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## **The Value of Creative Character of Guci Dance Through The Extracurricular Art of Dance**

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### **Abstract**

Guci dance is one of the dance creations from the Guci area in Tegal Regency which had a characteristic in its variety of movements and it was used as a material for the extracurricular art of dance. This study aims to provide an overview of the value of the creative character of the Guci Dance, which was given through the extracurricular activities learning of dance. The study was conducted by using a qualitative analysis research method with the research location at SMP Negeri 2 Bumijawa in Tegal Regency. The instruments and data collection techniques used observation, interviews, and document study. The data validity technique used data triangulation technique. Meanwhile, data analysis and processing techniques were carried out by collecting, reducing, clarifying and verifying data. The results of the cultivation of creative character values through the extracurricular activities learning art of dance focused on 5 aspects, namely thinking in all directions, changing perspectives, generating ideas, stimulating backgrounds and skills in many ways.

**Keywords:** Character Education, Creative Values, Guci Dance, Extracurricular

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## INTRODUCTION

Basically, art subjects in school are very closely related to character education as described (Triyanto, 2017, p. 113) art education is a form or education system that uses art as a tool or means to achieve educational goals. Various basic abilities that can be optimized will produce levels of emotional, intellectual, creative, and moral intelligence (Yeti Check Arisyanto et al., 2018, p. 2).

Fundamentally, all of arts (visuals, music, drama, dance) act as media for self-expression. Something that is expressed consists of various sources, these sources can be from: ideas, knowledge, circumstances/situations, experiences, even something that becomes a feeling. The quality of the results of artistic expression is very determined by the creator artist, which is related to the breadth of knowledge, insight, experience, and high life philosophy of each creator artist (Hartono, 2016, p. 36).

Dance education (Jazuli, 1994, p. 14) must involve creative and appreciative processes that can refer to cooperation between thoughts, feelings, and actions. This means that dance education is always directed to the creative aspect, through practical or theoretical experiences. The creative aspect concerns creative activities in order to determine the meaning in a new form of the values in life.

The Ministry of National Education had established a character education program. Article I of the 2003 National Education System Law states that one of the goals of national education is to develop the potential of students to have intelligence, personality, and noble character. The mandate of the law intends that education is not only for the formation of intelligent people but also with personalities or characteristics so that later generations of nations will have characters of noble values of national culture. There are nine pillars of character that come from universal noble values, namely: first, the character of the love of God and all of His creation; second, independence and responsibility; third,

honesty/ trustworthiness, diplomatic; fourth, respect and polite; fifth, generous, helpful and mutual cooperation; sixth, self-confident and hardworking; seventh, leadership and justice; eighth, kind and humble, and; ninth, the character of tolerance, peace, and unity (Suyanto check Widodo, 2010, p. 174).

Character (Suparno, 2015, p. 29) are values and positive life attitudes that are owned by a person so that they affect behavior, ways of thinking, and acting so that they become the character of his life. Character (Mulyasa, 2011, p. 3) are the nature of a person to respond to situations morally which is manifested in real action in behaving well, honestly, responsibly, and with respect for others.

There are 18 values in the development of cultural education and national character with indicators compiled by the National Education Office. Starting in the 2011 school year, all levels of education in Indonesia were required to include character education in the educational process, the details were as follows: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard work, (6) ) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love the Motherland, (12) Appreciate Achievements, (13) Friendly/ Communicative, (14) Love Peace, (15) Love to Read, (16) Care for the environment, (17) Care for Social, and (18) Responsibility.

Values according to Liliweri (2014, 55; Check Maragani & Wadiyo, 2016, p. 50) are basically ideas about what is good, right, and fair. Furthermore, it is explained that the value according to Ahmisa-Putra (2009, 7; Check Maragani & Wadiyo, 2016, p. 50) states about things that are good, what should be, and also regarding the bad things.

