



CATHARSIS 13 (2) 2024  
131-138

p-ISSN 2252-6900 I e-ISSN 2502-4531

**Catharsis: Journal of Arts Education**

<http://journal.unnes.ac.id/sju/index.php/chatarsis>



---

## **Character Education Through Traditional Ranup Lam Puan Dance: A Study of Kindergarten Teachers at Almuna Bireuen**

**Rudy Juli Saputra<sup>1✉</sup>, Novysa Basri<sup>2</sup>, Vinny Aryesha<sup>3</sup>**

Email: <sup>1</sup>rudyjuli1987@gmail.com

<sup>2</sup> novysabasri@gmail.com

<sup>3</sup>vinnyaryesha@gmail.com

<sup>1</sup>. PGPAUD, Universitas Almuslim, Bireuen, Indonesia.

<sup>2</sup> PGSD, Universitas Almuslim, Bireuen, Indonesia.

<sup>3</sup> PG-PAUD, STKIP An-Nur NAD, Banda Aceh, Indonesia.

Received 26 August 2024, Accepted 16 October 2024, Published 30 November 2024

### **Abstrack**

The purpose of this study was to determine character education through the learning process of traditional Ranup Lam Puan dance for teachers of Almuna Bireuen Kindergarten, namely implementing the values of character education contained in the traditional Ranup Lam Puan dance. The type of research used in this study is qualitative interpretative. The researcher in this case describes the reality accurately and factually about the problems raised in the study, namely regarding the implementation of character education through the learning process of Traditional Ranup Lam Puan Dance for teachers at Almuna Bireuen Kindergarten. Data collection in this study consisted of observation, interviews, and document studies. The data analysis technique used interactive model data analysis consisting of data reduction, data presentation, and data verification. The results of the study showed that Almuna Bireuen Kindergarten teachers had implemented character education through traditional Ranup Lam Puan dance well in classroom learning with their students. The form of school or class activities and programs ran well and regularly according to the implementation schedule. So that the Ranup Lam Puan Dance has an impact on the learning process by providing character education to children from the Ranup Lam Puan Dance Movement which can be seen from the behavior of children who respect guests who come to school.

**Keywords:** education; character; dance, Ranup Lam Puan.

## INTRODUCTION

Character education explains various aspects of teaching and learning for personal development, including moral reasoning/cognitive development, social and emotional learning, moral policy education, moral policy education, life skills education, health education, violence prevention, conflict resolution and moral ethics philosophy. Character education is a system for understanding character values to students Where the components of knowledge, awareness or willingness and Action to be able to implement these values according to customs and culture, (Hendrawan et al., 2022) et al., 2022).

Character education is one of the efforts to foster the development of students in terms of physical and psychological aspects towards a better direction, (Ria & Vava Adianto Kusuma, 2023). Implementation of community-based PPK through the utilization of learning resources found in the surrounding environment by working together or collaborating with the community through cultural heritage-based learning activities, museums, and art studios such as the Old City of Semarang, the Great Mosque of Central Java, the Raden Saleh Cultural Park, Lawang Sewu, and the Ronggowasito Museum, collaboration with artists and cultural figures in the surrounding area in extracurricular dance arts training, ((Muttaqin & Hariyadi, 2020), 2020).

Instructors' competency level development could be mapped into three dimensions, namely orientation, agent, and competency content. It was concluded that art schools in Malaysia need to develop dance instructors' competency in terms of 21st-century learning needs, vertical and horizontal knowledge sharing, workshop, study tour, and competition, and standardization of technological development relevant for curriculum, across knowledge, practical, and feeling domains, (Saarani et al., 2021).

Learning using batik art media using glass in the learning process provides creativity and innovation for teachers and fosters creative and enjoyable learning in students. Thus, art learning in kindergarten classes has a good impact on children's physical development and provides character education through local culture-based art, (Basri et al., 2023).

Dance learning can help children's growth and development in children's physical development. Children's physical development in children's motor development can perform various coordinated movements in a controlled, balanced, and agile manner. Performing coordinated eye, hand, foot, head movements in imitating various movements (eg: gymnastics and dance). Motor development can be concluded that the development of children's abilities will be seen through various movements and games that can be done by children, (Pamungkas & Rizka, 2023).

