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182-191 192-201. 2. **Need Analysis of Lesson Planning to Teach Education Value of**
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10.15294/harmonia.v16i2.6733 P-ISSN 2541-1683 E-ISSN 2541-2426 **Need Analysis of Lesson
Planning to Teach Education Value of Sulawesi Ethnic Dance** Teaching in Primary School
J Walrira Faculty of Science Education, Universitas Negeri Makassar, Indonesia
Banta-Bantaeng, Rappocini, Makassar City, South Sulawesi 90222 e-mail:wahira-a
@yahoo.co.id Received on August 8, 2016. Revised: November 4, 2016.

Accepted: December 11, 2015 This study aims to find out need analysis of lesson planning
to teach education value of Sulawesi ethnic dance which comprises learning material,
teaching method and learning model, learning media, as well as an assessment
instrument. A method implemented in this study was research and development (R&D)
with three main stages, namely, preliminary study, developmental research, and
evaluation.

This study, however, will only implement the first stage of study which is the preliminary
study. This is implemented to perform need and content analysis. Results showed that
need of lesson planning to teach education value of Sulawesi ethnic dance comprises
learning material, teaching method and learning model, learning media, as well as an
assessment instrument belongs to the category of "very important" and that the
planning is needed by teachers in teaching Sulawesi ethnic dance value for students in
primary school. Keywords: lesson planning of dance education value, Sulawesi ethnic
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Education is a conscious effort to prepare the students to
be able to participate both active and positive in their lives now and later in the future
(Umar, 2005, p. 263). Education emphasizes more to the human development, both in
cultivating value and attitude.

Thus, education has an important role, since it is able to enhance and develop the life
continuation of a nation, in particular to improve the quality of present and future
human resources in line with the purpose of national education. Republic of Indonesia
regulation number 19 year 2005 about National Education standard states that culture
is not only contained in one subject of study because the culture itself comprises all
elements of life.

Especially for Culture and Art subject, the cultural element is not discussed separately,

but it is integrated with the arts. Thus, cultural art is basically an art education in cultural basis. Culture and art education is given at school because of its uniqueness, meaning, and usage to the need of students' development, especially in giving them aesthetic experience in expressing, creating, and appreciating through the approaches "learning with the arts" and "learning about arts".

This role cannot be given by other subjects (BSNP Permendiknas number 22, 2006). Art education (including dance) in Indonesian competence based curriculum, which is implemented in Indonesia since 2004, has multilingual, multidimensional, and multicultural characteristics. I 16 INTRODUCTION WahiE, Need Analysis of Lesson Planning to Teach Education Value of Sulawesi Ethnic... 117 characteristics.

An attempt to improve the education quality is done by finding the teaching and learning process. Teaching and learning is actually an interaction or reciprocal relationship between teacher and student as well as student and student (Roestiyah, 2008, p.5). Therefore, to accomplish an optimal learning outcome, a creative and innovative teacher who has the spirit of teaching, is needed.

The teacher here may choose and apply proper teaching planning to achieve the learning goals. According to Sanjaya (cited on Jazuli, 2008, p. 167), teaching strategy can be interpreted as planned, comprising a series of activities which are designed to accomplish the learning goals. Traditional art that was born in the life of local communities needs to be more developed and preserved.

Nowadays, however, the development and preservation of traditional art seem lacking. It can be proven from, first, the decreasing popularity of traditional dance and activity in Indonesia, especially in South Sulawesi that originally has four ethnics. Second, the weak regeneration causing from the least number of people who want to preserve the existence of traditional dance in their community.

Third, minimum attention and unclear strategic plans given to the Sulawesi ethnic traditional dance value development. Here, planning can only be composed based on the complete and accurate data regarding the existing situation and condition of the traditional art, even if it is less advantageous. In other words, the shift of local wisdom or local genius back to the cultural root of its own nation is actually a smart action to minimize the negative impact of globalization (Sedyawati, 2002 p. 64).

The main focus of this research is related to need analysis on lesson planning to teach educational value that is needed by teachers to teach Sulawesi ethnic dance in primary school. Further, this study is aimed at finding out and describing the need on (1)

teaching material, (2) methods and learning model, (3) learning media, and (4) assessment instrument in its relation to the Sulawesi ethnic dance lesson planning value, later, the results of this study can be used as information for the teacher of culture and art subject at primary school and as a guidance for teaching and learning process in the culture and art classroom.

