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@ffi@'.# u @o UNNIS Volume 1 The Proceeding of 3rd Internotionl teminor on ond (ItET) COLLABORATIVE GRADUATED'CHOOL' CONFERENCE Scanned by CamScanner ISBN : 978-60 2-60991 -1 -2 I It I I Irr t t? UI-tl,IIFJ 24th Moy 2or? THE PROCEEDII{G OF 3NO INTERNATIONAT SEMINAR ON EDUCATION AND TECHNOLOGY (6Er) Rarr{ alt slameto S\$awan Nurlolb ,lmal Ihrdfwinoto EnlWinarfati 9urnomo Tri Haniti Universilas (risten Satya Wacana Salatiga Universitas Negeri Sema.ant Unive6itas PGRI Semarang Il n iversitas PGRI Semareng Universitas Muhammadiyah Sernannt Universitas Muhal'madiyah semarang universitai Muhammadiyah Semarang Universit s Muhamnadiyah Semarang Edho.t Gfi:nis Putra Widhanarto Eunice W. SetyanInStyas ISB :978-602-60991-1-2 02017, PostGraduate Prog.am o, Universitas NeSeriSemaran8 in collaboration with Post Graduate protram of Udversltas Muhammadiyah semalan8, Universitas Kristen satva wacana salatiSa, Llaiversitas pGRI semaran& unive6ita5 Ne8ed 6ofontal,o, uFiversitas NeSeri Makasar, ljniversitas leSeri Yogyakarta, and Universjtat Negeri Medao PuLlitu by: P6t Graduate Program ljnryersit.i Neaeri Semaant Addr.ss: Il. Nelud u, Sem a.ang 50217 la. Ten8ah thon.: (0241 g,t O51G 3* http//ppr.rnnes."c.,d Scanned by CamScanner This conrerence Proceedints volume contains the written.version :l all of the contribuhon5 presented durins 3'd Intemati""t ;;;;; ;;ucation and rechnology llsErL The conference si taken place in Graduate erogram tro;; ij universities' namely universitas Negeri semarang' universtta! Muhammadiyah Semarang, universitas (risteh satya Wacana Salatiga' universitas.PGRI .semaran8' Unive6itas Negeri Gorontalo, Universitas Negeri Makasar' Universitas Negeri Yogyakarta' 3n1 Universitas Negeri Medan at 24 MaY 2017.

The proceedints ol ISET cam€ from researchers, practitionaers' private and public stakeholders, and educators from various field. ISET ks expected to provide acceleration of technological innovatio,r 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.

I PREFACE We would like to thank all participants for their contributions to the Conference program and for their contributions to the Proceedings. Many thanks go as well to the all invited speakers. Our special thank go to Rector of Universitas Negeri Semarang & Director of Post Graduate Program of Universitas Negeri Semarang and all university collaborators (Universitas Muhammadiyah Semarang, Universitas Kristen Satya wacana salatiga, universitas PGRI semarang, universitas Negeri Gorontalo, universitas Negeri Makasar, Universitas Negeri Yogyakarta, and Universitas Neteri Medan). The Proceedings Team' Scanned by CamScanner Trblc of Contents A Sody or T.schc6' Comp.lcmy-in Tcaching English rt SMA N.8cri 2 Kupong ilijirle. Lao. Gres lexshon Koryoty. A?opto a. c,, "r. l,, ri.o.....'..-1.....1 r plrn ofPsrfolio Assessmen: W.iting Skrls fii Aht Enino odcl Dcvlopment, of Drama Sruy Employing Local An for Srudents ofLpTK DNi Rohfian !;olch, nemon J. woluvo.

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The results show a strong influence of variety and value of education in Bugis. (1) Muallim; (2) Tolong;

0, Joyful (4) Hospitable; (5) Attention: (6) Murid; (7) Friendly; (8) Kindness.
Keywords: The value of education, traditional dance, ethnicity, character. Introduction The beginning and the form of dance arts of Indonesian has connection with the development of their life, Both of the terms of ethnic structure and within the scope of the study.

If we see the development of Indonesia as a unity state, then the development is influenced from the background of the state of Indonesian society. The importance of making rich the local cultural in the field of dance to be used as learning materials of dance 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 look for entertainment. If performances, it is not surprising, whenever traditional art performances are held, hundreds of people will gather to watch. The main purpose of 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 loss of national identity. with the loss of traditional art and local culture will be a disaster. In order to maintain local culture to be well it is necessary to create intelligent, creative, talented and positive personality in order to.

