, deepen and sharpen the values of local cultural education so that the results of the implementation were obtained in the interest of fostering an attitude of concern for the preservation of traditions through the arts of local cultural traditions. This research was conducted at SD-IT Hunafa Banjarmasin as one of the nature schools located in North Banjarmasin with a nature and river culture school nuance.

Keywords: Implementation, River culture education, School of nature.

INTRODUCTION

Building a civilized nation with Indonesian character is a condition *qua non* for the Indonesian nation today. This can be realized if Indonesian human individuals as the main supporters of the civilization of the Indonesian nation have a noble national character in order to build the nation's civilization. Character as a personality factor cannot be separated from cultural factors, so Indonesian people who have character cannot actually be separated from the character of Indonesian national culture. Here, Indonesia's national culture is based on the four pillars of the

life of the Indonesian nation and state, namely Pancasila, the 1945 Constitution, *Bhinneka Tunggal Ika*, and the Unitary State of the Republic of Indonesia (Government of the Republic of Indonesia, 20 10:9-11). In addition, it cannot be denied that national culture is also based on local cultural wisdom that lives in the life of the multicultural Indonesian people in the form of social capital that grows and develops into a rainbow of national cultural wealth. The local wisdom of the Banjar people, for example, already has social capital that is in line with the values of local cultural education, especially in the form of local wisdom that can be grown through children's

education. With the wisdom and values of local cultural education, this is the young generation or a strong basic foundation and being one as the Indonesian nation also plays a real role in contributing to the development of national cultural wealth and the development of Indonesian cultural education. To find out the values of local cultural education in traditional arts in the world of education, and the golden generation, namely children who are still strong in their local culture, especially Banjarmasin as a city of a thousand rivers, it is necessary to implement the planting of values of local cultural education in traditional arts in nature schools. SD-IT Hunafa Banjarmasin.

To find out the factors that support the formation of the value of local cultural education, the identification process is carried out by conducting an initial survey to SD-IT Hunafa Banjarmasin, especially to locations that are on the outskirts of the Martapura River. All data are analyzed, so that the problem can be formulated which will later be investigated more deeply, such as (1). How is the process of implementing the cultivation of local cultural values in traditional arts at the Natural School of SD-IT Hunafa Banjarmasin (2). What are the results of the implementation of the cultivation of local cultural values of traditional arts at the Hunafa SD-IT Natural School.

METHOD

This research uses a qualitative approach with ethnographic methods. This qualitative approach is used for the reasons, namely: (1) this study has direct data that is local genius from the local culture, namely the area of river communities and lives on and on the banks of rivers; (2) the main instrument in this research is the researcher himself directly implements the implementation of local cultural education values in traditional arts at the natural school at SD-IT Hunafa Banjarmasin by observing, interviewing, and performing arts activities in the field; (3) the data collected is descriptive, meaning that it uses words (narrative), does not use numbers or statistics, (4) prioritizes the process and results of the implementation of planting the values of local cultural education.

The ethnographic method is the foundation of anthropology and sociology, social science theory,

and it contributes to the quantification of social science fieldwork and the foundations of mixed and dual methods design (Morse.2015:875). By taking an important part in the local culture that exists in the river community, especially in the nature school which has become the focus of research at SD-IT Hunafa Banjarmasin. The location of this research was carried out in the city of Banjarmasin. The North Banjarmasin sub-district was chosen as the research location for the following reasons: (a) The existence of a natural school SD-IT Hunafa, which still conditions the cultural atmosphere of the river, above the river and on the edge of the river. (b) There are places that still present local cultural arts such as cultural parks, art education institutions such as art vocational vocational schools, Sendratasik Arts, IKIP PGRI majoring in dance. This raises the intensity of the struggle between local cultural values in education. North Banjarmasin sub-district as the only sub-district that has many places or containers that accommodate regional culture, which often holds Banjar arts festivals and competitions with the aim of sharpening sensitivity and appreciation of art, fostering artistic appreciation to recognize local cultural values. Therefore, consciously and planned, it is necessary to implement the planting of these values in the only natural school in the District of North Banjarmasin.

Instilling the values of local cultural education in traditional arts, especially in the nature school at SD-IT Hunafa which is implemented so that the next generation from the bottom has been instilled with local cultural values in their lives. Prepare as early as possible for the love of the river environment and the life of its tributaries. Therefore, it is necessary to inculcate the values of local cultural education in natural schools that have facilities and in riverside areas, one of which contains local wisdom such as learning by the river, hearing voices. kelotok, small boats, and so on as well as traditional arts to be socialized through cultural performances. Studying and understanding works of art will give appreciation (appreciation) to the art. Appreciation has a student function, namely as a means of developing the individual potential of students.