In order for the students to be more motivated to actively participate under the joyful atmosphere and for them to enhance their skills and creativity, especially dancing, Saniaya (cited in Jazuli 2008, p. 154) states that learning strategy can be interpreted as planned containing a series of activities that are designed to achieve the learning goals.

In this study, the need of planning in its relation to the teaching education value of Sulawesi ethnic dance will comprise discussion related to: learning materials, method and model, media, as well as an assessment instrument needed in teaching education value of Sulawesi ethnic dance, especially dance at primary school. Dance is one of art fields that directly uses the human body as the medium.

It expresses the aesthetical and nobleness value through movement and gestures with all art appreciation attached to it. Kussudiardjo (2000, p. 14) states that the existence of dance in Nusantara (Indonesia) that is inherited till now is always in line with the development of the supporting society. Realizing that dance has existed, thus, the government and art practitioner has to keep inserting new ideas to preserve the nation's culture.

In order to limit the definition of dance in this study, there are some definitions of dance derived from several sources. Ade (2008, p. 13) in his book about dance curriculum mentions that dance is an aesthetic expression within movement with human body as the medium. Further, a Psychology expert once said that dance is the statement of muscle instigative style on feeling or in other words, dance is the result of human's feeling that the expression medium is through muscles. Thus, dance is psychological values that are illustrated in the movement style of a dancer.

When both formal and informal education are facing trouble in internalizing values, and they are avoiding students' affective ability, dance is then presented as a non-formal education media that have an extraordinary potential to internalize the affective world into learning goals. It is marginalized and demonized by cognitive field if it is managed and used in an effective and efficient way. Traditional folk dance is the representation of each region's local wisdom.

Every traditional dance contains positive folk cultural values. [It is love for nature, spirit

in work hand in hand in a society, religious education and source of people's economy that is illustrated dynamically through the movement of traditional dance and music. Unfortunately, traditional dance nowadays tends to experience extinction.

This is caused by very limited concern had by society to the local potential. Cultural art is a school subject reflected from Standar Isi (Content Standard) and Graduate Competence Standard that is formulated by the government to guarantee the accomplishment of national education goals.

The competence standard of cultural art subject encompasses the activity of appreciating artwork and to create and express themselves through artwork. The scope of cultural art subject, however, comprises aspects, such as: (1) fine arts, comprising knowledge, skill, and value in producing art work in the form of painting & sculpture, carving, and printing, (2) music, comprising the ability to master the ability of vocal producing, musical instrument playing music appreciation, and (3) dance, comprising the ability to move based on the body management with and without sound as music accompaniment, appreciating dance movement and (4) Theater, comprising, body management skill thinking and voice management that the performance combines the element of music, dance, and acting (Oazuli, 2008, p. 143). Cultural art education and skill has an essential role in shaping the harmonious personality of students by paying attention to the need of children development in achieving multi-intelligence, comprises HARMONIA: Journal of Arts Research and Education 16 (2) 116-124 the interpersonal, interpersonal, visual-spatial, musical, linguistic, logic-mathematic, natural, and adversity intelligence, as well as creativity, spiritual, moral, and emotional intelligence.

Soehardjo (2005, p. 17-20) states that the creation process basically consists of two stages, the former is the stage of idea while the latter is the stage of idea implementation. The stage of idea comprises: (1) preparation, (2) material collection, (3) empathy, (4) incubation, (5) expression.

The stage of implementation comprises: (1) the outer aspect of implementation, (2) the integral aspect of implementation, and (3) the highest level of creation. According to Pdmadi the levels of creation does not need to be done in chronological order but can be in different order, overlapping, or integrated. Essentially, the dance teaching will give contribution in increasing the creativity of students if it is managed well.

Because of the importance of this teaching, thus, proper conditions need to be prepared.

Because of the importance of this teaching, thus, proper conditions need to be prepared.

led for the actual implementation that will allow the students to distribute their talents and creativity optimally. As a result, it will not only need sufficient means as a medium, but also leadiness from people or parties which are responsible for the dance teaching including teachers as the instructional system manager.

Therefore, besides mastering the dance teaching and learning strategies, teachers are also required to be able to implement the theories underlying the education value of dance. The learning planning on education value of dance on Sulawesi ethnic dance for primary school students is done through the learning system model by seeing (1) the ability of teacher to understand, identify, and implement 2013 curriculum; (2) The interaction pattern between teacher and student as well as the learning method and teaching model that is implemented by teacher to enhance students' art potential to be more intelligent and creative; (3) The potential utilization pattern of natural sites around school; and (4) The understanding of student towards potential. Wahira Need Analysis of Lesson Planning to Teach Education Value of Sulawesi Ethnic... 119 trials they have in order to be developed four different ethnics spread in Sulawesi optimally.

