

THE INFLUENCE OF THE RANUB LAMPUAN DANCE IN THE IMPLEMENTATION OF ADAB TO GLORIZE GUESTS

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Abstract

The aim of this research is to find out the process of extracurricular dance activities and the values of character education at SD Negeri 13 Banda Sakti, Lhokseumawe City. This type of research is field research that uses a qualitative approach and is located at SD Negeri 13 Banda Sakti, Lhokseumawe City, Electric Road, Banda Sakti, Lhokseumawe City. Research methods include observation methods, interview methods, documentation methods. The data validity checking technique used is data triangulation. The results of the research show that the dance extracurricular at SD Negeri 13 Banda Sakti, Lhokseumawe City was held based on the request of the parents and students until 2023. The purpose of the dance extracurricular is as a forum for developing students' talents and interests in the field of dance. The dance extracurricular activity process is carried out once a week and is attended by 7 students from class V who are formed into 1 group. The extracurricular dance material is the Ranub Lampuan dance. The sequence of events for each opening and closing practice. The tools used in the Ranub Lampuan dance extracurricular are loudspeakers, flash disks and laptops. Furthermore, the character education values found in extracurricular activities include religious dance, tolerance, discipline, hard work, curiosity, love of the country, respect for achievement, friendship or communicativeness, responsibility, and caring for the environment. Based on the research results, it can be concluded that the implementation of dance extracurricular activities can shape the manners of students who are members of the Ranub Lampuan dance extracurricular at SD Negeri 13 Banda Sakti, Lhokseumawe City.

Keywords: *Dance, Ranub Lampuan, Etiquette*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui proses kegiatan ekstrakurikuler tari dan nilai-nilai pendidikan karakter di SD Negeri 13 Banda Sakti, Kota Lhokseumawe. Jenis penelitian ini adalah penelitian lapangan yang menggunakan pendekatan kualitatif dan berlokasi di SD Negeri 13 Banda Sakti, Kota Lhokseumawe, Jalan Listrik, Banda Sakti, Kota Lhokseumawe. Metode penelitian meliputi metode observasi, metode wawancara, dan metode dokumentasi. Teknik validasi data yang digunakan adalah triangulasi data. Hasil penelitian menunjukkan bahwa kegiatan ekstrakurikuler tari di SD Negeri 13 Banda Sakti, Kota Lhokseumawe diselenggarakan berdasarkan permintaan orang tua dan siswa hingga tahun 2023. Tujuan kegiatan ekstrakurikuler tari adalah sebagai forum untuk mengembangkan bakat dan minat siswa di bidang tari. Proses kegiatan ekstrakurikuler tari dilaksanakan sekali seminggu dan diikuti oleh 7 siswa kelas V yang dibentuk menjadi 1 kelompok. Materi ekstrakurikuler tari yang digunakan adalah tari Ranub Lampuan. Urutan acara untuk setiap latihan pembukaan dan penutupan. Alat yang digunakan dalam ekstrakurikuler tari Ranub Lampuan meliputi pengeras suara, flash disk, dan laptop. Selain itu, nilai-nilai pendidikan karakter yang terdapat dalam kegiatan ekstrakurikuler meliputi tari keagamaan, toleransi, disiplin, kerja keras, rasa ingin tahu, cinta tanah air, penghormatan terhadap prestasi, persahabatan atau komunikatif, tanggung jawab, dan kepedulian terhadap lingkungan. Berdasarkan hasil penelitian, dapat disimpulkan bahwa pelaksanaan kegiatan ekstrakurikuler tari dapat membentuk perilaku siswa yang menjadi anggota kegiatan ekstrakurikuler tari Ranub Lampuan di SD Negeri 13 Banda Sakti, Kota Lhokseumawe.

Kata Kunci: *Tari, Ranub Lampuan, Adab*

Introductionn

SBdP learning consists of various art subjects, with art activities to accommodate the uniqueness of providing experiences by paying attention to the development needs of students in achieving multi-intelligence (Handayani, M., Mardiana, A., 2021). SBdP learning consists of dance, music and craft subjects which have characteristics, so that in implementation they are integrated with each other. Arts and Culture and Crafts are unique, meaningful and useful, so teachers carry out learning by providing material and then practicing.

Implementing art learning through extracurricular dance activities and implementing SBdP dance learning as a result of learning art can build religious character, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, appreciates achievement, friendly/communicative, loves peace, likes to read. This opinion is supported by Wibowo, (2017) character refers to attitudes (atitudes), behavior (behaviors), motivation (motivations), and skills (skills). Other opinions supported by Daryanto, (2013) Character formation cannot be separated from life skills related to proficiency, practicing abilities, facilities, and wisdom. The process of developing skills starts from something that is unconscious and incompetent, then becomes something that is conscious but not competent, and finally becomes something that is conscious and competent.

