



Batik Jlamprang Pekalongan Dance as Character Education Media for Early Childhood in Kindergarten B TK Batik Pencong, Wiradesa, Pekalongan

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Abstract

The impact of globalization that is happening today brings Indonesian society to forget the character education of the nation. This study is based on the phenomenon of violence in children. Based on data from Tempo.co news uploaded on Wednesday 28 September 2016 declared a four-year-old Elderly Student in Wates Sub-district to be the victim of brutal brutal persecution of her class. This study aims to reveal the value of character education values contained in Jlamprang Pekalongan Batik dance and Jlamprang Pekalongan Batik dance as a medium of character education in kindergarten B TK Batik Pencong Wiradesa Pekalongan. This research use descriptive qualitative approach. Based on the results of this research is Batik Jlamprang Dance as a medium of character education is given as a means to achieve learning objectives. Implementation of character education is done through the process of planning, learning and habituation. Through this Jlamprang Batik Dance learning, it is expected that children can grow the character of patience, independence and hard work and change the character of the child from the bad to be good.

INTRODUCTION

Education is one effort to improve the quality of human resources are done consciously to improve knowledge, values and attitudes. Education is expected to increase knowledge and empower the potential in accordance with the talents and abilities possessed. Education carries the task of generating good generations, more culturally human, and human as individuals who have better personalities (Munib, 2006: 29). According to UU No. 20 of 2003 Chapter VI Article 13 paragraph (1) on the National Education System explains that education is classified into three parts: informal education, formal education and non-formal education that can complement and replace. Education applies to all citizens of all ages, including young children.

Based on Law Number 20 Year 2003 on National Education System, Article 1 point 14 of early childhood education (PAUD) is defined as a counseling effort that is shown for children from birth up to the age of six that is done through the provision of educational stimuli to assist the growth and physical and spiritual development in order for the child to have readiness in entering further education. According to Latif (2009: 3) education holds the task of transforming individuals into real human beings, ie perfect human beings who are able to explore their intelligences to help solve the problems of life.

The examples of the problem is the kindergarten children to abuse the child early childhood in Kediri. Based on data from Tempo.co news uploaded on Wednesday, September 28th 2016 declared a four-year-old Elderly Student in Wates Sub-district to be the victim of brutal persecution of her class. As a result he was injured throughout the face and head with quite severe. The persecution occurred when the PAUD boy left the class to urinate in the bathroom. At the same time there are older siblings who are also going to the same bathroom. Allegedly due to fight each other, the poor boy was beaten in the bathroom all-out.

Through character education or morals (in Arabic term) we can carve or shape the child into a good personality. (Al Ghazali 2003: 54) illustrates that morals are the behavior of someone who comes from a good heart. The role of education is very important to support development in order to produce quality human beings. Character as a way of thinking and behaving that characterizes each individual to live and work together, both within the scope of family, society, nation and State (Masnur Muslich, 2011: 70)

The Batik Jlamprang Pekalongan dance is a batik dance art from Pekalongan that describes batik especially Jlamprang Batik. The hardworking and diligent community is in the sense of the Batik Jlamprang dance movement. The composition of his movement describes the people of Pekalongan who likes to make batik and to show off batik as a symbol of Pekalongan city. Rohkyatmo (1986: 7) says that dance is a beautiful rhythmic movement as an expression of the human soul. The opinion is almost the same as that proposed by Enoch Admadibrata (1986: 186) that dance is a medium to convey an event or some event through the media motion. Dance learning in early childhood can inculcate the character values such as discipline, honesty, responsibility, religious, patriotism, and environmental care (Rakimahwati, 2014).

According to the analysis of Igustiaryana (2011) in an article entitled "Early Childhood Art Education" it is mentioned that the meaning of children's art education is the effort of human by using medium of art (music, dance and likeness) to achieve a goal to be achieved in education learning art for early childhood. Dance education has the purpose of developing the efficiency and expression of the child's soul that is realized through the motion, because through the movement of human limbs can express their feelings. According to Ernita Lusiana in her journal entitled Building a Character Understanding of Honesty Through Traditional Games In Early Childhood states that something happily done is more easily accepted by the child.

The researcher took the location in Batik Pencongan, Pekalongan because Batik Jlamprang Dance learning was only carried out in Kindergarten Batik Pencongan Pekalongan and Character Education also been implemented indirectly in TK Batik Pencongan, Pekalongan. Therefore, Researchers want to do research by using Jlamprang Batik Dance learning as a tool or media of character education. Darmiyati (2011: 159) itself suggests character education is a process to develop in every child awareness as a sovereign citizen and willing to maintain and maintain the independence and sovereignty.

The researcher took the title "Batik Jlamprang Pekalongan Dance as a medium of Character Education for Kindergarten B TK Batik Pencongan Pekalongan" because the dance is a new dance and not many know, Batik Jlamprang dance was created as the identity of Pekalongan city as well as the event showcased batik as a symbol of Pekalongan city. So that Pekalongan people to know this Batik Jlamprang dance reflects the

peculiarities of Pekalongan city that comes from typical batik Pekalongan city that is Jlamprang batik.

METHOD

The research approach used in this research is qualitative approach because qualitative approach is considered in accordance with this research. Bogdan and Taylor (Moleong, 2011: 4) states that qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words of people and behavior that can be observed. The research was conducted at TK Batik Pencongan, Pekalongan with address Ahmad Yani No. 277 Kelurahan Bener Kecamatan Wiradesa.