The function of education is important in building character, its existence because the process of inheritance, transformation and dissemination of cultural knowledge takes place systematically and programmatically. The development of formal and non-formal education at various levels and types is a dominant force that determines the development of human reasoning and thinking.

Education in the information era had changed and developed insight into life orientation in the dimensions of space and time (Wirawan & Sugiarta, 2018, p. 73; Rowe, 2009, p. 45)

Creativity development has four reasons, (Munandar, 2009), namely: (1) can manifest itself, (2) creativity or creative thinking as the ability to see the possibilities for solving a problem, (3) being busy creatively is not only beneficial for self and the environment but also to give satisfaction to the individual, (4) creativity enables humans to improve their quality of life.

Creativity is a fundamental thing that must be owned by someone if they want to create something (Sugiarto, 2019). An explanation of (Hawkins translation Hadi, 1990, p. 8) the main element in dance is the urge to create. The main characteristics of creative people (Campbell check Sarjono, 2010, p. 9) are (1) mental agility to think from all directions and ideas, (2) mental agility to think in all directions (divergent thinking is the ability to think from one idea, spread ideas to all directions; (3) conceptual flexibility is the ability to spontaneously change perspectives, approaches, unfinished work; (4) originality is the ability to bring up ideas, solutions, ways of working that are not common (although not always good) which is rarely even "surprising"; (5) prefers complexity over simplicity. based on the investigation, it was found that in general creative people prefer complexity over convenience, prefer challenges over security, tend to complexity from the simple (simplicity); (6) a stimulating background. Creative people usually have long lived in the environment of people who can be an example in the field of writing, art, study, research, and development of science and its application and in an atmosphere of wanting to learn, wanting to know more, wanting to advance in the fields that are struggled; (7) proficiency in many ways.

The main concern of choreographers and the dance community is centered on preserving the integrity of dance work. In practice, dance creators ensure that the performance of the

work is supervised in maintaining the constitutive features of the choreography and does not tolerate 'distortion' and modification. The idea that a moral rights law can provide the legal protection needed to control that is needed to keep the original form of dance work is an interesting thing (Yeoh, 2013, p.46)

Creative activities (Triyanto, 2017, p. 64) are the complexity of the creation process that goes through various stages, starting from moving intuition or imagination to explore the infinite 'world' in order to get meaningful ideas, construct ideas into a concept of ideas and express them through skill of manipulating the media (certain materials, tools, and techniques) to become a work that can be enjoyed.

According to Damajanti (in Martina et al., 2013, p. 2) suggests that creativity as something artistic, great, intelligent, out of habit. Creativity is an effective ability to create. Besides, creative is an imaginative activity that results the formation of an information combination from previous experiences which then becomes something meaningful

Dance is called a work of art when its forms and rhythms are based on the realm of emotion (soul), namely emotions in the form of feelings of good - not good, good and bad, and wrong and true. Dance is a cultural statement (Hera, 2014, p.201). Furthermore, according to Soedarsono (1978: 3; Check Hera, 2014, p. 201) that dance is an expression of the human soul which is expressed through rhythmic and beautiful movements. The art of dance is performed by moving the body rhythmically and accompanied by music. The movement can be enjoyed, it is an expression of ideas, emotions, or stories.

The elements of dance (Sugiyarto, 1992, pp. 3-5) are (1) the movement becomes dominant which can change the gesture of the limb. The aspect of movement as a basic element and cannot be separated from the aspects of energy, space, and time; (2) music accompaniment is used by dancers in dancing a dance; (3) The theme of the dance can be identified through the form of movement which is arranged from the beginning to the end of the

performance; (4) Make-up and costume in dance are necessary support and can give beauty according to characterization; (5) The performance is carried out in a closed building and a performance room/ in an open area.

Adshad (1988, p. 24) argues that,

"... Performing arts can also have a function of fulfilling needs. Each has a beautiful dance that is a characteristic of the dance itself. That's what makes them different from each other. The specific characteristics of the dance itself are usually found in the choreography which consists of visual and auditive aspects ..."

