



The Dance Lessons in Batik SMPLB B Manunggal District Tegal Slawi

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Abstract

School (SLB) Manunggal Slawi is one special school run by the foundation "Family Welfare Manunggal", located in Slawi Tegal providing education for children with disabilities one of them deaf (part B). one of the subjects taught is the art of dance with Dance Batik material. The purpose of this study is to analyze the learning process and the results of Batik dance SMPLB B Manunggal Slawi Tegal. This study used qualitative research methods. The collection of data through observation, interviews and documentation. The validity of the data using triangulation. Analysis of data using reduction, presentation and verification of data. The results showed that learning dance SMPLB Batik Manunggal Slawi Tegal B consists of preliminary activities, core activities and closing activity. Batik dance learning outcomes SMPLB B Manunggal Slawi Tegal learners master the competencies dance consisting of wiraga aspect, wirasa, wirama. Wiraga aspect views of learners are able to coordinate movement, form and demonstrate simple movements that are part of an appreciation and creative learners. Wirama visible aspect of learners' ability to coordinate movement of the body and mind to knock the appropriate use of hearing aids (hearing aids). Wirasa aspect views of learners have had the courage and have the confidence to demonstrate the ability of the students to express their dancing ability.

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INTRODUCTION

In essence asai all children have the right to education must be respected, protected and fulfilled by the State. The right of every person differently according to his needs and each needs to be pursued to its fulfillment. Education of children with special needs are managed by the school (SLB) which is adapted to the type of disorder. Schools are responsible for carrying out school education for children with special needs (Hansen in Malatista and Soediyanto 2001: 9). The school is very concerned about the importance of education for children with special needs. Extraordinary Education aims to help learners who bear the physical and mental disorders, to be able to develop the skills in the world of work.

School (SLB) Manunggal Slawi Tegal regency is managed by the foundation "Family Welfare Manunggal", which organizes special education for children with disabilities with hearing impairment (B), tunagrahita light (C), and tunagrahita medium (C1) on the level of kindergarten Affairs ordinary (TKLB), elementary School Outstanding (SDLB), Junior Secondary School Outstanding (SMPLB) to High School Outstanding (SMALB). Learning Dance Batik one art lesson taught in SMPLB B Manunggal Slawi. In the study Suhaya (2016) study required a system in which there are components of learning interrelated learning materials, methods, and learning objectives. Batik Dance Lessons in SMPLB B Manunggal Slawi there are components that include: teachers, learners, materials, strategies, media and evaluation. In the learning process consists of preliminary activities, core activities and closing activity. Batik Dance learning outcomes in SMPLB B Manunggal Slawi learners are able to master the dance Batik from aspect wiraga, wirama, wirasa.

This research complements the research terdahulu include: (1) research Nurseto (2015) showed learning the art of dance in SD using the four aspects of the appreciation of the active and appreciation passive, namely: (1) the stage of the

description, (2) the stage of understanding / analysis, (3) the stage of interpretation / appreciation, (4) the stage of assessment / evaluation. (2) Astiti (2017) with the title of Nonverbal Communication Master In Transforming Pendet On Deaf Persons in the State Special Schools 1 Badung. ThatPendet in SLB 1 Badung (1) Use of Communication Nonverbal applied by the teacher guides at SLB 1 Badung is in the process of conveying the material or learning a teacher characterized by two-way relationship between an action that teacher educators and receiver namely action protégé. Application of learning with the teacher guides can facilitate the child ren Deaf concentrate and melapalkan Pendet, (3) Research Paramityaningrum (2015) titled Dance Oleg Peliatan Style Tamulilingan work I Gusti Ayu Raka Rasmi: Creativity Work and Learning was. Results of the study are (1) there are three structures Tamulilingan dance Oleg Peliatan Style (2) creativity range of motion includes five changes include the use of facial makeup eyeshadow flashy and does not use gup / white spot on the forehead. (3) The process of learning to do is provide a thorough technical and learners to practice the dance Tamulilingan Peliatan style with a coach I Gusti Ayu Raka Rasmi.

