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PREFACE

This Conference Proceedings volume contains the written version of all of the contributions presented during **3rd International Seminar on Education and Technology (ISET)**. The conference was taken place in Graduate Program from 10 universities, namely Universitas Negeri Semarang, Universitas Muhammadiyah Semarang, Universitas Kristen Satya Wacana Salatiga, Universitas PGRI Semarang, Universitas Negeri Gorontalo, Universitas Negeri Makasar, Universitas Negeri Yogyakarta, and Universitas Negeri Medan at 24 May 2017.

The proceedings of ISET came from researchers, practitioners, private and public stakeholders, and educators from various field. ISET ks expected to provide acceleration of technological innovation that has the potential to accelerate the progress of industry and economics growth, solve the multidimensional social problems, and revolutionize the world of education in Indonesia.

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The Proceedings Team,

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Educational Value Form of Ethnic Bugis Tradition Dance in Developing Learners Character in Primary School

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Abstract

The objectives of this study were to find out the form of educational value of ethnic sulawesi traditional dance based on character education in South Sulawesi and West Sulawesi, which include: the form of educational value in Bugis ethnic dance. Specific targets to be achieved are the availability of teaching textbooks on the education value of Bugis ethnic traditional dance based on character education in South Sulawesi. To achieve these targets will be used R & D research development model with research and development steps, and the research stage developed are: preliminary stage of study as needs and content analysis. To get the design of various forms of bugis ethnic dance for learning the art of dance in elementary school. The results showed that the form of variety and value of education in Bugis ethnic, are: (1) Mutual respect; (2) Tolerance; (3) Joyful; (4) Hospitality; (5) Attention; (6) Mutual maintenance; (7) Friendly; (8) Kindliness.

Keywords: The value of education, traditional dance, ethnicity, character

1. Introduction

The beginning and the form of dance arts of Indonesian has connection with the developing of their life, Both of in the terms of ethnic structure and within the scope of the unity state. If we seen the development of Indonesia as a unity state, then the development is inseparable from the background of the state of Indonesian society. The importance of making enrich the local cultural in the field of dance to be used as learning materials of dance art in school. In this case to the effort to cultivate the values contained in local cultural dance arts, such as religious values, moral values, and especially to the value of nationality to the learners through the local cultural values in the teaching of dance in elementary school.

Traditional art is a cultural product that is vulnerable to foreign cultural influences. Art was originally born as a medium for entertainment. Traditional art is entertainment for lower class society. Traditional art is finally born as entertainment. People in need of entertainment will flock to traditional art performances, it is not surprisingly, whenever traditional art performances are held, hundreds of people will gather to watch.

The purpose of character education is to improve the quality of education itself to create intelligent, creative, talented and positive personality in order to be able to manage and take a role in building a dignified nation. One of the major problems in education and culture is the question of national identity. With the swift currents of globalization feared national culture, especially local culture will be dissappear. In order for the existence of local culture to be weak, it is necessary to defend of the local culture.

The current phenomenon that teachers and students in elementary schools still lack understanding of ethnic dance or local culture even less happy with local cultural dance, this is



marked by the lack of interest and attention of elementary school children in the field of dance so that makes awareness to lift and preserve culture local dance art to become an integrative part in learning in elementary school. Local culture is a culture owned by a region and reflects the social ego in its territory. Some things that include local culture include dance, music art, folklore, regional songs, regional rituals, regional customs, and all things that are regional. In order to develop the art of tradition, efforts should be made to overcome the problems associated with the preservation of traditional art, including: (1) the declining popularity of traditional art or traditional activities of artistic value in Indonesia, especially the four ethnic regions in South Sulawesi and West Sulawesi,; (2) the lack of regeneration or the establishment of traditional art cadres willing to continue the existence of such art traditions in their societies; (3) the absence of a well defined and clear plan for the development of traditional art, enabling the plan to be easily realized by anyone interested in developing it.

Dance education in elementary school has been implemented, both in intra and extracurricular lessons. However, the understanding of elementary school students towards ethnic dance in Sulawesi is still lacking, because teachers do not teach art, this reason they do not know.

Problems in this research are: (1) how does the requirement of teacher teach the value of education of ethical tradition of bugis for growing the character of learners in elementary school? (2) how is the value of dance education of ethical tradition of bugis? The significant of this research are: (1) to know the form of the needs of teachers to teach the value of ethical dance education of bugis in growing the character of learners in elementary school (2) to know the form of educational value there is a traditional dance of ethnic Sulawesi in South Sulawesi include the form of educational values that exist in Bugis ethnic dance.

The results of this study can be used as information to teachers of arts and culture subjects in elementary school, and can be used as a reference in the learning process and taught in the classroom on the dance culture and dance arts, especially dance. The results of the research are expected to be useful for teachers, students and policy makers, where the learning of dance can be encouraged students to learn more actively in a fun atmosphere and understand the value of dance education on dance material that is delivered and improve the skills and creativity of students in the field of dance.