The implementation of traditional dance influences character education for children born from educational values. This is implemented by teachers to students through dance learning media for children to love local culture, good ethics, physical development, both gross and fine motor skills, cognitive development, language development and social emotional development and finally the development of art for children, (Henny, 2022). Learning media in the form of the Magic Card Augmented application becomes an interactive learning media. The use of the Magic Card Augmented Reality Application can increase the interest and motivation of students to learn traditional dance movements, (Ismiati & Lestari, 2022).

Dance art learning for early childhood or kindergarten children is related to psychomotor, affective and cognitive skills with play and movement activities that can be implemented in movement learning and dance art learning. Dance art education for early childhood/ kindergarten children aims to develop artistic potential for children as well as

suggestions for developing children's basic abilities in terms of expressing themselves through movement, perception skills, knowledge, artistic understanding, and aesthetics for children and the formation of character education for children, (Wulandari, 2017).

The Likok Pulo Aceh Dance which originates from Pulo Breuh has religious education values where in Aceh it is thick with Islamic law. The educational values contained in the Likok Pulo Aceh Dance greatly influence the lives of the people in Pulo Breuh, precisely in Gugop Village, (Basri & Triyanto, 2017). Thus the function of traditional Acehese dance becomes a communication medium for delivering Islamic character education messages to the community. It is also seen in the Rateeb Meuseukat Dance as a learning medium for delivering communication messages about character education. It can be seen from the movements and poems sung by the dancers which have an impact on students to carry out Allah's commands and stay away from the prohibitions of Allah SWT, (Saputra et al., n.d.).

From the results of previous research, then the learning media in the form of traditional dance can be used as a learning media in schools for children so that it can provide character education for children which is delivered by teachers to children in class during the teaching and learning process. Thus, learning using dance art learning media strengthens students' understanding to be able to have good characters in accordance with the values of Education.

One of Aceh's traditional dances is the Ranup Lam Puan Dance, created by Yuslizar. The Ranup Lam Puan Dance is a welcoming dance, which tells about the customs of the Acehese people in welcoming guests. This dance, which was born from the custom of honoring guests in the Acehese community, was initially only found in the city of Banda Aceh, but its further development in a relatively short time, has also been found in other areas, especially in coastal areas which are generally

inhabited by the Acehese tribe, the meaning of Ranup is betel, Lam means in or inside and Puan means cerana. So Ranup Lam Puan is literally interpreted as betel in cerana. This dance is based on customs that are alive and still maintained in Aceh, especially the custom of receiving and the custom of respecting guests. This can be seen symbolically in the dancer's dance movements and through the dance equipment, betel which is presented to guests. Through the dance movements, orderly and gentle movements are seen as an expression of sincerity in receiving guests, (Riezal et al., 2020).

The emergence of this dance is a form of art that was created specifically and maintains the cultural sens in Aceh with the Peumulia Jamee tradition in Aceh. This dance is a welcoming dance that tells the story of seven women who are making betel. Betel is a typical Acehese treat that is a symbol of Peumulia Jamee or honoring guests. This symbolic form is seen when the dancer presents betel to guests. Betel in Aceh is also used for the proposal or engagement procession as a gift or sign of engagement from the man's family to the woman's family, (Futuh & A'la, 2023).

The movement of Beksan Menak Sudarawreti Sirtupelaeli there are aesthetic values that contain meanings that are in accordance with the values of character education. Beksan Menak Sudarawreti Sirtupelaeli also has a relationship with the context of art and education as a guideline for daily life or values that contain noble ethics that are worth knowing, (Herawati et al., 2023).

The problem that occurred in this study was found that the traditional Ranup Lam Puan dance had been taught in the form of a creative Ranup Lam Puan dance, not a traditional Ranup Lam Puan dance. In the implementation of the process of transferring knowledge in learning the Ranup Lam Puan dance carried out by teachers to students, only the creative Ranup Lam Puan dance was created by teachers at the Almuna Bireuen Kindergarten school. This is because teachers at the Almuna Bireuen Kindergarten have

limited knowledge in the traditional Ranup Lam Puan dance so that what is taught to students is the creative Ranup Lam Puan dance. Therefore, it can be concluded that the problem is that teachers do not know the traditional Ranup Lam Puan traditional dance so that the delivery of Character Education through Acehese cultural values in the Ranup Lam Puan Dance does not reach students. With this problem, students lack character education based on local culture in accordance with Islamic teachings. Through the development of children's social emotions, there is art, so students can easily absorb character education from dance. Based on the background above, the researcher is interested in conducting research on Character Education Through Traditional Dance Ranup Lam Puan: A Study on Kindergarten Teachers at Almuna Bireuen.