Art is an activity carried out to create works using media that involves human abilities to express experiences gained throughout life (Zubaidah, 2019);(Permanasari et al., 2018). Dance is an art related to exercising the human body through created movements (Amanda et al., 2020). Novitasari, (2017) states that the art of dance is beauty in the form of rhythmic movements that depict human feelings. Extracurricular dance activities are carried out at school, held on Saturday afternoons and Sunday mornings, extracurricular dance activities are held at the Bungong Kupula Dance Art Studio, which is coached directly by teachers from SD Negeri 13 Banda Sakti, extracurricular dance activities are attended by student representatives. Based on the results of observations and consideration of many things, researchers conducted research at SD Negeri 13 Banda Sakti, Lhokseumawe City. Apart from its strategic location, this elementary school is a school of choice, where many students who live outside the Banda Sakti area choose to study at this school. and SD Negeri 13 Banda Sakti is a school that has many achievements, both academic and non-academic.

The reason the researcher decided to carry out research at SD Negeri 13 Banda Sakti, Lhokseumawe City was that the elementary school had teachers who acted as class teachers as well as dance teachers, then with the role of class teachers as well as dance teachers, it helped students gain experience while participating in the process of implementing extracurricular dance activities. and the process of implementing SBdP learning activities in the type of dance. The implementation of arts learning at SD Negeri 13 Banda Sakti, Lhokseumawe City is not only dance, other arts activities are also carried out alternately every semester, for example fine arts and craft arts. Researchers are interested in digging deeper into the process of implementing dance learning through extracurricular dance activities and SBdP learning, this type of dance art is related to the character values which are the traditions of the Acehnese people in glorifying guests who are represented in the Ranub Lampuan dance which the Class Teacher often holds as ceremonial welcoming of guests in various activities, including wedding parties welcoming the bride and groom or at official events when welcoming guests of honor.

The Ranub Lampuan Dance is a new dance creation created by a choreographer named Yuslizar and performed for the first time at the Aceh Cultural Week event which was held in Banda Aceh in 1972, (Bahany, 2016). Yuslizar's work has succeeded in becoming a monumental work of choreographic art in Aceh. The Ranup Lampuan dance is a dance for welcoming guests in Aceh which is based on culture and customs. This dance is considered to have a high status, because it is able to express the religious, social and aesthetic values contained in Peumulia Jamee Aceh culture through the Ranup Lampuan dance. Therefore, the Ranup Lampuan dance is called Peumulia Jamee (glorifying guests) culture. Ranup Lampuan Dance is a type of Acehnese dance which has its own philosophical meaning which is played gently and lively by Acehnese female dancers in conveying or expressing the religious, social, ethical, aesthetic and cultural values of Peumulia Jamee Aceh (Riezal, 2018).

Based on the description above, the author conducted a study on cultural inheritance in the form

of implementing the Ranup Lampuan dance movement as an Acehese cultural arts product in maintaining its existence as a traditional dance.contains philosophical educational values and ethical values of honoring guests. Researchers relate this implementation to the process of implementing dance learning through extracurricular dance activities and SBdP learning and are guided by the 2013 curriculum. Co-curricular learning is carried out by dance teachers according to a planned schedule which aims to provide students with dancing experience and as a complement to intracurricular learning. Extracurricular learning is carried out in special hours in the afternoon once a week with the aim of developing students' talents and interests in the field of dance. The implementation of learning consists of three main learning activities (planning, implementation, evaluation) carried out by the teacher in an orderly manner. Based on these problems, the researcher intends to conduct research with the title "The Influence of the Ranub Lampuan Dance in the Implementation of the Adab of Honoring Guests".

Method

This research uses several methods including quantitative research methods, qualitative research methods, and a combination or Mixed Methods. The research conducted by researchers used qualitative research with a single case study design. Qualitative research is a method based on the philosophy of postpositivism, used to examine the natural conditions of Jek Observation, where the key instrument is the researcher himself, data collection techniques are carried out by triangulation (combination), data analysis is inductive/qualitative, and the results of qualitative research emphasize more meaning from to generalization (Sugiyono, 2020). This opinion is supported Moleong, (2013) to understand the phenomena experienced by research subjects holistically and by means of descriptions in the form of words and language by utilizing various scientific methods in a special natural context. For example behavior, motivation, perception, action and others.

This research aims to find out in depth the Peumulia Jamee culture that grows and appears to students after carrying out the dance learning process at SD Negeri 13 Banda Sakti, Lhokseumawe City. The researcher is like giving a picture of what the process of implementing dance learning at SD Negeri 13 Banda Sakti, Lhokseumawe City is like and the character that grows and emerges in students after following the process of implementing dance learning at SD Negeri 13 Banda Sakti, Lhokseumawe City. This research is in-depth, meaning it requires observation and in-depth interviews to obtain data, so this research is very suitable to be carried out using a qualitative approach.

Research subject

Subjects in researchThese are SBdP teachers as well as extracurricular dance teachers, as class V teachers, class student representatives, and student parent representatives at SD Negeri 13 Banda Sakti, Lhokseumawe City.