METHODS

This study is a qualitative research with a phenomenological approach. This research is qualitative because the existing problems in the study does not concern the figures but aims to describe or concerning about the things that are associated with the state or the status of the phenomenon (Rachman 1993: 11). The location was used as a place of research is SLB Manunggal Slawi Tegal conveniently located in the city center which is the capital Slawi Tegal, Central Java. The focus of this research into the learning process and learning outcomes Tari Batik in SMPLB B Manunggal Slawi Tegal. Data collection techniques in this study were interviews with SLB Manunggal Slawi principals, teachers and students SMPLB Dance

B. The observations were made to observe the layout and location of the research, facilities and infrastructure, educators and education personnel, as well as dance lessons and learning outcomes Batik SMPLB B Manunggal Slawi Tegal. Studies conducted document research document includes a vision and mission Manunggal Slawi SLB, SLB Manunggal Slawi organizational structure, the data of students, teachers and employees Manunggal Slawi SLB, SLB Manunggal Slawi plan space, general purpose and special purpose SLB Manunggal Slawi Tegal. Miles and Huberman in Sugiyono (2009: 337) suggests that activity in the qualitative data analysis performed interactively and continues over time through, so that the data is already saturated. Activities in data analysis, namely: data reduction (reduction of data), the data display (Display Data), conclusion drawing / verification (Conclusion / verification). Data from interviews that are descriptions certainly can cause confusion therefore necessary to test the validity of the data with the source data triangulation technique, which means that the process of testing the trust can be done by examining the data that has been obtained through a variety of sources. Various sources were then described, categorized and analyzed to produce a conclusion. Triangulation technique done with the steps: (a) comparing the observed data with the results of interviews, (b) to compare what the informant at the time of the study and all of the time, (c) comparing the perspectives and circumstances with the responses of others, (d) comparing the results of the interview with the document data. means the process of testing the trust can be done by examining the data that has been obtained through a variety of sources. Various sources were then described, categorized and analyzed to produce a conclusion. Triangulation technique done with the steps: (a) comparing the observed data with the results of interviews, (b) to compare what the informant at the time of the study and all of the time, (c) comparing the perspectives and circumstances with the responses of others, (d) comparing the results of the interview with the document data. means the

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RESULTS AND DISCUSSION

Batik Dance Lessons SMPLB B Manunggal Slawi

Implementation of the learning process in SLB Manunggal Slawi dance guided by a teacher of the art of dance non PLB (Special Education) graduate dance education. According to the study (Fitrah, 2017) explained that the main key is the quality improvement of teachers. Good education must be supported by teachers who have the capability, loyalty and integrity, and accountability of job implementation. Therefore Non special education teacher graduates are required to attend In House Traing (IHT) held SLB Manunggal Slawi every month in the hall, which aims to Non PLB teachers are able to provide the material with the right method for learners improve their teaching competence. Manunggal SLB Slawi learners consists of each section in accordance with the disability learners. Penelian (Amna and Azwandi, 2013) mentions compared to other disorders that hearing loss is not apparent, because at first glance they were not visible physical abnormalities. But as the impact of hearing loss, hearing bergangguan students have hearing bergangguan student characteristics seen in terms of intelligence, speech and language, emotional and social aspects.