## METHODS

This study uses a qualitative descriptive method to describe in detail about Character Education Through the Traditional Ranup Lam Puan Dance Learning Process for Teachers at Almuna Bireuen Kindergarten. Data collection techniques include observation, interviews and documentation, (Fadli, 2021). This study is a descriptive qualitative study by examining character education through the learning process of the Traditional Ranup Lam Puan Dance at Almuna Bireuen Kindergarten. The researcher studied the learning process with 8 teachers who teach at Almuna Kindergarten, as well as 20 students at Almuna Kindergarten. By providing an understanding to teachers about the Ranup Lam Puan Dance, from Movement to implementation with students in providing Character Education in the learning process with students in the classroom. There were interviews conducted with teachers, principals and also with students. This research was conducted at Almuna Kindergarten, namely in Bireuen City. Data analysis techniques consist of data reduction,

data display, data interpretation, and drawing conclusions.

## RESULTS AND DISCUSSION

Culture-based character education in schools through the development of the learning process at SD Global Islamic School found that the active development of culture-based character education is centered on children. The development of the learning process in culture-based character education fulfills five characters consisting of religious, nationalism, independent, mutual cooperation, and integrity. It was found that the habituation of character education through the culture-based learning process only fulfills four values of character education, namely religious, nationalism, independent, and mutual cooperation, but integrity has not been fulfilled in this activity, (Tysha & Handayani, 2022).

Character education is the most important thing in the world of education. One of the activities instilling character education through extracurricular dance arts which can form good character in students' series. Extracurricular dance arts activities can facilitate all the potential, talents and interests possessed by students in the field of dance arts and become an instillation of character education for students. Extracurricular dance activities at SDN Perwira IV Bekasi instill the values of discipline, responsibility, never giving up, tolerance, creativity, independence, curiosity, religiousness, love of the homeland, respect for achievement, friendship and social care, (Nurcholidah Anisa et al., 2018).

Learning dance based on local wisdom in schools given by teachers to children is very important in fostering character education by implementing the Tri-Silahkan values, namely *silahkan asah*, *silahkan asih* and *silahkan asuh* in children. The implementation of the Tri-Silahkan values in children through dance learning, children will work together, work together by learning in groups, be enthusiastic, honest, sincere, and empathetic. This is very effective given to

children to instill character education, (Rosala et al., 2021).

Referring to previous research, the results of this study show that the implementation of Character Education through the traditional Ranup Lam Puan dance learning process at Almuna Bireuen Kindergarten went well and was in accordance with the basic skills of dance for Kindergarten children which were applied in the learning process by teachers in the classroom. Dance is a creative and interesting learning medium to be given to children. Dance learning given to children is very important to train various aspects of their development, such as creativity, gross and fine motor skills, language skills, cognitive, and social emotional skills. Dance also plays a role in training children's movement coordination. In addition, dance is an effective means to introduce, cultivate, and instill artistic values in early childhood, (Dwi Safitri SMA Negeri et al., 2023). From the results of the study of character education through dance learning, it was found that the habituation of character education through the process of learning traditional Ranup Lam Puan dance has four character education values, namely religious, nationalism, independence, and mutual cooperation.



**Figure 1.** Implementation of Ranup Lam Puan Dance movements with the teacher

## 1. Religius

The role of local wisdom values through learning the Rateeb meuseukat dance increases students' understanding and knowledge of Aqidah values (worship values, moral values) and muamalah values thereby fostering character education in everyday life with the community, (Fitri et al., 2024). In the Ranup Lam Puan Dance, there are meaningful dance movements that honor guests who come to the event held by the event organizer. Here, there is the meaning of dance movements to honor the guests who attend, so that the dance movements provide religious values to students where students apply them to their daily lives to respect each other, respect, tolerance and live socially in society according to the teachings of Islam which are embraced by the Acehnese people and implemented in the customs and culture of Aceh.



**Figure 2.** Ranup Lam Puan Dancer

In the process of learning dance, character education is contained in the value of compassion, namely empathetic behavior. When other students need each other, students are given character education to help each other and help each other, (Rosala et al., 2021). Through learning the Ranup Lam Puan dance, there is character education, namely religious students are disciplined during practice and study time in class, students are also able to control themselves patiently in the learning process in class, the attitudes found by students also respect each other in their groups, respect their elders, and have good manners. Students

also have honesty, creativity so that communicating with group friends becomes safe and comfortable.