Place and time of research

This research was carried out at SD Negeri 13 Banda Sakti, Lhokseumawe City, which is located at Jalan Banda Sakti, Banda Sakti District, Lhokseumawe City. The choice of SD Negeri 13 Banda Sakti, Lhokseumawe City as the research location was because SD Negeri 13 Banda Sakti, Lhokseumawe City had carried out extracurricular dance activities and some of the students studying at SD Negeri 13 Banda Sakti, Lhokseumawe City took part in dance practice at the Bungong Kupula Dance Art Studio. One of the achievements of SD Negeri 13 Banda Sakti, Lhokseumawe City, was winning 1st place in dance at the 2017 Aceh City National Student Art Festival and Competition.

Data Sources and Types

Data was obtained because of relevant data sources. Sugiyono, (2020) There are two data sources in data collection techniques, namely primary data sources and secondary data sources. Primary data sources are sources that directly provide data to data collectors, while secondary data sources are sources that do not directly provide data to data collectors. This research uses primary data sources.

Results and Discussion

The research results can be obtained after the researcher carried out interviews, observation and documentation of the process of implementing dance learning both through extracurricular dance activities and SBdP learning of dance in class. Research data was obtained through primary data and

secondary data. Primary data was obtained through interviews with research subjects, namely the Principal of SD Negeri 13 Banda Sakti, Lhokseumawe City, class III teacher as well as dance teacher and Bungong Kupula Art Studio, class V teacher, and supported by student representatives and parents of students. The primary data collected is supported by secondary data obtained through other techniques, namely observation and documentation during dance learning. The results of the research obtained are in the form of extracurricular dance activities, the implementation of SBdP dance learning, and the character that grows and emerges in students who often take part in competitions, helping students maintain and preserve cultural heritage, with the aim of creating artistic learning experiences through interaction. environmental culture, so that the potential of students can grow and develop, resulting in changes in attitudes and behavior as a result of learning, character values which are the traditions of the Acehnese people in glorifying guests which are manifested in the Ranub Lampuan dance.

Dance learning is carried out in two activities, namely intracurricular activities (in the classroom) and extracurricular activities (outside the classroom). Dance learning activities in the classroom are carried out by the class teacher in accordance with the 2013 curriculum guidelines, while learning outside the classroom is carried out by teachers who are experts in their field, through these two activities the character of the students can emerge and develop through the dance movements taught and the experience gained by the participants. students while participating in dance learning activities in the classroom and outside the classroom. These activities are described and explained as follows.

Dance Extracurricular Activities

The process of implementing Ranub Lampuan extracurricular dance activities, attended by students who really like dance, can be seen from the enthusiasm of the students who attended the exercises, this can be seen in observation 3, observation 4, and observation 5. Coinciding with the holding of the competition Ranub Lampuan dance, dance extracurricular activities were temporarily transferred to the competition activities. The initial training is carried out by selecting students who are considered capable of carrying out the task. The students who are usually included in the competition are mostly students recommended from the Bungong Kupula Art Studio. Apart from making it easier for dance teachers to teach, dance teachers already understand better the abilities of students who take part in the Bungong Kupula Dance Art Studio, this is one of the strategies. dance teacher so that it is easier to win the competition "The strategy is automatically taken from studio children who really have more talent than ordinary children at school" (dance teacher interview). There are no special requirements for selecting students to take part in the competition, but the Dance Teacher looks at the requirements of the competition committee.

Actually As for the requirements for the competition, the most important thing is that they are in accordance with the specified age stages, secondly, there are no other elements apart from suitability of the theme, creativity, suitability of costumes and actually that is included in the performance, yes, but for training there are no criteria other than age and representing the designated school fund (dance teacher interview). Success in implementing dance extracurricular activities is supported by the teacher's abilities in accordance with their field. Teachers who can recognize and develop their abilities can become implementers of the continuity of non-subject activities at school. "That's the one who manages the studio so it helps here with dancing eeh" (Grade V Teacher Interview).

The process of implementing dance learning starts from the Extracurricular Student Observation Interview using all the props used for the competition, these properties are used with the aim that the Extracurricular Student Observation Interview will get used to dancing using the equipment of the class teacher so that when performing the Extracurricular Student Observation Interview they don't feel nervous and are able to maximize their performance. movements using costumes, this can be seen in the results of OBSERVATION 5.

After wearing costumes according to the dance, the next activity before carrying out dance practice activities is to do a light warm-up led by the assistant dance teacher, namely Kak Dian, so that students are not surprised when they receive the movements they want to practice "Yes, if it's a competition" (Participant Observation Interview Extracurricular Students 4), this opinion is in accordance with the results of observation 2. After the warm-up activity, Observation Interview Extracurricular Students began to practice dance movements, every movement they experienced

difficulty Observation Interview Extracurricular Students asked the dance teacher "If there are any difficulties, then later asked" (Extracurricular Student Observation Interview Interview1) "Ask" (Extracurricular Student Observation Interview Interview4), "If you can't ask, your curiosity is great, children who, because they grow from themselves, really want to be able to do that, if they can't - Can you ask" (dance teacher interview). Apart from students asking the Dance Teacher, students can use cellphones as a means to see dances that they have not yet mastered. "When practicing at home, he usually does his own practice using recordings he got from school" (extracurricular student). "Eh, or if not, he looks for other references from YouTube Observation, for example, like here, he got a new dance because the class teacher hasn't finished yet, so he learns dance at YouTube Observation, like that" (extracurricular student observation interview).