RESULT AND DISCUSSION METHOD Need analysis of lesson planning to teach education value of Sulawesi ethnic dance at primary school found four particular needs on: (1) learning materials; (2) learning methods and models; (3) learning media; (4) assessment instrument. In a clearer way, it can be seen from table 1.1 about need analysis on the teaching material aspect. Table 1. The Need on Teaching Material Aspect of Sulawesi Ethnic Dance Value Learning at Primary School

Category	Sum
Very necessary	30
Necessary	5
Less Necessary	0
Not Necessary	0
Sum	35

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Histogram of the Need on Learning Material on Value Learning Planning of Sulawesi Ethnic Dance From the histogram, it can be seen that the need on learning material is placed in the category of very important one. This study employs the education research and development design, which according to Borg & Gall (1983, p. 25) is divided into 10 stages/ steps. From the ten steps delivered by Borg and Gall, Sukma-diata (2006, p.

176) had modified the stages into three main steps of research and development. There are: (1) the stage of preliminary study as the need and content analysis, (2) the development as the stage of design and development and evaluation (3) the stage of product effectiveness testing as the semi-summative evaluation. This study, however, will only discuss the first stage of the study which is the preliminary study.

The preliminary study was done by analyzing literary documentation, especially (1)

analyzing the content of 2013 curriculum on the cultural art subject, (2) analyzing the sub materials related to the learning planning at the field, (3) analyzing the dance learning at the field to find out the basis of value learning planning on the teaching of Sulawesi ethnic dance.

All information was collected from primary school teachers at Gowa, Pifang, Tana Toraja, and Mamuju Regency by using questionnaire. The data collection method employed was open-ended questionnaire which was directed to the teachers. The open-ended questionnaires were used to collect data related to **need analysis of lesson planning to teach education value of Sulawesi ethnic dance.**

Subject of the study was teachers spread in four regions and four different ethnics, i.e. Makassar ethnic, Bugis ethnic, Toraja ethnic, and Mandar ethnic. The study sample was taken by purposive sampling by deciding four cities/regions in South Sulawesi on purpose. From each different cities/regions, one school was chosen as the sample in this study.

That overall, there were 4 schools used as the study sample in this study, representing 85.77% 14.28% 0% 0% 700% Source: Research Data 2016 in the indicator of learning materials on the value learning planning on Sulawesi ethnic dance at primary school there are 30 people or 85.71% of total respondent consider, this into the category of very important. 5 people or 14.28% take it as important, and in category less important is 0 people or 0%. The histogram is presented in Figure 1. Conducted by primary school teachers in South Sulawesi.

Table 2. The Need on Learning Method and Model Aspect **of Sulawesi Ethnic Dance** Value Learning at Primary School Category Sum Percentage Very Necessary Necessary Less Necessary Not Necessary Sum Source: Research Data 2015 In the indicator of learning method and model on the value learning planning on Sulawesi ethnic dance at primary school, there are 18 people or 51.12% of total respondent consider this into the category of very important, 10 people or 28.57% take it as important, 7 people or 20.00% categorize it as less important and in the category of not important is 0 people or 0%. The histogram is presented in Figure 2.

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 57.42% 28.57% 20.00% 0% 100% 28.57% 74.28% 0% 100% portant, 5 people or 14.28% categorize it as less important and in the category of not important is 0 people or 0% .
 The histogram is presented in Figure 3. Table 3. The Need on Learning Media Aspect **of Sulawesi Ethnic Dance** Value at School Category Sum Percentage Very necessary 25 Necessary 10 Less necessary 5 Not necessary 0 Sum 40 --Eu'A;ftG-E5.ta 2dm- aoo -/

20.00* From the histogram, it is seen that the need on learning method and model is in the category of very necessary and it is needed by the primary school teachers in South Sulawesi. In the indicator of learning media on the value learning planning on Sulawesi ethnic dance at primary school, there are 25 people or 42% of total respondent consider this into the category of very important, 10 people or 28.57% take it as important, 0 people or 0% categorize it as less important and in the category of not important is 0 people or 0%.