1.1 Definition of Dance

In Wardhana (1990: 3) dance is an aesthetic expression in motion with the media of the human body. Soedarsono (1990: 27) dance is the expression of the human soul expressed through beautiful rhythmic motion. The art of dance is imbued by elements of regional cultural arts so as to give a special expression of motion (depdikbud, 1994: 10). Crawky in (Sedyawati, 2007: 33) dance is a statement of the muscular instigative style of a feeling or in other words dance is the work of human sense that channeling through the muscles. McNeil Dixon in



(Sedyawati, 2007: 35) a dancer says that dance is a dialect of the soul. In other words dance is psychological values that appear in the style of motion.

In the process of dance learning, teachers should be able to create an atmosphere of freedom of movement to students. Teachers are expected to guide students to express their own unique way of moving accordingly and how to move according to their feelings. The forms of teacher activity in guiding students to learn dance are: (1) head, hand, body and foot exercises to raise awareness that all members of the body are the source of dance movement, (2) moving exercises with rhythm to introduce and familiarize students (3) the exercise moves in a direction to familiarize the students with the dance setting, (4) the practice moves by formation to train concentration, can quickly adjust to the dance venue and train the ability to work together in groups (Siti Aisah, 2011).

Form of traditional dance art for school students is one type of dance that consists of several clumps namely; (1) Game dance clusters, (2) Folklore clumps, (3) Clump dance creations, and (4) classical dance herbs. As dance children game dance clumps, clumps of folk dance, clump creations and clumps of classical dance has a raw rule that cannot be changed. The existence of this child dance is very necessary considering therein contained values to cultivate the personality of school students in addition to growing the love of love early on the love of the values of local cultural traditions. The value of ethnic dance education in Bugis tradition that has the value of local wisdom can be used as an alternative learning in schools in building the character of the nation, namely: Produce generations of dignity; reflecting cultural values; participating in building the character of the nation; contribute to the creation of national identity; contributing to preserve the nation's culture.

1.2 Learning Management

Management of learning has essentially the same meaning as education management. However, the scope and area of the learning management review is part of school management and is also the scope of the field of education management review. Learning management is an element of school management while school management is part of education management, or the application of education management within the school organization as one component of the applicable education system. Learning management is a process in which there is interaction between teachers with students and lead communication Turning in an educational situation to achieve the learning objectives. The learning substances consist of teachers, students and curricula that become the reference in the learning process.

1.3 Character Education

In law No. 20 Year 2003 on National Education System in Article 3, which states that national education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation. National education aims to develop the potential of learners to become human beings who believe and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a



democratic and responsible. Based on the function and purpose of national education, it is clear that education at every level, including in schools must be organized systematically in order to achieve these goals.

Character education to build the nation's civilisation is the wisdom of the diversity of values and culture of social life. The wisdom soon arises, if one opens up to live a life together by looking at the plural reality that takes place. Therefore education should be put in the right position, especially when faced with conflicts based on race, ethnicity and religion. Character education is a system of planting the values of character to the citizens of the school that includes the components of knowledge, awareness or willingness, and actions to implement those values, both against in God Almighty, self, fellow, environment, and nationality so that to be a good human beings.

To achieve the character's education goals can be done with a dance in accordance with the learning program that has been designed previously. Dance learning activities, not escape from the supervision of various aspects such as cognitive development, social, emotional, motor, language, and independence. According to Depdiknas (2003) through art lessons (dance, music, art paint) art development aims to make children able to create something based imagination, developing sensitivity, and appreciating creative outcomes.

Dance learning has a role in personal or mental formation that is in harmony. Dance focuses on the need for emotional development and social intelligence. Emotional intelligence is achieved by self-actualization through motion for it requires a good art appreciation and competence in expressing it. While social intelligence can be achieved by fostering good cooperation with the coach or between dancers, cheerful and confident. The entry of foreign cultures such as language, dance and clothing, is a major threat to the Indonesian nation so that the existence of values, morals and character of the Indonesian nation can be affected.

2. Method

2.1 Subject and Location

The main location research was taken in Bone district. The subject of this research were teachers and students in elementary school at Bugis ethnic in South Sulawesi.

2.2 Instruments of Research

1. Observation

Observation. Observation activities related to the process of dance learning in the classroom including the activities of teachers teaching to learners, methods, media, the results achieved by learners and factors that support and inhibit the process of learning art and culture.

2. Interview



Individual interview, open, and guided interviews, interviews conducted by interviewers with individual respondents, such as interviewing conducted by researchers on headmaster, teachers, and school committees.