The dance teacher emphasizes the movements by modeling the movements one by one directly without using musical accompaniment, but giving signals using counting. After the Extracurricular Student Observation Interview, the movements are memorized and then practiced together with the dance teacher using musical accompaniment, as seen in the video. taken by the researcher in observation 1, observation 2 and practicing them together "One by one" (extracurricular student observation interview interview 1), "Yeah, just teach them the movements straight away, just teach them by example" (extracurricular student observation interview interview 2) , "Exemplified" (extracurricular student observation interview 3), "One on one, taught"

The culmination of the implementation of this training is the dance competition activity which is participated in by the students. Before carrying out the Ranub Lampuan Dance Competition, students must master all the movements that have been memorized over the past month. To find out the extent of the students' abilities, the dance teacher carries out the activity. dirty rehearsal and clean rehearsal, then provide input after the rehearsal is finished and in the middle of the rehearsal, as seen in the results of OBSERVATION 4, and OBSERVATION 5 carried out in the school environment and witnessed by other students.

SBdP Learning Implementation Process (Cultural Arts and Crafts) Type of Dance

The first step that needs to be taken by the class teacher before starting the learning activity is to make preparations such as media, models and other equipment that supports the activity. "So previously it was said like that, but specifically what I mean is maybe what I am, but only if later, for example, dancing using a musical instrument, that means I only provide laptops, right? The salon is there, the salon is active, there are children who bring cassettes, or do they use HP (Cellphone), or flash disk" (class V teacher interview). If you learn dance, it's actually the same as other lessons, except that there may be dance, there are other additions according to the theme at that time, for example, if music is automatic, yes, if for example you need music, even if it's just basic movements. It doesn't require music, but for example, what is the dance about here? For example, if we show a dance about birds like that, we will at least have an apperception for children about birds, what kind of bird is a finches, for example, we have to show that the behavior of the bird is like this, the bird is like this and flies, has wings, which means its hands have to resemble wings or jumping up and down or something like that. (Class III teacher interview).

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SBdP learning activities for the dance type use the Classical learning model "Classical remains classical" (Class III teacher interview), media in learning SBdP (Cultural Arts and Crafts) for the dance type adapted to the needs of each theme "Adapting from the theme who is taught dance" (Class III teacher interview). The learning process is adjusted to the Syllabus and RPP (Learning Implementation Plan "Insya Allah" (class V teacher interview), "Yes, because we are the ones who adapt, adapt from the Syllabus in class" (Class III teacher interview). The learning process can run

smoothly, when the facilities and infrastructure can support the implementation of these activities "Well, I think it's good, the class teachers have books and the facilities are also good. In my opinion, everything is still good, but some of them are a little damaged" (Non-Extracurricular Student Interview 3).

If it's properties Yes sis, well, at most I just ask the child to make examples, read examples, if for example something that is easy to reach, it can actually be like jaran-jaranan, but if it's something that's difficult, then just practice verbally, only pictures hehe (class V teacher interview).

The ability of class teachers to deliver SBdP (Cultural Arts and Crafts) lessons on different types of dance. Class III teachers teach the material and do the practice themselves because it is included in the theme "Class teachers teach because it is included in the theme" (class III teacher interview), while Class V teachers teach the material in its entirety when they have difficulty in giving examples of movements, then the class V teacher asked for help from the class III teacher who also doubles as a dance teacher "Yes, because I can't, I'm not an expert, so because I'm not an expert, it's difficult to give examples, but to be sure, what's more appropriate, I can't, at least I have, Mrs. Dewi. "We work together like that, but sometimes there are busy activities, that's good, sis, I've told Mrs. Dewi about my entrance" (Class V teacher interview).

Based on this opinion, it can be concluded that before starting SBdP (Cultural Arts and Crafts) learning activities in the dance arts type, it is necessary to prepare the role of the Class Teacher or learning such as the media and models used, then adapt the material and media to the Syllabus and RPP (Learning Implementation Plan) taught at that time, so that learning can run smoothly according to the needs of students.

Ranub Lampuan Dance Values

Each student has a different character. This character emerges and develops through learning the art of dance which is closely related to Indonesian culture. Dance learning is carried out in the classroom and outside the classroom. Learning the art of dance can help students form attitudes and personalities in accordance with the character of the Indonesian nation. "There is a difference, I already said that for those who take part in dance, it is more prominent, namely the class level, the behavior, the friendliness, and what is the best thing about it? sis. "Because this class teacher is formed from the dances he performs, forming the attitudes and psychology of the child concerned" (interview with the school principal).

