

Engklek Local Wisdom - Based Dance Movement Learning in Elementary Schools

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Abstract : This research is entitled Engklek Local Wisdom - Based Dance Movement Learning in Elementary Schools. The research method used is descriptive qualitative which aims to describe the process of learning the art of dance based on traditional Engklek games in elementary schools. The subjects of the study were class IV students, a total of 26 students. Data collection techniques using interviews, observation and documentation. Data analysis includes three activity flows, namely data reduction, data presentation (data display), and conclusion drawing (verification). The results of the research analysis show that the process of learning dance based on traditional engklek games can increase knowledge about one of the traditional games which is a local wisdom and makes students more active, enthusiastic and build self-confidence.

Keywords : Dance, Local Wisdom, Engklek

INTRODUCTION

Art learning is one of the subjects implemented in elementary schools. Art subjects in elementary schools do not essentially mold students to become artists, but rather aim to provide an artistic experience to students. In this case, students learn to practice *skills* related to their body motors, be it singing, painting or dancing. In addition, art subjects can also develop students' talents because every child is born with different intelligences including intelligence in the fields of music, fine arts and dance. Therefore, the provision of art material can help students balance their intelligence.

Dance art learning in schools is carried out to train students' motor skills and the process prioritizes communicative, fun, creative and aesthetic aspects. According to Sandi (2018) children aged 8-10 years use hand movements freely, easily and precisely, fine motor coordination develops. In addition to motor skills, learning the art of dance

also trains the development of emotional intelligence and social intelligence. This was conveyed by Nurhidayati (2021) who stated that emotional intelligence is obtained through self-actualization in moving the limbs and skills in expressing them. Social intelligence is obtained through collaboration between dancers and trainers.

The implementation of art learning for elementary school students should be packaged in an interesting way, one of which is through a game. In essence, the world of children is a world of play. As expressed by Pakerti in Sandi (2018) which states that the function of art is as a medium of communication and a medium of play. Seeing this, games can be learning media to help students understand material more easily and fun, including traditional games which are local wisdom.

Local wisdom is a habit and lifestyle that is born and develops in a certain community environment. Local wisdom refers to various cultures that grow and develop in a community environment that is known, trusted, and recognized as the pride or characteristic of the region itself. According to Nurhidayati (2021), local wisdom is the way people behave and act in response to changes in the physical environment and culture. Local wisdom itself has noble values that are passed down from generation to generation through the habits of life in the community, such as religious values, morals, courtesy, cooperation and many more. Local wisdom has various forms, including language, traditional ceremonies, special foods, traditional games and others. Traditional games are one of the cultural assets that must be preserved because it goes hand in hand with increasingly sophisticated technological developments . Currently, traditional games are rarely played by children in the home environment due to changes in people's lifestyles due to the presence of technology in their lives. One of the traditional games in West Java is *Engklek*.

The crank game is one of the many traditional Indonesian children's games. This game is called Engklek or Ingkling because of how to play it using one leg which in Javanese means "crank". This game has been around since the 1970s and has been passed down from generation to generation until now. Usually this game is played by girls, especially in rural areas and is carried out in fields or yards made of cement or asphalt. This game is a game that is quite flexible because the length of the game does not bind the players, because it can be done anytime and anywhere (Nugraheni et al.,

nd) . The philosophical meaning of Engklek can be interpreted as an effort to get something the way you have to go, starting from throwing the gacuk into the right box, then passing box after box using one foot and having to focus when taking the gacuk back, to when throwing the gacuk to get a square. desired box. It illustrates a person's process to get something that must be focused even though it is carried out under various aggravating conditions and overcomes all existing obstacles, so that it is successful in reaching the intended point. (Nugraheni et al., n.d.)

Based on the explanation above, local wisdom can be integrated with learning in schools. Previous research that applies local wisdom in schools, namely Na'imah (2020) applies a local wisdom learning model for children. Other research that has been carried out is from Ekowati et al (2018) which discusses an analysis of the implementation of SOPs for thematic learning based on local wisdom in elementary schools. Apart from that, there is also other research that applies the *Engklek game*, which is research by Yuisman (2021) which discusses increasing kinesthetic abilities through the application of the traditional *Engklek game media*. One of the schools that carries out art learning in schools is SDN Selaawi.