Three Method of collecting data

According to (Hanurawan, 2016:89-90), data collection methods or data collection tools that can be used in ethnographic research in the field of education are as follows:

3.5.1 Non-Participation Observation

The research or observation team will make observations without participating in natural school activities both in core learning in the curriculum used by the school.

3.5.2 Participation Observation

The Research or Observation Team will make observations by participating in extracurricular and out-of-school activities.

3.5.3 In-depth Interview

In-depth interviews will generally be tailored to the objectives or research questions. If possible, during the in-depth interview process, the ethnographic research was audio recorded and immediately transcribed for ease of analysis.

3.5.4 Documents that exist in the natural school or SD-IT Hunafa in a natural context (occurring in ongoing learning). Documents about natural schools, participants involved, and implementation practices are very important for achieving the goals of ethnographic research in the field of education.

3.5.5 Audio and video recording

This data collection tool is very useful in the process of data collection and data analysis because it guarantees the accuracy of the data and allows it to be repeated on other occasions if needed.

Data analysis

The data analysis technique used in ethnographic research is ethnographic thematic analysis technique in an effort to thoroughly describe the implementation process of inculcating the values of local cultural education in traditional arts. The main focus of this research report is a descriptive narrative about the context of the results of the values of local cultural education in traditional arts in their implementation to students of SD-IT Hunafa natural school. This focus is in accordance with the notion of ethnography which means research to find and comprehensively describe the results of inculcating the values of local cultural education in traditional arts in the natural school of SD-IT Hunafa Banjarmasin.

Data analysis is the process of systematically searching and arranging interview transcripts, field notes, and other materials that have been collected to gain knowledge about the data and communicate what has been found (Bogdan and Biklen, 1982: 239). Because the data in this study are in the form of words, sentences, and paragraphs expressed in descriptive narrative form, the analytical technique used is descriptive technique through three activity lines which are one unit (interrelated), namely: (1) data reduction, which is a process of sorting, focusing on simplifying, abstracting, and transforming raw data or raw data that emerges from written notes obtained from the field; (2) data presentation, intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action; (3) Verification. Verification or drawing conclusions can be done based on the matrix that has been made to find patterns, themes or topics according to the research focus..

Data Validity Check

In qualitative research, checking the validity of the data is an important step. To obtain the validity of the data or valid data, the researcher refers to the opinion of Lincoln and Guba (1985:367), namely: "(1) extending the observation period, (2) continuous observation, (3) triangulation, (4) discussing with colleagues, (5) analyzing negative cases, (6) using reference materials, and (7) conducting member checks". Of the seven methods used: triangulation, using reference materials and member checks.

Interactive Relationship of Qualitative Research Data Analysis Flow

Adapted from Milles and Huberman (1984)

1. Triangulation

To obtain accurate data in the sense that the data has been verified, then the triangulation technique is taken. Triangulation is "rechecking" the data obtained to find out the truth of the data. Moleong (1993) mentions that the data that has been collected is checked for validity by utilizing various sources outside the data as a comparison for the data.

2. Using reference materials

This means that the reference material here is a check on the preparation of the data collected

during the study. Reference materials used: tape recorders, documentation, stored field notes, are used to check whether there are doubts or not. If there is a match between the data/information and the conclusions of the research results through the validation process, then the conclusions can be trusted (Sonhadji et al, 1996). The materials used or the material in the implementation at SD-IT Hunafa cannot be separated from existing traditional arts such as singing, recognizing the basic movements of Banjar dance.

3. Member Check.

In this study, the researcher tried to involve the informants to review the data, to confirm between the researcher's interpretation and the views of the research subjects and informants. This member check, in addition to providing an opportunity for researchers to make improvements to a possible error, also provides an opportunity for informants to provide additional data. In checking this member, the researcher did not involve all informants or all subjects, but only to them, namely key people who were representative of the researcher.

Research result

The development of technology and science is certainly no stranger to the ear. Because the development of technology and science to date is growing rapidly. Not infrequently people use technology according to their respective needs. The use of media in the learning process is one way to create a more meaningful and quality. Learning Media serves as a tool to convey material.