Students' characters are not formed in the school environment, the school environment only becomes an intermediary for developing existing characters, students' characters grow and emerge from the time students receive their first education, namely in the home or family environment.

Yes, it's true that all the children here are progressing, sis, it's not just guidance from me, it's from their home, if they come from their home it's already good, right? Our only function is to guide them, if they're from their home it's already good, right? Yes, it's always been good. "It was like that, when I was little, when I was in elementary school, who was the smart one? I've been practicing from home, so I've been practicing, so I didn't end up practicing at school or not, it must have been from home" (class V teacher interview).

Every character that is formed in students comes from their parents' upbringing patterns. "The habit is, usually after school, if there is an extra hour of lessons, then an extra hour when I get home. In fact, I make it a habit that when I get home, I'll do my existing homework first, then I'll eat and rest. " (Interview. Observation of extracurricular students).

Learning the art of dance, whether through extracurricular dance activities or learning SBdP (Cultural Arts and Crafts), this type of dance encourages students to act in accordance with the rules of a cultural environment "There is a difference, I already said that for those who take part in dance, that is more prominent. "His behavior, his friendliness, and what he really uploads, sis, because it may be formed from the dances he performs, form the attitude and psychology of the child concerned" (interview with the school principal).

Actually, for the art of dance itself, it indirectly shapes behavior, right? because with dance lessons there are also moral messages that are conveyed, we have to behave according to the rules in the dance rules, it also indirectly forms character and although I don't have to research each child's character and character one by one. The child can be shaped through the dance character taught (Class V teacher interview).

Learning the art of dance trains students to know themselves better and interact with other people through the movements they practice, by producing dances that are in accordance with their conscience and instilling a spirit of competition *"He doesn't dare eh he dares to appear and isn't inferior and especially ee because he has often compete everywhere, he often appears everywhere, so especially for that competition, his orientation is no longer winning"* (Extracurricular student observation interview), *"Winning is already a bonus, so the important thing is that he has a competitive spirit like that"* (Extracurricular student observation interview).

Students who take part in dance lessons through extracurricular dance activities and learning SBdP (Cultural Arts and Crafts) types of dance have different characteristics or characters from other students. *"What stands out is that their dance is automatically better than that of children. who didn't take part in extras"* (class III teacher interview), *"There are still differences"* (third class teacher interview). Character can be seen from students' habits when participating in dance learning activities *"Cheerful, Likes to ask questions, Confident"* (Extracurricular student interview 1), *"Self-confident"* (Extracurricular student interview 1), *"Good"* (Extracurricular student interview extracurricular 1), *"Go straight ahead"* (Extracurricular student interview 1), *"That's right, that's right automatically"* (class III teacher interview).

The character of students who are formed after participating in dance lessons include being more polite and more sensitive to the environment. *"Yes, it's automatic that dance students are usually more polite, and they also feel like they get it, they get empathy"* (Dance Teacher Interview), this experience students obtain through competition practice. Students who often take part in competitions indirectly have their mentality formed through the activities they participate in *"He became brave enough to appear, sis"* (Observation interview of extracurricular students).

Competition activities and dance learning form students' courage and self-confidence when appearing in public, dance equips students to have an advanced mentality and expressiveness, according to the results of OB4 and OB5 *"In my opinion, Nabila is a firm person or not, like brave "I see, then I'm a bit irritable, in my opinion Nabila is gentle, smart too"* (Extracurricular dance student interview 3), *"Brave"* (Extracurricular student interview 4), *"Not shy"* (Extracurricular student interview 4). Students who take part in dance extracurricular activities have a greater curiosity about things they have not yet mastered. *"If they can't ask, they have a great desire to know, children who, because they grow from within themselves, really want to be able to do that, if they can't, they can do it. ask"* (Dance teacher interview).

Two students who often take part in competitions include Nabila and Aspuri. The development of the character of these two students can be seen through the activities they participate in, both competition activities in the arts field and competition activities in other fields. The students' character is formed because of their love for learning dance. From dance students, students take lessons from every movement they practice so that the students' character emerges and develops.

Yes, he's more enthusiastic because he already likes it, yes, if it starts with liking it, right, of course you don't need to tell him to do it, yes he likes it sometimes, but even though they can be clever, they are normal, which means they are not arrogant, ordinary children, for example, if I Just demonstrate an example and he'll pay attention even though maybe he's better. It's easier for him to do this, right? But for Aspuri, Nabila is a rather quiet character, Nabila is a sassy child, so it's not just that, during the ceremony she looks more like the leader of the ceremony. Nabila might read and read what this is, so Nabila is more expressive (Class V teacher interview).

Students who are active in activities outside the classroom such as taking part in dance practice and extracurricular dance activities tend to master the class better in the sense of mastering the movements being practiced, being braver and more confident than other students. *"What differentiates the dance is a kind of neck movement. or eye glances, hand movements maybe like that. "The movement is also an expression, the movement of the floor pattern"* (Extracurricular dance student interview 3). Students who have abilities in the field of dance prefer to help other students when they experience difficulties *"They are helped quite often"* (Interview with extracurricular dance students 3).