Histogram of the Need on Learning Media on Value Learning Planning of Sulawesi Ethnic Dance From the histogram, it is seen that the need on learning method and model is in the category of very necessary and it is needed by the primary school teachers in South Sulawesi. Table 4. The Need on Assessment Instrument Aspect of Sulawesi Ethnic Dance Value Learning at Primary School Category Sum Percentage Very Necessary Necessary Less Necessary Not Necessary Sum 7 23 12 65.7% 34.28% 0% 0% 700% 0 0 35 Source: Research Data 2016 In the indicator of assessment instrument on the value learning planning on Sulawesi ethnic dance at primary school, there are 23 people or 65.71% of total respondent consider this into the category of very important, 12 people or 34.28% take it as important, 0 people or 0% categorize it as less important and in the category of not important is 0 people or 0%.

Histogram of the Need on Learning Method and Model on Value Learning Planning of Sulawesi Ethnic Dance Wahira, Need Analysis of Learning Materials to Teach Education Value of Sulawesi Ethnic Dance 177 respondent consider this into the category of very important, 12 people or 34.28% take it as important, 0 people or 0% categorize it as less important and in the category of not important is 0 people or 0%.

The histogram is presented in Figure 4. For learning media, the average score was 1.24 and the category was needed. Lastly, for indicator evaluation instrument, the average score was 1.50 and the category was needed. Thus, after seeing all finding results, it is inferred that the dance value learning of Sulawesi ethnic dance belongs to the category of needed.

Teaching Materials for Education Value Learning of Sulawesi Ethnic Dance Research results show that the need of teaching materials for education value learning of Sulawesi ethnic dance at primary school is considerably important and directed to the curriculum containing dance as local content subject, especially for the ethnic dance appreciation lesson material. This is related to the previous statement delivered by Djamarah and Zain (2006, p.

43) that teaching materials is substance delivered during the process of teaching and learning. It gives good motivation and the spirit of learning to the students at school. Learning is generally depending on knowledge, skill, and attitude that have to be learned by students in order to achieve the determined competence standard.

In detail, the learning material types consist of knowledge (facts, concepts, principles, procedures), skill, attitude, and value. Teaching material is one of the essential component in learning system that holds an important role in helping students to achieve the Competence Standard and Basic Competence, or the determined learning goals.

By implementing the teaching material that is developed, it is hoped that an alternative to deliver the school subjects will be received by teacher, so that the teaching and learning process will run optimally in a varied way. As a result, it is hoped that the student participation will be improved to. This is in line with what has been delivered before by Sudiana (2005, p.

64 that teaching material the content given to the students during the process of teaching and learning in the classroom. Through the teaching material students are directed to the learning goals. IS TPT Figure 4. Histogram of the Need on Assessment Instrument on Value Learning Planning of Sulawesi Ethnic Dance From the histogram, it is seen that the need on learning method and model is in the category of very necessary and it is needed by the primary school teachers in South Sulawesi.

Overall the average score on the need of teaching dance value planning in Sulawesi ethnic dance teaching can be seen in Table 5. Table 5. The average score of Need Analysis of Sulawesi Ethnic Dance Value Learning Planning in Primary School Indicator Sum Category Learning materials Learning methods and model Learning media Assessment instrument Scale Average 1.27 1.02 7.24 1.50 7.24 Needed very needed Needed Needed Needed Table 5 shows need analysis on education value learning of Sulawesi ethnic dance in primary schools with 35 respondents participated. In the indicator of learning material, the score was 1.21, under the category of needed. In the indicator learning media, the average score was 1.02 and the category was very needed.

For indicator 122 Method and Learning Model of Sulawesi Ethnic Dance Education Value Results show that the need on methods and learning model of the education value learning containing in Sulawesi ethnic dance is considerably important since the choice of method is related closely to the teacher's attempt in performing learning that is appropriate with the situation and condition of the students. It aims to accomplish an optimal learning goal.

Therefore, one of the basic subject needs to be understood by teachers is on how to understand the role of method and learning model as one of the component for the success of learning activities that is as important as other components in education.

Teachers set the **method and learning model** based on the learning goals and character of the learning material. Further explained by Djamaral and Zain (2005, p.

75) that one **method and learning model** is designed for one specific learning goal, as well as another method and another learning model is designed for another learning goal. In addition Qalrarah and Zain (2006, p. 45) is also stated that one attempt that is never left by teachers is on how to understand the role of method and learning model as one of component that takes part in the success of teaching and learning activity.