According to Briggs, learning media is a physical means to convey content or learning materials such as books, films, videos, slides, and so on. Learning media can also be said to be everything that is used to channel messages and can stimulate a person's thoughts, feelings, attention, and willingness to learn someone to learn so that it can encourage the learning process. Along with the development of technology, the development of learning media also produces a variety of diverse media, one of which is mobile learning. In simple terms, mobile learning can be interpreted as a distance learning media that uses cell phones, laptops, PCs, tablets and other information technology in the learning process,

making it easier for students to carry out the learning process anytime and anywhere. With this learning system, it really supports teaching and learning activities that are more effective and efficient.

Mobile Learning provides educational content and resources that are loaded in pocket devices such as smartphones, tablets, PDAs, i-pads and mobile phones and similar devices. Educational content refers to digital learning resources that include all forms or formats of content that can be available on personal devices (Ligi & Raja, 2017). The application of M-learning involves three components consisting of mobile devices, software and learning content (Martono Kurniawan & Nurhayati Oky, 2014). Later, Gnana Singh et al. (2017) revealed that mobile devices consist of hardware (hardware) and software (software) components. Software components in m-learning are classified as mobile operating systems (Mobile Operating System/Mobile OS) and mobile applications (mobile app). Mobile applications can be divided into native apps, web-based apps and hybrid apps. Native apps are created and compiled using a specific programming language for each type of mobile OS. web-based apps are built in web languages (eg .HTML, CSS, Javascript and AJAX) and can be interpreted via a web browser on a mobile device. Meanwhile, a hybrid app is a combination of a native app and a web-based app (Holzer & Ondrus, 2011).

Stages of Creating Android-Based Mobile Learning Media

a. Analysis (Analysis)

1) Curriculum and material analysis

Analysis of the curriculum and materials used to determine the material used in learning media, must be in accordance with the curriculum and teaching materials used in junior high school. Currently, the curriculum used in Indonesia is the education unit level curriculum and the 2013 curriculum. The teaching materials for Space, Time, and Energy in the 2013 curriculum are in the subjects of Cultural Arts. The next step is to analyze the basic competencies of understanding dance movements based on the elements of space, time and energy, then sort the indicators of teaching materials according to the priority scale.

2) User Needs Analysis

Analysis of user needs is carried out to determine the competencies that students need to learn, so that they can determine the Android-based learning media for mobile learning arts and culture for class VII in understanding dance moves that are appropriate to use in learning.

3) Specification Analysis

At this stage, an analysis of the minimum requirements of a mobile device (Smartphone) is carried out that can be used to operate the Android-based class VII cultural learning mobile learning media in understanding dance movements on the basic competence of understanding dance movements based on elements of space, time and energy.

1) Making Learning Media Design (Storyboard)

The design in making learning media for mobile learning for Android-based class VII cultural arts in understanding dance moves is very important because it can facilitate the making of learning media later. navigation or steps in mapping the design of learning media

The storyboard that will be made is, making the theme of the learning media, starting from the selection of the dominant color that is applied to the writing font so that it gives the unique characteristics of the learning media created. Then create a splash screen that serves as a preparation for the user to operate the application, after creating the splash screen then make the initial appearance of the application and finally the researcher makes the menus in the application, this is the most important part that must be in the application that is made because it contains material, video , practice questions, about the application, and application usage information.

In designing the material menu, videos and research questions, adjust the results of the analysis that have been collected and summarized into a script, then the author takes videos that will be included in each menu, the selection of animation in this learning media is also very important because it will be an affirmation in every material.

Furthermore, the design of the menu about the application is the part that shows the identity of the Android-based class VII cultural mobile learning media designer in understanding dance movements and the researcher's information menu

is made to make it easier for users to operate the application.

b. Design (Design)

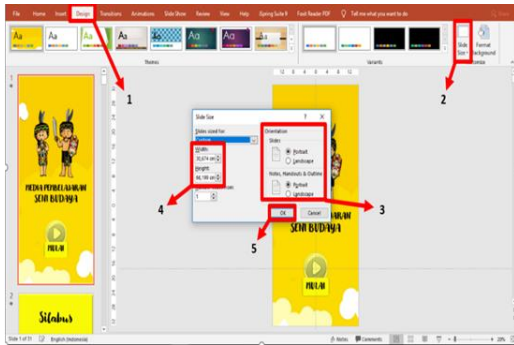
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Learning Media Navigation Button

No	Picture	Key Navigation	Function
1		Start	The button to start gets to the app's home menu
2		Material	Button to direct user to material and syllabus features
3		video dance	a button to direct the user to the dance video feature
4		questions	a button to direct the user to the dance video feature
5		About applications	Button to direct user to features about app
6		information	button to bring up the information description or function of the navigation buttons