Preliminary activities Batik Dance learning process in class VII SMPLB B consists of greeting, prayer and presence. Is a preliminary activity before students get an introduction to

the core material. The initial activity of learning to use total communication approach so that students are able to communicate well. This concurs with research (Saputri: 2013) with children who experience barriers to profound hearing requires conversations, often communicate with people can add the language skills. Komtal approach strategy or total communication by using the media to speak, read lips, hear, gestured in an integrated manner, the movement also uses natural gestures, finger alphabet, and signaling systems. This is similar to (Sugandi and Haryanto 2004: 29) the application of learning strategies teachers need to choose, models appropriate learning, teaching methods appropriate and teaching techniques that support the implementation of teaching methods to determine the appropriate learning strategies teachers consider to be of interest, the characteristics of the students, the subject matter and so on that strategy the learning function optimally. Opinion Efendi (2006: 57) that if in the process of hearing the one or more organs of the outer ear, the organ of the middle ear, and the organs of the inner ear disorder or damage caused by disease, accident, or other causes are unknown so it organs can not function properly, the state known as auditory disorders or hearing impairment. The use of hearing aids is also a favorable factor for deaf children learning process which is one alternative (thistle, 2010). Further research (Nohera 2008) found a hearing aid (hearing aid) is a tool and a magnifying system that has a small bersize sound components of a microphone, amplifier, receiver (receiver) and a power source. Created to make a sound that is received becomes stronger and allows heard by individuals who face hearing problems. interview Mr. Ardana as Principal SLB Manunggal Slawi there are some deaf students speech or called part B in Schools experiencing lack or loss of hearing ability due to damage or malfunction in part or all of the hearing instrument so that the children have problems in language development, therefore that in their activities using hearing aids or so-called hearing aids. Hearing aids used by different students

based on hearing levels respectively, at the level of sharpness or called by deci-Bell (dC) to assist the learning process.

Further activities in the learning process of Batik dance class VII SMPLB B is a core activity. Core activity is the delivery of content activity with total communication method, oral and speech. Submission of material on Batik demonstrated dance form of range of motion with commucation contoh total, oral and speech. matter still refer to the Competency Standards identify the types of dances local area as an example of learning material dance, Dance Batik. This concurs with Jazuli (2016: 51) that the dance is able to make a positive contribution or alleviate the suffering of people with retardation or special ability (limited), such as persons with hearing or less capable of listening, speaking, psychological disorders, and so on.



Figure 1. Teachers provide materials Tari Batik

Learning dance Batik in SMPLB B is not aimed at studying the motion, but also the mental attitude, discipline, proper sense, so the dance education into educational media. Agrees with (Sofyan, 2012) cultural arts education in schools should be earmarked and followed by all students, both girls and boys, who are interested or not interested, gifted or not gifted. All SMPLB B Manunggal Slawi required to follow the teaching of dance in schools. based on the hacyl observation and observation, learning the art of dance in SMPLB B Manunggal Slawi has provided instructional media in the form of tape, DVD / VCD player, sound system, microphones, LCD, mirrors and others that have been provided in the dance halls. Master

the art of dance also provides several tools in the form of VCDs and cassettes. Agree (Sudrajat: 2008) with a medium of learning is anything that can deliver the message, it can stimulate the mind, feelings, and the willingness of students so as to encourage the creation of the learning process in self-learners.

Cover activities in the learning process of Batik dance SMPLB B consists of the evaluation. Evaluation is an integral part of the educational process, because in the process of teacher education need to know how far the educational process has achieved results in line with the objectives set (Tayler in 1979 in Darsono 2000: 105) the results of the evaluation made by the teacher have utility for students include: (1) determine the extent to which learners master the material that is taught by a teacher? (2) determine range of motion were deemed unclear by learners, so that there is improvement. (3) Strengthening the motivation for learners to learn better. , The evaluation also aims to determine the extent to which the procurement of learning materials and how the learning outcomes given by the teacher to the learner. It is also used as a motivational tool of learners so as to achieve a higher learning interpretation. This is similar to (Sanjaya: 2009: 135) in the absence of motivation, the student may not discount the willingness to learn. Therefore, the motivation is one of the roles and duties of teachers in each lesson. Learning outcomes that can be achieved is also very dependent on the students' learning environment. One of the most dominant learning environment affects learning outcomes is the quality of learning. What is meant by the quality of teaching is high or low, or the effectiveness of the learning process in achieving the learning objectives. While the elements that can affect the quality of learning is teacher competence, the characteristics of classroom and school characteristics.