## 2. Nationalism

Cultural inheritance (transmission of culture), namely the process of passing on culture (cultural elements from one generation to the next generation of humans or society through the process of acculturation (cultural learning process) which grows and develops from childhood to adulthood in individuals and fosters a character that loves the homeland, (Larre et al., 2022).

Character education of love for the homeland (nationalism) through the implementation of Character Education with the Ranup Lam Puan dance by becoming a school culture and followed by all school residents, namely by shaking hands with teachers and school residents carried out by students. Dance learning that is designed in an interesting way and actively involves children will produce a more meaningful learning experience. What children learn in childhood is often remembered and carried over into adulthood. One strategy that can be applied by Early Childhood Education (PAUD) educators to instill nationalistic character values is through traditional dance, namely the Ranup Lam Puan dance in the Aceh region according to their respective regions. In this case, the role of teacher facilitators is very important. They function as motivators, resource connectors, process assistants, and providers or providers of quality solutions. By getting to know the Ranup Lam Puan traditional dance, students love their local culture more so that students know about traditional arts from their own region, are able to apply it to their daily lives and are able to preserve the dance to advance the country.

## 3. Independent

The social value of students is significantly improving due to dance education. Dance education helped in realizing one's own potential for self-enhancement, confidence, problem-solving, and creativity among the students. Moreover, it also developed and enhanced the psychomotor domain and the

students' creativity to a certain extent. Thus, dance education should be made compulsory as a curriculum subject at all levels of schools, (Singh & Devi, 2021). Improving character education through the Ranup Lam Puan traditional dance learning process is able to shape and change students' attitudes to be more confident and brave when practicing or performing dance, students are able to control themselves, are active, are able to shape and change students' attitudes to be more confident, active, able to control emotions, respect friends, and be responsible. Tested creative dance learning media also proves that creative dance learning can increase the self-confidence of kindergarten children. Dance arts activities at Almuna Bireuen Kindergarten have successfully raised children's spirits and overcome boredom during the learning process at school. This finding is supported by the results of observations that show a comparison between class dimensions and children's concentration levels when participating in Ranup Lam Puan dance learning. The results show that children are able to focus, concentrate longer, appear confident and happier after participating in dance arts sessions compared to before.

## 4. Mutual cooperation

The value of character education, namely mutual cooperation, which is found in the implementation of character education through the learning process of traditional Ranup Lampuan dance in Almuna Bireuen Kindergarten is seen when students work together and teach each other their friends who cannot move the Ranup Lampuan dance. Students learn to solve problems by discussing and working together to solve the problems so that they are able to perform the dance. In class during their learning they also encourage each other and support each other for the smooth running of dance practice and performances.

## CONCLUSION

Character education in the process of learning traditional Ranup Lam Puan dance

can create a generation with character and love their own local culture. Character education through the process of learning traditional Ranup Lam Puan dance shows that there is character education that can be developed and applied by teachers and students in the learning process in the classroom and in their living environment in everyday life. The values of character education are religious, nationalism, independent, and mutual cooperation. The values of character education are in accordance with children's basic abilities in the arts. So that children are able to implement the values of character education in everyday life and create a generation that lives with good character and loves local culture.