;; The results show a strong influence of variety and value of education in Bugis. (1) Muallim; (2) Tolong; (3) Joyful; (4) Hospitable; (5) Attention: (6) Murid; (7) Friendly; (8) Kindness. Scanned by CamScanner. The loss of national identity and local culture in elementary school children in the field of education that makes awareness to learn and preserve local culture to become an integral part in learning in elementary school. Local culture is a culture owned by a region and reflects the society in its territory.

Some things that include local culture are: traditional regional songs, regional rituals, regional customs, and all things that are regional. In order to develop

the an of rradition, efforts should be made to overcome the problems-associated wi(h
lhe prcservarion of rraditional an, including: (l) the dcclining popularity, of traditional an
or lraditional activities of artistic valuc in indonesia' especsilly the fow ethnic regions in
Souh Sulawesi and west sulawesi,; (2) the lack of regcnrcralion or the establishment of
traditional al cadr€s willing to continue the existence ofsuch an rr.ditions in their
societies; (3) the absencce of a well defiDed end clea. plan for the dev.loprncrl
ofEaditiooal art, enabling the plan to be easily reahzed by anyone lnterested in
developing il.

Drnce education in elemenary school has bccn implemenrcd' bo'th in Intra and
extracurricular lessons. However, thc unde6tsnding of elementary school students
lowaids ethnic dance in Sulawesi is still lscing, because leacheni do nol teach an' this
reason they do not know.

Problems in this res€arch are: (l) how does the requirement ofteacher teach the valuc of
education ofethical tradition of bugis for growing tirc character of leamets in elemcntary
school? (2) how is the value of dance education of ethical lradition of bugisl The
significant of this rcs.arch are: (l) ro know the form of thc needs of teachers io teach the
value of ethical dancc education of bugis in growing the character of leamers in
clemntary school (2) to know the form of educational value thcre is a traditional danco
of ethnic Sulawesi in South Sulawcsi includc thc form ofeducational values that cxisl in
Bugis ethnic dance.

The rcsuls ofthis study can be used as information lo teachers ofarts and curture subjects
in elemcntary school, and can bc used as a rcfermcc in the learning process and taught
in the classroom on ["" dance culturc and danae arts, especaly dance. The results of the
research aE expcctcd to be usefur for teache.s, studcnrs and poricy makers. where the
rcaming ofdancc ra, be enco.raged smdenB to learn more acrivcly in a fun stmosphere
and understand the value ol dance cducation on dance mateial that is delivrcd and
improve the skills and crcalivity of students in the field ofdancc. l.l Derlnitloh of D.nce (s
ps: l'fi nll tel ft c, to c(g sl c d e tl t ln wardhana (r99o: 3) dance is an aesthctic
expression in motion with rhe mcdia of rhe human body.

Soedamono (1990: 27) drnce_is rhe exprcssion .i1t ""r.,r-u,, .r,,,ri ""*pr.r"a lthrough
b€auritul rhythmic morion. The art of dancc i. i.Ur"Jty "f"..ro'l.r*;; "rrrrr, ans so as ro give a
specrat expression of morron (depdikbud, ifi, i;;,;, ,r (Sedyalran. 2007: ll) dance is a
statcmnt of rhe n dance is thc work of human ".nr" ,nll""l'ot rnstigalivc slylc of a lt'cling
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*"urtls at channclrng through rhe musclcs] McNcrI Drxon In 711 Scanned by

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,n", "" rrniQuc *ay ol'movinB accordingly tnrJ n"* . , "*" "i."roi"iin.ffiilil t-hc tbnns ol rc.lchcr tclility in 8uidin8, shtdcnts to lurm duncc ure: (1) hrud,irna, utv onai,*t .*" "i"* ,o rrisc rwlrBncs! thst ull nrcnrhcrs of the hdy *" ,0" , "r* ""i *Lirrir,'cncr, (2) rnovng drcrciscs wifi rhyhlm to inMu.c and f".iri",i^ -".f"u" f ll ,n"lr"r.*"-r.. , " " o**,, "" ro trmiliarizc the sodcnts with the dan ."nc.cn,ntion.

can quickry ,0t,,, , " *."i;'il'i""*;J,11:[1HTlffiJLil1i",[fi:ll gnrup (Siti Aisah, 201 l). Form of faditional dance an for school sNdcnts is onc typc of danc. lhat consists of several clumps namcly: (l) Gamc dance clusrers, (2) Fotkloic clumps. (l) Clump danc rnatons. 8nd (4) classical dance herbs. As dsnce child.rn grrc dar,,c clumpr. clumps of folk drrrc, clump creations and clumps ofclossicol danc has a raw rulc that crnnol be changcd.