Batik Dance learning outcomes in SMPLB B Manunggal Slawi

Learning dance Batik SMPLB B is part of art education, therefore, is a form of dance skill skill ability of learners in terms of the indicator

kepenarian that students master the competencies dance consisting of wiraga aspect, wirasa, wirama.

Aspects Wiraga

In (Arielle & Indriyanto, 2016) wiraga ie all aspects of dance, whether it be the attitude of the motion, the use of energy and gerak yang process performed by dancers, as well as the whole unity element and dance motifs contained in a dance. Based on direct observation and the observation of classroom teaching and learning activities VII SMPLB B teacher interacting with learners with a question and answer to the students about the names of a variety of dance Batik in the learning process. Students are able to co-ordinate movement, form and demonstrate simple movement given the limitations of disorders learners who are part of an appreciation and creative learners. This is in line with the opinion (Soemaryatmi 2007: 3) wiraga are all aspects of dance, whether it be the attitude of the motion, the use of force and motion process performed by the dancers, as well as the whole unity element and motif motion contained in a dance. Appreciation do learners to promote creativity by observing and providing feedback about Batik dance.

Aspects wirasa

Learners are always enthusiastic in learning the art of dance, it shows that learners have had the courage and have the confidence to demonstrate the ability of the students to express their dancing ability. Confidence which is owned by the NII is one of the achievements of students in the educational process of art. Jazuli (2008: 139-140) is the art of learning a person's process attempts to obtain a change in attitude and behavior as a result berkesnian experience and interact with the cultural environment to achieve certain goals. Changes in attitude and behavior occur in students during the learning process of batik dance.



Figure 2. Learners memaragakan range of motion Tari Batik with wirasa aspect.

Based on interviews with the dance teacher, at first the students do not feel confident and enthusiastic when asked by the teacher to show the dance Batik, but after the teacher gives motivation, students become more confident and enthusiastic to come forward and dance featuring Batik. Results of research and observation, the expression on the dance described as a delivery mean batik batik process, meaning jeglong motion with the hands ukel and ngithing on four dance Batik variance to describe people who are batik. This is similar to (Soemaryatmi 2007: 3) states that wirasa is something more to do with the content of a dance problem.

Aspects Wirama

Learning dance Batik SMPLB B Manunggal Slawi, learners always use hearing aids or hearing aids to support the learning process of batik dance. Sound sound system loud enough to be heard even if not entirely by learners. In (Haryono, 2012) Wirama (rhythm), that is centered on the ability to interpret the power of rhythm strongly associated with music as an accompaniment. This matching is based on interviews and observations dance teachers say therefore in the learning process in addition to the accompaniment of dance Batik also use sign language to help dance beats to suit his or accompaniment. (Soemaryatmi 2007: 3) wirama is related to the sense of rhythm, rhythm of movement and rhythm of movement. The whole

movement (wiraga) must always be carried out in line with wiramanya. Learners are able to memorize range of motion with the ability mrngkoordinasikan Batik dance gestures and thoughts to the beat accordingly. Learners have the desire, motivation, and a strong interest in learning dance Batik.

CONCLUSION

Batik Dance Lessons in SMPLB B Manunggal Slawi Tegal has seven learning components, including teachers, learners, objectives, materials, methods, media, and evaluation. Batik Dance learning outcomes in SMPLB B Manunggal Slawi Tegal regency that includes wiraga, wirama and wirasa. Aspects wiraga views of learners are able to analyze motion, aspects wirama views of learners are able to memorize a variety of dance Barik by coordinating the motion of the body and mind with a tap or accompaniment appropriate, aspects wirasa views of learners have had the courage and self-confidence to demonstrate the ability of the students to express their dancing ability.

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