## REFERENCES

- Basri, N., Saputra, R. J., Halim, F., & Syahrin, A. (2023). DEVELOPMENT OF CREATIVE ACTIVITIES THROUGH BATIK DECORATIVE ART VARIETY TO IMPROVE KINDERGARTEN TEACHERS' CREATIVITY. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(2).
- Basri, N., & Triyanto, H. (2017). Catharsis: Journal of Arts Education Likok Pulo Aceh Dance as A Educational Media of Religious Values for Acehnese in Pulo Aceh. In *144 CATHARSIS* (Vol. 6, Issue 2).
- Dwi Safitri SMA Negeri, M., Raya Sudimoro Randosari, J. K., Teras, K., & Boyolali, K. (2023). Nilai-Nilai Pendidikan Karakter dalam Kesenian Tari Topeng Ireng di Kabupaten Boyolali. *Conference Series*, 1(1).
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *HUMANIKA*, 21(1).
- Fitri, A., Basri, N., Saputra, R. J., & Halim, F. (2024). The role of local wisdom values in Rateeb Meuseukat dance learning at elementary school teacher education, faculty of teacher training and education, Syiah Kuala University. *Jurnal JPSPD (Jurnal Pendidikan Sekolah Dasar)*, 11(1), 26.
- Futuh, F., & A'la, A. F. (2023). Character Education in Ranup Lampuan Dance: A Critical Study of Non-Verbal Communication. *Journal of Islamic Education and Ethics*, 1(1).
- Hendrawan, J. H., Halimah, L., & Kokom, K. (2022). Penguatan Karakter Cinta Tanah Air melalui Tari Narantika Rarangganis. *Jurnal Basicedu*, 6(5).
- Henny, H. (2022). Nilai-Nilai Tarian Mangaru pada Aspek Perkembangan Anak Usia Dini. *Murhum : Jurnal Pendidikan Anak Usia Dini*.
- Herawati, E. N., Widyastutieningrum, S. R., Pramutomo, R. M., & Slamet. (2023). Estetik relevance beksan menak sudarawerti sertupelaeli to wards character education. *Cakrawala Pendidikan*, 42(3).
- Ismiati, A.-, & Lestari, W.-. (2022). ANALISIS KEBUTUHAN PENERAPAN MEDIA PEMBELAJARAN APLIKASI MAGIC CARD AUGMENTED REALITY PADA GERAK DASAR TARI SUNDA. *Gesture: Jurnal Seni Tari*, 11(2).
- Larre, B., Wangi, G. S., Cahyono, A., & Da Ary, D. (2022). *Strategy for the inheritance of Penginang Penampi dance in Lombok Central West Nusa Tenggara*. 17(2), 2685287.
- Muttaqin, M. F., & Hariyadi, S. (2020). IMPLEMENTASI PENGUATAN PENDIDIKAN KARAKTER BERBASIS LINGKUNGAN MASYARAKAT PADA SEKOLAH DASAR. *JRPD (Jurnal Riset Pendidikan Dasar)*, 3(1).
- Nurcholidah Anisa, R., Fazriani Nurafifah, F., Munawaroh, S., & Syarif Sumantri, M. (2018). Implementasi Pendidikan Karakter Melalui Ekstrakurikuler Seni Tari di SDN Perwira IV Bekasi Utara. *Prosiding Seminar Dan Diskusi Nasional Pendidikan Dasar*.

- Pamungkas, J., & Rizka, A. D. M. (2023). Analisis Unsur Motorik Kasar Pada Pembelajaran Tari Kreasi Pelajar Pancasila Di Taman Kanak – kanak. *Jurnal Usia Dini*, 9(2).
- Riezal, C., Joebagio, H., & Susanto, S. (2020). Tari Ranup Lampuan: Eksplorasi Bentuk Penyajian dan Ragam Gerakan Tubuh Wanita Aceh dalam Budaya Pemulia Jamee. *Imajinasi: Jurnal Seni*, 14(1).
- Rosala, D., Masunah, J., Narawati, T., Karyono, T., & Sunaryo, A. (2021). Internalisasi Nilai Tri-Silas melalui Pembelajaran Tari Anak Berbasis Budaya Lokal. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2).
- Saearani, M. F. T., Chan, A. H., & Abdullah, N. N. M. L. (2021). Pedagogical Competency of Dance Instructors in The Training of Malay Court Dance Skills Among Upper Secondary Students at Johor National Art School. *Harmonia: Journal of Arts Research and Education*, 21(2).
- Saputra, R. J., Basri, N., Kharizmi, M., Halim, F., & Aryesha, V. (n.d.). Catharsis: Journal of Arts Education Islamic Character Values through RatéeB Meuseukat Dance Learning from Al-Muna Teachers Kindergarten Bireuen. *101 CATHARSIS*, 12(2), 2023.
- Singh, H. R., & Devi, L. S. (2021). The Role of Dance Education for Personality Development of Upper Primary School Students. *Harmonia: Journal of Arts Research and Education*, 21(2).
- Tysha, A. S., & Handayaniingrum, W. (2022). PENDIDIKAN KARAKTER MELALUI PEMBELAJARAN SENI TARI DI SMAN 8 MALANG. *Jurnal Pendidikan Sendratasik*, 9(1).
- Wulandari, R. T. (2017). Pembelajaran Olah Gerak Dan Tari Untuk Anak Usia Dini. *Jurnal Pendidikan*.