The character of self-confidence and courage is a character that grows in students who take part in extracurricular dance activities and competition activities both in the classroom and outside the classroom "Automatically, more than other children" (Dance teacher interview), *"Nabila is good*

but Nabila is calmer" (Class V teacher interview), "Ee, her confidence is usually that of the two of them, when they go on stage just be calm, relax, not afraid, and still remember the others, that's It's like other friends, in my opinion, when they go up to the stage, they're a little nervous, and then they're a little afraid" (Extracurricular dance student interview 3), *"Self-confidence"* (Extracurricular dance student interview 1), *"Self-confidence (Extracurricular dance student interview 1), "If you are told to go forward, you are happy and feel that you have stronger abilities, more confidence, more self-confidence"* (class III teacher interview), *"Yes, yes, that's how it is, sis, so as soon as she appears, she's already like other people."* (Extracurricular student observation interview).

Based on this opinion, it can be concluded that the character possessed by students is brave and confident, the habit of dancing makes students mentally stronger than other students, this is because students are active in taking part in additional activities outside class hours. , take part in competitions, and take part in extracurricular dance activities, encouraging students to have a lot of experience interacting and meeting other people, then expressing themselves in public through the dance movements they present.

Discussion

The discussion aims to find answers to problems found in the field. The problems relate to the process of implementing dance learning through extracurricular activities in Ranub Lampuan dance and learning SBdP (Cultural Arts and Crafts) types of dance, as well as the characters that emerge and develop in students.

Ranub Lampuan Dance Learning

The implementation of dance learning is guided by the 2013 curriculum. The curriculum is in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 that "Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational goals. Dance learning at SD Negeri 13 Banda Sakti, Lhokseumawe City is carried out in two learning activities, namely intracurricular and extracurricular, where these activities complement each other in an effort to achieve educational goals, the implementation is adjusted to the needs of students in order to develop the talents and interests of students. which instills character values that honor Peumulia Jamee's guests, which is part of the culture of the Acehese people. The implementation of Ranub Lampuan dance extracurricular activities includes preparation, implementation and assessment activities. The description is as follows.

Preparation for Implementing Ranub Lampuan Dance Extracurricular Activities

The potential of students can be developed through extracurricular activities, extracurricular activities are activities that are carried out outside of learning, in accordance with the opinion Kompri, (2015) Extracurricular activities can be developed through the application of knowledge gained to guide the potential and talents of students through mandatory and optional activities. Another opinion from Jalil, (2018) states that extracurricular activities are carried out as a facility for developing the talents and needs of students who are different in terms of morals, attitudes, talents and creativity.

The implementation of extracurricular dance activities is adjusted to the needs of students, these needs are related to dance learning that is adapted to the age and characteristics of students. Dance education is adapted to the level of ability and mental nature of students so that the body is able to show expression and express all the imagination and fantasies that students have (Mulyani, 2016). The dance characteristics of students are divided into two, namely the dance characteristics of low class children and the dance characteristics of high class children (Cipta, 2019). The differences in students' dance movements can be seen from the themes, forms of movement, and the music that accompanies the movements. The characteristic differences lie in the types of dance taught to lower classes and higher classes, as well as the movements practiced. The movements for the low class are relatively easier and simpler to remember, while the movements for the high class are more complex and have more movements, so the process of carrying out the exercises is carried out separately. The types of dance taught include traditional dance and classical dance.

Assessment of the Implementation of Ranub Lampuan Dance Extracurricular Activities

The assessment is carried out with the aim of finding out the extent to which students can accept the learning delivered by the teacher outside of lessons. Assessment becomes a benchmark for

teachers in preparing for better implementation of dance extracurricular activities in the future, with an implementation process that suits students' interests. Assessment is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes which are carried out systematically and continuously so that they become meaningful information in decision making (Amiriono, 2016). The assessment of extracurricular activity programs aims to collect data or information related to the level of success achieved by students. Assessment emphasizes actions that can reveal the level of learning behavior as a result of student learning. Determination of the level of success is based on the minimum standard for the required level of mastery of abilities and is individual (Kompri, 2015).

Dance assessment is different from assessment of other subjects. The assessment of the implementation of dance extracurricular activities places greater emphasis on the elements of Wiraga, Wirama and Wirasa. The beauty of dance can be seen through the combination of elements of Wiraga, Wirama, and Wirasa which are visible when students practice dance movements. This element is an important point in supporting the assessment of dance art. Kartika, Hasyimkan, & Wendhaningsih in research entitled *The Use of Audio Visual Media in Students' Ability to Dance Piring 12 in Extracurricular High School 2 Kotaagung* explained that to see the results of students' ability to learn the plate 12 dance, teachers used student observation sheets at each meeting. and carrying out practical tests at three meetings with aspects assessed as wiraga, wirama, and wirasa. Hadi, (2012) explains that wiraga is related to the entire system of movement relationships in one unified form, wirama is related to the length and shortness of the dance movement phrases which are related to the rhythm of the movement, rhythm, tempo, and conformity with the rhythm of the dance accompaniment, and wirasa is related to the sense of movement or content of the dance. Other opinions supported by Hartono, (2017) explained that the assessment can be seen from Wiraga (dance movement techniques related to the form of a dancer's body movements), Wirama (dance movements that are more directed to musical accompaniment), Wirasa (movements that look alive when performed by a dancer).