2.3 Procedure of Research

This research used Research and Development (R & D) development method. This approach was chosen because R & D is a research method used to produce or develop a particular product and test the effectiveness of the product. (Sugiyono, 2009: 407). Borg and Gall model design (1983: 775-776), there are 10 steps. Based on these ten steps by Sukmadinata (2006: 176) modified into 3 steps of research and development, the research stage developed are: (1) preliminary study stage as needs and contents analysis. Which includes: (1) Analysis of sub-material needs and learning process of dance art in elementary school; (2) Analysis of the source book to find the foundation of the concept of developing an educational dance model through the management of art and culture learning and skills in elementary school; (3) Analysis of educational dance value in South Sulawesi at bugis ethnic dance; (4) Drafting the value of education in Sulawesi ethnic dance.

3. Results

The form of educational value of ethnic dance traditions bugis. The results showed that the forms of variety and value of education in Bugis ethnic are: (1) Mutual respect; (2) Tolerance; (3) Happy; (4) Hospitality; (5) Attention; (6) Mutual maintenance; (7) Friendly; (8) Good treatment. These results can be used as learning materials for the character of the child's personal formation. As remain the age of children at the elementary school level generally requires expression.

4. Discussion

4.1 The value of Education of Ethnic Dance Tradition Bugis

The results showed that the forms of variety and value of education in Bugis ethnic are: (1) Mutual respect; (2) Tolerance; (3) Happy; (4) Hospitality; (5) Attention; (6) Mutual maintenance; (7) Friendly; (8) Good treatment. Dance learning is a form of cultural recognition of the position of dance as a process and cultural products need to be well studied. The presence of value in the dance can provide clues as to how big and close the interconnection of humans as microcosm. The concept of dance and dance purposes is not just a series of beautiful movements, but more than that dance is a hallmark of a certain region or ethnicity in human life. As an illustration, the Pa'joge dance of the ethnic Bugis, known to be graceful, refined, graceful, is characteristic of the individual who is able to bring himself as a personal person who is pleasant, calm, flexible in all circumstances, subtle language. In other words when people recognize the look of the dance, it will be able to give an interpretation of the dance.



Learning the value of ethnic dance culture education of Sulawesi combined with the learning of dance is very appropriate. This is in accordance with the purpose of education is the students are able to develop knowledge, understanding, and skills to solve social problems that occur in the life of students, in accordance with their learning ability. Learning the value of traditional ethnic dance education to instill character education can be done. The wide variety of dance in Indonesia reflects the cultural diversity of this nation. But in this case, the art of dance makes one way for the introduction of local culture in the younger generation. In each dance (local) there are moral messages that can be conveyed in a fun way, because while enjoying the spectacle (which is packed with the order), also incorporates the guiding values. In pa'joge dance on the application of his dance tries to achieve the balance of birth and mind. Through Pa'joge dance, characters can be taught through outer techniques and content or soul. A good work of art usually carries a message, which is moral, esthetic, idea, thought, or political. The message is an 'appeal' that can affect attitudes and behaviors, then art has an important role in the moral education of the nation. Dance can help learners toward personal formation is closely related to the formation of social attitudes. They are indirectly aware that each individual consists of three dimensions, namely as creatures of God, individual beings, and social beings. In the lessons of Dance Arts, an effective medium is to practice a direct dance form. Students are expected to be able to display the dance form well and correctly.

The results of this study in based on the definition of dance that learners who understand the art of dance, can feel and appreciate the harmony and beauty of dance, have the experience of soul to feel and live inner turmoil or conflicts. Learners have a relatively deep view of human nature as well as life and life. Through understanding the value of every ethnic dance education, learners gain an understanding of the psychology of human nature. Dance performed regularly or continuously has a positive impact, as they tend to be sociable with others regardless of social status. They can respect each other's opinions, work with others, patiently listen to the conversations of others (friends and teachers). The art of dance provides an opportunity to study human psychology with its various behaviors. They have the opportunity to practice dance. The practice of dance when lived well, then unknowingly the process will help in the process of growing up.

Local ethnic dance works are given as a stimulus and limited knowledge for learners. Learners will be more excited if a material taught in based with the needs of students. Learning resources can be any kind of tool / media or situation that can help and enrich and clarify learners' understanding of something they are learning and even help students enrich experience.

5. Conclusion

Motion is a medium revealed dance. Variety or form of motion as a whole in Pajoge dance in Bugis Bone ethnic, performed simultaneously (together). It signifies a unified whole that looks and feels harmonious. The variety of motion dance Pajoge consists of nine kinds namely, (1)



Variety of mappakaraja (reverence), (2). Variety of Ballung (kayang), (3). Mappacanda Variety, (Happy) (4). Variety of mattekka, (crossed) (5). Variety majjulekkalebba, (stepping wide) (6). Variety of massessere, (mengilinggi) (7). Variety Mattappo, (spread) (8). Variety maggaglio, (bending body) (9). Variety mapaleppa (revelers). The educational values that exist in the variety of dance are: (1) Mutual respect; (2) Tolerance; (3) Joyfull; (4) Hospitality; (5) Attention; (6) Mutual maintenance; (7) Friendly; (8) Kindless.

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