The results of initial observations found that the implementation of dance at SDN Selaaw i was quite easy for female students, they were very enthusiastic when the teacher delivered dance learning material. In contrast, for male students, dancing is something that is less desirable because they think that dancing is specifically for women only. Seeing this, the author has an interest in teaching the art of dance based on the traditional *Engklek game* so that the implementation runs in a fun way.

RESEARCH METHODS

This study uses a qualitative descriptive method that aims to describe the process of learning the art of dance based on the traditional *Engklek game* carried out by the PGSD Study Program at Muhammadiyah University of Sukabumi, so that it is easy for the writer to describe the application of the learning process that is being researched in the form of descriptive narratives in the form of words. According to Bogdan and

Taylor quoted by Lexy J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written words. (Saleh, 2021) .

This research was conducted on January 17 2023 at SD Negeri Selaawi which is located at Jl. Ciaul Selaawi Sudajaya Girang, Sukabumi District, Sukabumi Regency, West Java. The subjects of this study were fourth grade students at SD Negeri Selaawi, totaling 26 students consisting of 14 female students and 12 male students.

The data collection technique used was observation and multiple choice written tests. According to Denzin and Lincoln (2014; 523) observation techniques are necessary and a necessity for the development of science. Observation in practice not only functions as the first and fundamental technique in research, but is also often used as a method in various types of research. (Hasanah, 2017) . Then according to Susanto, (2012) the written test is one of the assessment techniques used to measure a person's ability to solve a particular problem or task. In this study, observations and written tests were used to collect data on students' abilities in the dance learning process and to measure students' knowledge . To collect ability data from students' knowledge of traditional *Engklek games* , written test instruments were used in the form of multiple choice questions given to students after practicing dance art based on traditional *Engklek games* during learning.

The data analysis technique used in this study is based on the opinion of B. Milles and Huberman (2014), this qualitative data analysis includes three activity flows, namely data reduction, data display (data display), and conclusion drawing (verification).

RESULTS AND DISCUSSION

Engklek game-based dance.

The Process of Learning Dance Arts Based on Traditional *Engklek Games* in Class

Learning the art of dance is an initial plan to see student development in terms of knowledge, attitudes and skills in playing. This learning activity has the goal that students have character habituation that is in accordance with the Pancasila student profile, namely global diversity, meaning local wisdom, critical reasoning and mutual cooperation.

Preliminary activities carried out in the classroom are the teacher opening the activity by greeting the students, then continuing with prayer. After that the teacher invites students to do a warm-up activity in the form of a brain dance which aims to stimulate the body to be ready to move (Source: brain dance update - YouTube). In this warm-up activity, the teacher asks students to move their desks and chairs backwards so that the class is wider, so that all students can come forward and make several lines so that students are ready to follow the warm-up movement exemplified by the teacher in front. It is hoped that this warm-up exercise can improve appearance and reduce the possibility of injury by exerting both mental and physical conditions (Candra et al., 2022) . After that the teacher explained by reviewing the material that had been delivered (apperception activities), namely about the traditional hopscotch game. In addition, the teacher also conveyed the purpose of learning dance movements through the crank game, namely that students not only know about the procedures for playing cranks in general, but students can also know and practice traditional dance directly when playing cranks with their group mates.

After the preliminary activities were carried out, the teacher asked the students to sit on their respective benches and immediately entered into learning the core activities, namely the first, students were invited to listen to videos of children's dance songs and musical accompaniment from children's games (Source: Tembang Dolanan Anak MASSAL 500 orang - YouTube #YUK NARI TARI DOLANAN ANAK - YouTube). This is done to increase students' concentration during learning by emphasizing meaningful motion understanding in the traditional hopscotch game. Students as subjects in the learning process are required to have good concentration abilities (Bili & Dewi, 2019) . After listening/watching the video, the teacher asks students to form groups of 4 students and get together with their respective groups to discuss what movements are meaningful in the traditional engklek game. In the discussion process, the teacher can provide examples of dance motion descriptions, so as to provoke students' creativity in imitating movements.

After the students gather with their respective groups, the teacher provides learning media for the layout of the traditional *crank game* while the teacher explains how to play the mountain *crank game*, namely drawing a pattern of 8 trajectory boxes with 1 arc pattern forming a mountain at the very top. Then explained that in this game there are restrictions that must be obeyed, namely the *gacuk* may not touch the line or enter the opponent's box wrongly, as well as the feet may not touch the line, so if this happens, a substitution is made.