Assessment of the SBdP Learning Implementation Process (Cultural Arts and Crafts) Ranub Lampuan Dance Type

Assessment in the 2013 curriculum is carried out in two ways, namely theoretical assessment and practical assessment. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Educational Assessment Standards Chapter II Article 3 paragraph 1, the assessment of student learning outcomes in primary education and secondary education includes aspects: a) Attitude; b) Knowledge; and 3) Skills.

Assessment activities are carried out to determine the extent to which students have mastered the material presented by the teacher. The assessment is carried out by practicing dance movements one by one based on the attendance number. Then in groups according to learning needs and students. Each dance assessment class is carried out in a different way, but the aim of the assessment is the same, to determine the development of students' abilities during one semester or per theme. Evaluation of learning outcomes is carried out to determine the extent of student development within a certain period of time or from time to time (Rizki et al., 2023).

Assessment of learning outcomes by the teacher to monitor the learning process and progress of students in increasing the effectiveness of learning activities, which is carried out continuously to monitor the process, progress, improvement of results, and covers all aspects of the student's self, including cognitive, affective and psychomotor aspects in accordance with characteristics of aesthetic subject groups (Warsah, I., & Habibullah, 2022). Student learning outcomes can be seen through cognitive aspects through written test activities, including daily tests, mid-semester tests and end-of-semester tests, then affective aspects through students' attitudes and personalities while participating in learning activities, and psychomotor aspects through practical activities displayed by students. .

Character Values that Grow in Students After Learning Ranub Lampuan Dance

Strengthening character education can be done through learning dance. Dance learning includes extracurricular activities and learning activities in the classroom. The movements contained in a dance carry a moral message in the form of cultural characteristics or characteristics inherent in each region. These cultural characters will be embedded in a dancer through the movements that are mastered and displayed. National character is formed directly through habituation activities carried out by students

through the training process and interactions that occur between students and the cultural environment. Based on Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, "The implementation of PPK in Formal Education Units is carried out in an integrated manner in Intracurricular, Co-curricular and Extracurricular activities, and is carried out within and/or outside the Formal Education Unit environment." Meanwhile, character education is education that can support the emotional, social and ethical development of students (Febriyanto et al., 2020).

Family is the first place where students recognize character. Parents' habits and parenting patterns can influence the character of students. Students' characters are first formed in the family environment, through this environment students are taught to be able to interact with other people in a wider scope, such as the school. Families can develop students' character by recognizing all the habits that students like and do when they are in the family environment. Setiawan & Sukanti, (2016) explained that the family is the first environment that students recognize, in the family environment there are the basics of education which take place automatically in accordance with the social rules that apply in that environment. The family is the basis for forming students' attitudes and personalities. Students' attitudes and personalities can be developed through dance learning activities. Students' attitudes and personalities are formed from field experiences that students gain when they meet and interact with many people through dance activities, in accordance with their opinions. Jazuli, (2016) states that experience contains the meaning of behavior that is based on understanding, awareness and commitment that is full of responsibility.

Dance learning teaches students to apply and practice the values contained in a dance. The difference in the character of confidence and courage in students who take part in dance extracurriculars and those who do not take part in dance extracurriculars, lies in their upbringing, skills, and behavior. Students who take part in dance extracurricular activities are more prominent when they are in an environment that requires them to act in accordance with the rules in that environment. Differences in levels of confidence and courage can be seen when students come forward in front of the class and when they meet many people. When in class, students who actively participate in dance extracurricular activities are more confident and brave because they often perform in front of many people so that when they come forward in front of the class they can master the learning, then for students who are not active, when they are asked to come forward to Practicing dance movements requires a long time to practice and is not confident (embarrassed) because not all students master and like dance. Cruz, (2013) explained that when students have developed self-confidence, students can easily perform movements that can add flavor to the dance so that the dance can be enjoyed by other people. Apart from that, teachers must be able to provide a sense of comfort and pleasure so that students grow the courage to dance in public without feeling shy.

Based on this opinion, it can be concluded that students' character is first formed in the family environment, then grows and develops through activities that support talents and interests. One activity that supports talents and interests is dancing. The character that grows and develops after taking dance lessons is a character that is confident and brave. This character grows based on the movements contained in each dance and the experience that students gain when they are in a wider environment, an environment that can foster achievement, and an environment that can provide opportunities for development.