The eristence ofthis child dance is vcry nrrtssary considering thcrein containcr l valucs to cuhivate fic pcrsonality ofschoo students in addtion (o growing thc lovc oflove early on thc lovc ofthc ralucs oflocal cultuml traditions. The valuc olcrhnic d.ncc cducation in Bugis tr8dirion that has tite value of local wisdom can be used as an ahemalive learning in schools in building the charsclcr of thc nslion, namcly: Producc gncralions of dignity rclfcting cultural values; prncipating in building the character of thc nation: contributc to lhc creation of national identitl4 contributing to prscrvc the nation's culNre. 1.2

Lclrnitlg Mrrngement Management of learning has essentially the sarne nrconing as education managemcnl However, the scope and area of the learning managemcnl review is part of school managenentl aod is also thc scope of the licld of cducation manaBcmnt review Learning management rs xn element of school managemcnl while school rMnagement is pan of education manaScmct. or rhe application ofcducation managemnt within dre school organization as one componenl ofthe applicabl education system.

Lesming managenrnt is a proccss in which therc is interaction brtwcn teachers with studcnts and lead communication Turning in 8n cducation si*.(ion lo achieve lhc lcamng objectives. The leaminS substanccs consist ol'lcachcrs' studen\$ ard cunicula lhat bccomc the refcrcnce io the learning proccss' lJ Ch.rrecter f,ducrtion In law No.

20 Ycar 2001 on National Education System in Anicle], which stalcs fiill naUonal education funcrions to dcvelop rlre abilibly and tbnnc thc characlcr and civilitio ol a

disunited nation in order to educate the nation. National education aims to develop the human beings who believe and act ethically (Al-Nur, 2013). National education aims to develop the human beings who believe and act ethically (Al-Nur, 2013). National education aims to develop the human beings who believe and act ethically (Al-Nur, 2013).

The role of the character education to build the character, values and culture of social life. The wisdom of the character education should be put in the right place. The character education is a system of planting the components of knowledge, skills, and attitudes and implement those values both against in God Almighty, and nationality so that to be a good human beings.

To achieve the character 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 and painting) 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 2.2 Instruments of Research 2.3 Observation. Observation technique including the process of dance learning in the XI grade. If the research is a descriptive research. 2. Interview Scanned by CamScanner, I will do a research. Individual interview, open, and guided interviews, interviews conducted by interviewers with individual-respondent, such as interviewing the principal, the school headmaster, teachers, and school committee. 2.4 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 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 an 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, h.

poorly; first, "n", " , pro"o, *d "ultural products need to be well studied the presence of value in the dance can provide "lu"s "" to how big and close the interconnection of humans as multi-tocor-. first concept of a "nc", na are purposes is not just a series of beautiful movements but the "h",; d-cc is a tradition* of a certain EBion or ethnicity in human life. As an irru,i",T" pl"i a"" "" "i,rr. .ethnic Bugis, known to be grateful refined' Sracctul' is "rt".,i",i.

or rr,Jiiiiuiou"r ,rrro i" uulc lo brinE hlmsclf &s u Jrnoml pgson wh(r is pleasant' crlm,0crible in all circum\$ltncct' subrlc languagc' In other n'ords when people recognize the t-t ot,rtr o"*.. i, *iit ,ut" to gi"o "n intlprclllion of the dsnc' 715 Scanned by CamScanner na @\$ +r, @w,+ , Scanned by CamScanner , "fu;ffi:#'"n #;Q,b, 1 *"" ,,,',ffi "li,l:#,il,i;:-Hi;iffi #:i'.i'*'f H-l'fl ll'l'.1;i students are able to develop knowledge, understanding' ,a 1ilb.t9,.ito" social p(hlqr',.'

occur in the life of students, in accordance with their learning ability learning the value, traditional ethnic dance education to instill character education can be done. n" *,a. ur,-l dance in Indonesia reflects the cultural diversity of this nation' But in this "u*, th" on ,rt r-mates one way for the introduction of local culture in the younger generation. I, .u.t rl '

(local) there are moral messages that can be conveyed in a fine way, U''''r". *trite .r,ur,l' spectacle (which is packed with the order), also incorporates the guiding values.

then or,i''''j" on the application of his darca rrie\$ ro achieve the balance of birth and ,ina. ff,r-,1,fi,q, l*,1:"1"T1": *" bc taught through ourcr rechniques and conrenr or soul. A *,,*i:i': ulu6rry c&rrcs a m€ssrgc, which is moral, csthctc, idca, thought, or political Th" r*,,j.

'appeal'thal can affect snitudcs and_ betaviors, then an hai an imponart rolc in thc mor. education of rhe narion. Dance can hclp lcamcrs toward personal fo#ation is closely related r: fi:HTH:f'::YJ,: ll?,,rirectry aware thar ea.r, inii,ra,,r consisrs orrrhr., t,ancc Arrs, an effcclivc mcdrum is Cod, indtvidual beings, and social betngs.

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