The subjects of this study are the parties directly related to the learning of students in TK Batik Pencongan, Pekalongan. As key informant to get data about Batik Jlamprang Dance as Character Education Media for Kindergarten B in TK Batik Pencongan, Pekalongan, main informant is Kindergarten B teacher which amounts to 4 people. As for the supporting informant is the Principal of TK Batik Pencongan. The object of this research is character education that exist in TK Batik Pencongan, Pekalongan.

The source of the data in Batik Jlamprang dance research as character education media for child kindergarten in TK Batik Pencongan, Pekalongan, consist of two source that is primary data source and secondary data source. Data collection methods used in this study are observation, interview and documentation. To prove the validity of data in this study, researchers used triangulation of sources and triangulation theory.

This study uses data analysis method used is an interactive analysis model, where the data reduction component and data presentation done simultaneously with the data collection process. Once the data are collected, the four components of analysis (data collection, data reduction, data presentation and conclusion) interact. According to Miles and Huberman (Sugiyono, 2010: 337-338), argued that the activity in qualitative data analysis done interactively and lasted continuously until thoroughly, so the data is saturated. Activity in data analysis, consists data reduction, display data, and conclusion drawing / verification.

RESULTS AND DISCUSSION

Research on Batik Jlamprang Pekalongan Dance as Character Education Media for Early

Childhood in Kindergarten B TK Batik Pencongan, Wiradesa, Pekalongan conducted on January 3, 2017 until January 30, 2017. The implementation of the research conducted as much as 24 times in students TK B academic year 2016/2017. Implementation of character education in TK Batik Pencongan, the process of character education is done by integrating character education into learning activities. This is indicated by the curriculum content used in TK Batik Pencongan which refers to the Minister of Education and Culture of the Republic of Indonesia no. 137 Year 2014 on the National Standard early childhood already contains the character values. In addition, the semester program and weekly activity plan has been loaded character values.

The application of character education in addition can be integrated in all learning also can be developed through self-development activities of learners which is a potential medium for character development and improvement of academic quality (Muchlas Samani and Hariyanto, 2012: 8). In TK Batik Pencongan itself apart from through learning activities, the process of applying the character education is done through cultural activities and habituation activities. These activities include routine, spontaneous and exemplary activities.

Routine activities include ceremonial activities on Monday, praying before and after activities, cleaning up the environment and classes, morning gymnastics, washing hands before and after meals, and disposing of waste in place. Spontaneous activity is an activity where the activity is spontaneous done by students and educators and is an activity that contains good values and behavior or not good and is seen by educators. Exemplary is also an activity that becomes part of the application of character education, where exemplary is a form of way used by educators to easily give understanding to learners about which behavior is good and which bad behavior that should not be done. According to Sumi Suhartinah, (2012) that character education is a conscious effort to educate children agardapat make wise decisions and practice it in everyday life, so that they can contribute positively to the environment.

Batik Jlamprang Dance as a medium of character education taught especially in TK Batik Pencongan implemented periodically. Learning Character Education Practice is certainly according to the concept that carried by TK Batik Pencongan done through the process of habituation. Daily habits will shape the child into a better person. Getting the child to apply the moral message contained in the dance into everyday life

can change the child's behavior to behave like the value of the character.

Character education is implemented through extra dance. The dance has a moral message in which the dance depicts a person who is making batik with patience, hard work, and independence. With the moral message contained in the Batik Jlamprang dance, it can be character education medium.

Performing arts, especially the art of dance, have four important functions, including ritual means, entertainment, aesthetic presentation, and educational media. The function of dance as an educational media that became the reference of the character education of the nation, because in it there are various moral messages, ideas, thoughts, to politics. According to Kusnadi (2002: 21-22) in general the function of dance in the life of society there are 3 kinds, namely as a means of religious ceremonies and customs, as a means of entertainment or association, and as a means of spectacle performances.

CONCLUSION

Implementation of character education in TK Batik Pencongan can be concluded that the process of applying character education in TK Batik Pencongan, Wiradesa, Pekalongan is done through three processes namely planning, implementation, and assessment. Planning in the process of applying character education begins by incorporating character education content into the school curriculum, then in the semester program, RKM and RKH. To process the implementation of character education integrated in learning activities and habituations. As for the assessment in the process of applying character education is integrated in the assessment of learning and spontaneous assessment conducted by educators.

The value of character education in Jlamprang Batik dance includes the value of character education of hard work, patience and independence. So that can be used as a learning for children in kindergarten Batik Pencongan Wiradesa Pekalongan. Jlamprang Batik Dance as a medium of character education makes the art of dance has great potential not only as entertainment only. But the planting of characters can be taught through the art of dance. So that the moral messages contained in the dance can be absorbed by children well and can be applied into the daily life of children. According to Sumandiyo (2000: 18) art is all human actions arising from the life of human feelings are beautiful, to be able to move the soul of human feelings.

Based on the conclusion of research result Batik Dance Jlamprang Pekalongan as Character Education Media for Early Childhood in Kindergarten B TK Batik Pencongan, Wiradesa, Pekalongan. May all the people of Indonesia can continue to maintain and preserve the art of dance and find new ways to overcome it so that dance of a region in Indonesia can be maintained until the next generation. And with the existence of Batik Jlamprang dance can be a medium of education by developing values that contained in the dance. Teachers in kindergarten to be more creative to create new dances that are charged with education according to the demands of the times.

DEDICATION

This article is the result of cooperation between Principal, teachers, and students in TK Batik Pencongan, Pekalongan who has helped in facilitating research. Therefore, the authors would like to thank the Principal and teachers who have given the research permission, as well as the students in TK Batik Pencongan, Pekalongan who have been willing to be the subject in this research.

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