This media can be used by playing while dancing using the layout of the *crank game*. The steps for the crank game are:

- 1) Students in groups of 4 people to play this game alternately.
- 2) Then prepare *gacuk* (small stones/shards of tiles). Then before playing, you have to do a suit / *hompimpa* to determine who will play first.
- 3) The game begins with the winning team when *hompimpa*. First, students can move by throwing *gacuk* into one of the *crankcases*. Then jump with one foot motion on the box with your hands behind your back. We have to jump with one foot to the very end of the box.
- 4) After that, students can do the *brok* movement by placing both feet simultaneously on the two *crank boxes*. Then students can also move by crossing their legs, then arms can be stretched straight forward and backward or students can also develop their own dance movements. But remember, the box where the *gacuk* fell cannot be stepped on. If a player steps on the box line and falls while playing, then the player may not continue the game and must be replaced with another player.



- 5) After arriving at the box at the very end, we can develop the dance moves freely according to the examples of the range of motions that have been attached to each box, then turn around and jump back on one leg to return to the initial box and don't forget to pick up the gacuk that was thrown.



On the other hand, simultaneously, other groups can develop dance moves that can be taken into motion in everyday life, for example hand movements when waking up, leg movements when jumping, hand swinging movements and so on. The teacher also provides dance accompaniment music using the audio *crank game* . Source: [Music Stream and Melody Playing Crank by 3 D | Listen online for free on SoundCloud .](#)

During the learning process , students are very happy because this media contains interactions between students. Students also show a sense of self - confidence. For example, when practicing directly, students are very confident playing hopscotch while moving their limbs. And when playing in groups, they show good cooperation. The ability to cooperate is important to be trained from an early age, because children tend to be more responsive to the stimulus provided. The stimulus does not only come from the teacher, but also from peers. Peers have the potential to be mutually supportive study partners (Prabandari & Fidesrinur, 2021) . When they feel they have friends who support each other, their self-confidence increases. When students have good and strong self-confidence, they become confident in their own abilities. Where confidence has a positive impact. Confidence is an important capital for students to continue trying to achieve good results (Asiyah et al., 2019) . Learning to use engklek media is not only centered on individuals but brands

The application of engklek media in dance learning makes students more active and enthusiastic when participating in learning activities. According to (Rosala, 2016) learning dance using local wisdom-based learning media places students as learning centers or student centered rather than teacher centered. Learning the art of dance combined with learning media based on local wisdom is considered very suitable (Nurhidayati, 2021) . Learning is considered to be more meaningful because students who are directly involved make the activity not boring. In line with Bruner's opinion (in Annur et al., 2020) said that media can help students gain learning experience through an image or symbol that is connected to one another. By using engklek media, students can develop their understanding and gain new experiences.

The closing activity ended with the teacher evaluating learning outcomes related to the difficulties faced by students in performing dance movements through the crank game. The teacher conducts a learning evaluation which is part of a series of learning processes in which the teacher is in charge of the student learning process (Phafiandita et al., 2022) . The teacher also provides opportunities for students to share their experiences when creating dance moves in playing traditional hopscotch games. After that, students and teachers reflect on the learning outcomes that have been carried out and students are asked to conclude the learning outcomes that have been studied and carried out during the process of learning activities in class. Then the lesson ends with a prayer and greeting.

Obstacles faced during the Learning Process of Traditional Engklek Game-Based Dance

The obstacles encountered in this study were very diverse, including limited class conditions because they were not wide enough, so that students were crowded together when practicing dance. Learning media that only has 1 (one) media for 26 students, as well as a lack of facilities or facilities during the learning process, for example such as infocus, and speakers. In addition, the obstacle faced by the teacher was being overwhelmed when teaching 26 students, because they had to be patient in guiding and training students slowly and repeatedly so that students could imitate the movements that had been exemplified.

Besides that, students are also of course very happy when the teacher gives students the opportunity to learn while playing traditional games, they can work together with their group mates to win games and display various variations of movements when playing. However, there were some students who felt that they could not do the dance moves, but after being taught and given examples of the movements, in the end these students turned out to be able and happy to do it.

CONCLUSION

Based on the results of the data analysis described earlier, it can be concluded that learning the art of dance based on the traditional engklek game at SD Negeri Selaawi can be considered effective, because the learning process involves students directly so that the learning process does not make students bored. This local wisdom-based engklek media has a positive impact, namely creating self-confidence in students. And can increase knowledge about one of the traditional games which is local wisdom in Indonesia and can be implemented in elementary schools .

THANK-YOU NOTE

All parties who contributed to the research conducted are written in this section.

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