2. Development

Learning media created using Microsoft Power Point which is then published via iSpring Suite 9, the next step is the published file is then converted into an android file using the 2 apk website application. The android-based learning media application for learning

cultural arts class VII in understanding dance moves is named the cultural arts learning media which has a file size specification of 100 MB that can be operated on a Smartphone having a minimum screen size of 4.3 Inch and the Android OS Android 5.1 Lollipop system. The following are the components or features developed from the research starting from the splash screen, initial display, application menu, syllabus, dance video material, questions, and about the application:

a. App splash screen

When the user first runs the application, a splash screen will appear with the Lambung Mangkurat university logo which will appear for 5 seconds. The appearance of the splash screen indicates the application that the author made is running as it should

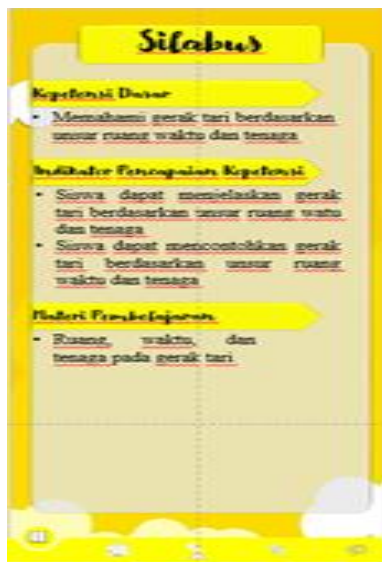
b. Main course

The application display will appear when the user has successfully entered the application which will later appear animations and the name of the application after that the start button appears, if the application user clicks the start button then the system will direct the user to enter the homepage or main menu of the application.



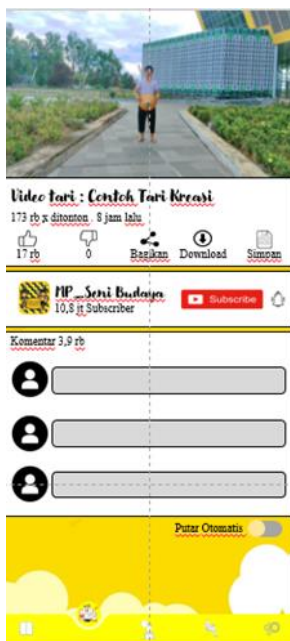
c. Material Menu

In the material menu section, the author makes several material selection menus according to the syllabus. When the user clicks start, the material choices will appear which then the user can click on the material option, the system will direct the user to the material



d. Dance Video Menu

In addition to the material menu, the author also provides a dance video menu so that users can better understand the material through dance videos. The author's dance video menu creates two selection buttons (1) A dance selection button that directs the user to a dance video, (2) A motion selection button that directs the user to the dance movement section that displays several types of motion.



e. Question Menu

The question menu will display several questions according to the material that has been studied, namely about the material of space, time, and energy. The author's purpose is to include a menu of questions to measure students' understanding of the material that has been given so that the material

achievement indicators are achieved in accordance with the learning objectives.

f. Menu About Application

The menu about the application displays the profile of the maker of the Android-based mobile learning media application for class VII cultural learning in understanding dance movements. Here is a picture of the feature display about the application, which can be filled with biodata and photos of the teacher teaching the subjects in her class.

g. Information Menu

The Information menu contains all information on the use/operation of the navigation buttons on the art learning media application

h. Implementation

The implementation of the product that has been developed is then tested on users of the Android-based class VII cultural mobile learning media in understanding dance movements, namely students are then asked to respond to the use of the learning media

i. Evaluation

Android-based learning media for mobile learning arts and culture for class VII in understanding dance moves that have been tested to users, the next step is to ask for feedback from the use of learning media which is then evaluated. From the research data, it is analyzed and then gets results regarding the learning media that are made suitable for use or not.

CONCLUSIONS

This research looks at character education through the lens of traditional art, which cannot be separated from local art or regional culture around the SD-IT Hunafa Banjarmasin school. SD-IT Hunafa Banjarmasin is one of them that has advantages in loving the value of high regional education, because the location of the school is on the edge of a river and the building still uses ironwood which is now very rare or very rare, so that the atmosphere of the school environment makes students feel comfortable, happier and less bored to be in school for a long time.

The improvement of teachers in a technology is currently being pursued in the implementation of an application that can make it more advanced in providing learning to its students. The application of applications that have been mastered so that students become more abreast of today's technology, which cannot be separated from android, so that this implementation activity allows children to use applications and android into a learning fun and happy with the features that are processed or created by the teachers. the

teacher.

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