Learning Media for Sulawesi Ethnic Dance Education Value Results of this study show that the need of learning media for Sulawesi Ethnic Dance education value is important since media is a tool/ medium that is physically used to deliver information from a source to a receiver that can make student able to obtain knowledge, skill, or attitude.

It is known that learning media in dance are all formed as electronic media, like: learning CD, tape recorder, laptop, and media that support the learning of dance in a form of: Sarnelan, puppet, costume, practice room in an open room shaped/ i.e. pendopo, as well as another tool, like, printed media in a form **of Sulawesi ethnic dance**.

This is in line with statement delivered by Wina- HARMONIA : Journal of Arts Research and Education 16 (2) page:775-724 tapua (cited in Qamarah and Zairr 2006, p. 122). They explain that learning sources are categorized into five categories i.e. human, book, mass media, environment, and education media. The media to support education has specific function which is to smoothen the way the teaching goal is accomplished.

It is based on the belief that the process of teaching and learning with the help of media will increase the students' activity in learning for considerably long time. Assessment Instrument for Education Value Teaching of Sulawesi Ethnic Dance Needs of teachers on learning outcomes assessment of Sulawesi ethnic dance education value is needed, especially dance in primary school all this time usually implements intuitive approach.

This is **in accordance with the opinion of** Dimiyati and Mudjiono (2009, p. 221) about assessment or evaluation of learning that is a process for determining merit, value or enjoyment of learning activities through the assessment or measurement. Therefore a planning that is determined by a teacher will result in an optimal result if it is able to **be used to accomplish the** determined goal.

In art education, the main aim to be accomplished is to give students aesthetic experience. This is based on the efficiency consideration. In the process of learning dance teachers use the type and form of practical assessment. The prac-

tical-nature-learning assessment just like in dance subject, the target includes skill, test or demonstration, attitude and initiative or atmosphere, as well as students' participation in learning. In practical assessment, the assessment aspects should be determined first.

The main target needs to be formulated first for the values to be detected. Here, the assessments are in the form of individual assessment, demonstration and observation sheet. This is in line with statement from Jazuli (2008, p. 202) that the aspects assessed for dance subject is related to art products that have been adjusted with essential indicator of the art work (the product).

wahid & Need Analysis of Lesson **Planning to Teach Education value of Sulawesi** Ethnic... 123 The assessment of unrasa, uiraga, and ziram is in line with Jazuli (2008, p. 115) that in the dance world, there are criteria used as practical assessment benchmark that comprise three aspects. The first is riri that is basically related closely with the form assessment way which is tangible (physical).

From this perspective, the dancer skill in dancing is measured with the determined provision. For example, how is the attitude, movement form, order, the continuity between movements, etc. Rima is used to assess the ability of a dancer to master rhythm, both the rhythm of the light music and the movement rhythm that are done by the dancers.

In addition, rirasa is about appreciation of a dance to the character that they are dancing. It deals with types and characters of the movement that have to be done and expression that has to be shown. Evaluation on results is done to evaluate the learning that is done every semester.

This evaluation is further related to the initial purpose of learning (the teaching and learning process goal). From the explanation it can be said that the need on education value teaching in teaching Sulawesi ethnic dance at primary school lies on the learning textbook, assessment instrument media, material, and learning model. To enhance the quality of education is by fixing the process of teaching and learning. Teaching and learning is basically an interaction or reciprocal relationship between teacher and students, and between students and students (Rostiyah, 2008, p. 5).

Therefore, to achieve an optimal learning result, a creative and innovative teacher who has the spirit of teaching is needed. After all teacher does appropriate learning planning to accomplish the learning goals. **CONCLUSION** Based on the preliminary study for the need and content analysis, it is shown that the need of teaching **education value of**

Sulawesi Ethnic Dance shows the teachers' needs upon: (1) learning materials; (2) learning method; (3) learning media; (4) assessment instrument.

This is due to the background of primary school teachers who dominantly are home room teachers and do not have any education background related to dance. Good learning planning by teachers **can be used as a** guide and reflector in classroom teaching and learning. The planning can also lead teacher to be more creative in teaching the dance basic competence to the students, especially the education value that presents in Sulawesi ethnic dance so that the school policy on competence outcome can be achieved. REFERENCES Akhmad, S. (2016). *kt's talk About Education. Pengembangan Bahan Ajar*.

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