Research Implications

Dance learning activities (extracurricular activities in Dance and Cultural Arts and Dance Crafts) are very beneficial for students in developing character, to achieve better character development through dance learning there needs to be implications from various parties, namely:

Theoretical Implications

Theoretical implications relate to the findings obtained by researchers relating to Dance Learning (Extracurricular Activities in Dance and Cultural Arts and Dance Type Crafts) based on the researcher's questions, namely:

Process of Implementing Dance Extracurricular Activities

The implementation of dance extracurricular activities is adjusted to the needs of the school and the needs of students. Learning uses a classical model by preparing materials and infrastructure. Khoerul, (2022) explains that the program for implementing extracurricular activities should be adjusted to achieve the goals to be set and their contribution to the school's vision. Implementation of

dance extracurricular activities consists of preparation, implementation and assessment activities. The implementation of dance extracurricular activities focuses on competition training. The teacher uses an iterative training strategy with the assistance of an assistant dance trainer, the owner of the Bungong Kupula art studio, and the former owner of the Bungong Kupula Art Studio.

SBdP Learning Implementation Process (Cultural Arts and Crafts) Type of Dance

SBdP learning in the dance type is carried out in accordance with the Syllabus and RPP (Learning Implementation Plan) guidelines in the 2013 curriculum. Based on Law of the Republic of Indonesia Number

20 of 2003 concerning the National Education System Chapter 1 Article 1 that "Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Learning activities begin with the preparation of materials, media, learning models and infrastructure. The learning model used is a classical model using the demonstration method. Then the learning was carried out by the class teacher, but there were several teachers who asked the dance teacher for help to give examples of dance movements. The activity begins with presenting the material and then practicing the movements. Assessment is carried out in two ways, namely theory (Daily Tests, Mid-Semester Tests, and Final Semester Tests) and practice. In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Educational Assessment Standards Chapter II Article 3 paragraph 1 that assessment of student learning outcomes in basic education and secondary education includes aspects: a) Attitude; b) Knowledge; and 3) Skills.

Character Values that Grow in Students After Learning Dance

Learning dance (extracurricular activities and learning Arts, Culture and Crafts) can develop and shape the character of students through the movements they practice. Students' experience is gained through the process of interaction with other people so that characters emerge, including being polite, friendly, humble, and having good qualities. The character that grows and develops through dance is a confident and brave character, one of these dances is the kebo ijo dance, where every eye and hand movement that is practiced shows the character that is formed is a confident and brave character. Padang & Herawati, (2023) explained that when students have developed self-confidence, students can easily perform movements that can add flavor to the dance so that the dance can be enjoyed by other people. Apart from that, teachers must be able to provide a sense of comfort and pleasure so that students grow the courage to dance in public without feeling shy.

Practical Implications

The practical implications of this research are demonstrated for dance teachers, classroom teachers, students and schools. The complete description is:

Dance teacher

Dance teachers have an important role in implementing dance extracurricular activities, namely as dance coaches. Therefore, dance teachers must have high skills, creativity and innovation in developing dance learning so that learning can help students achieve something they want, such as winning every competition. Learning is tailored to age, student needs and school needs. Learning dance requires dance teachers to explore, recognize and develop students' characters.

Classroom teacher

The class teacher has an important role in implementing SBdP learning in the form of dance, although class teachers are not required to master all the art forms contained in SBdP learning, however the class teacher must have the ability and experience to convey movements and learning well.

Learners

Students are very important parties in the continued success of dance learning activities, both in extracurricular and intracurricular activities. This influence comes from the experience gained by students which is based on their interests and talents so that these activities have a positive influence on developing something they like.

School

School is a place where dance learning activities take place. School programs can run well

because there are activities that support the continuity of learning inside and outside school learning. The support provided by schools can be in the form of complete facilities and infrastructure to support the continuity of dance training and learning. Then schools need to give awards to students who participate and excel in learning dance (extracurricular dance activities).

Conclusion

Based on the results of research and discussions about building character values through learning dance at SD Negeri 13 Banda Sakti, Lhokseumawe City, it can be concluded that dance extracurricular activities are carried out once every semester. Activities are adapted to age and school needs. The activity begins with preparing materials, classical models with demonstration methods, and infrastructure according to dance needs. The implementation focuses on training for the alert party competition. The training is led by a dance teacher with the assistance of assistant trainer, owner and former owner of the Bungong Kupula Art Studio. Teachers use repetitive strategies to train students who still lack mastery of movements. The final meeting is a dirty and clean rehearsal activity. The assessment is carried out by paying attention to the elements of wiraga, wirama, and wirasa. SBdP Dance Type learning activities begin with the teacher's activities in preparing media according to learning needs, classical models with demonstration methods, and infrastructure. Then the learning implementation is delivered by the class teacher in accordance with the mandate of the 2013 curriculum using module books, worksheets and printed books from the school. Assessment is carried out through theory and practice. Then the character of self-confidence and courage grows and develops based on the experiences students gain when taking part in dance lessons and dance competition activities. The difference in character with students who do not take part in dance extracurricular activities lies in when students are in front of other students in the classroom and outside the classroom.

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