Extracurricular activities (Prihatin, 2014, p. 4) are activities that are carried out of regular school time and school holidays carried out both at school and out of school, with the aim of expanding student knowledge, recognizing the relationship among various subjects, applying talents and interest and complement the development of Indonesian community as a whole.

An explanation of the next extracurricular activities (Wiyani, 2013, p.107) is an activity carried out in developing certain aspects of what is found in the curriculum that is being implemented, including those related to how the actual implementation of the knowledge learned by students is appropriate with the demands of their life needs and the surrounding environment.

## **METHOD**

The research method used in this study is a qualitative research method because it aims to describe, analyze, and interpret the value of creative character in Guci Dance learning through extracurricular activities at SMP Negeri 2 Bumijawa. Guci dance can be seen from the learning process and the cultivation of character values that are studied by using an interdisciplinary approach (Rohidi 2011: 172-173).

An interdisciplinary approach is used to understand a study problem by combining several disciplines, namely phenomenology and education. The phenomenological

approach is used to study the extracurricular learning process of Guci Dance, while the educational approach is used to study the cultivation of character values in the extracurricular of Guci Dance activities.

The data collection techniques used in this study, namely, observation, interviews, and document study. Observations made by researchers were observations about the general condition of SMP Negeri 2 Bumijawa which consisted of: the learning process of dance in cultivating creative character values and dance learning media by using digital cameras. The results of this observation were description of the cultivation of the creative character value of the extracurricular of Guci Dance activities.

The researcher applied the interview method, document study, and observation. The data validity technique used in this study was source triangulation. Triangulation technique means that the testing process was carried out by examining and comparing the data that had been obtained through various related sources. Various data from the sources obtained were then described, categorized, and analyzed so it resulted a comprehensive data conclusion.

The data analysis used in this study refers to the analysis of Miles and Huberman translated by Rohidi (2011, p. 238). The analysis process was carried out with a cycle model starting from data collection, reducing data and clarifying, concluding, and interpreting all information selectively.

## **RESULTS AND DISCUSSION**

### **The Value of Creative Character of Guci Dance through the Extracurricular of Dance Activities**

The dance movement in Guci Dance is a dance describing Guci village girls bathing in the Guci Hot Water Tourism Object. Start by walking to the bathhouse with towels and guci (jars) as water storage. Then played water with other girls who took a shower, scrubbed their bodies with soap, wash their hair or wash their hair, dried their bodies again by using a towel

and walked home with a guci (jar) that had been filled with water.

The lyrics of the song lyrics in the Guci Dance have the theme of nature and an invitation for tourists to come to the Guci Hot Water Tourism Object. The verse contains a description of the joy of the Guci Tourism Object as a place to travel joking with friends, family and the closest people. Showers, hot springs and beautiful nature and beautiful scenery are the real things that look fun to visit.

The cultivation of the value of creative character of Guci Dance through extracurricular activities is expected to make the character of SMP Negeri 2 Bumijawa students able to introduce the Guci dance with the character values that are cultivated. The value of creative character studied is simplifying the theory used from (Campbell check Sarjono, 2010, p. 9) regarding the characteristics of creative people. Researchers focus on mental agility which discusses how to think in all directions, changes the perspective from conceptual flexibility, raises ideas that came from the main originality or originality of the ideas obtained, a stimulating background explained that prospective creative people must have what was their background before coming up with ideas, and proficiency in various things means that in being a creative person, you must have ideas of many things that could support the creation of a creativity.

### Agility to Think in All Directions

Mental agility (Campbell Check Sarjono, 2010, p. 9) think from all directions and ideas, the ability to play with ideas, concepts, symbols, words, and especially see the relationships that exist. But it can not be implemented between ideas. Ideas and so on. Thinking in all directions (convergent thinking) is the ability to see a problem or case from various directions, aspects and collect the facts on the problem or case that are faced.

The results of the analysis and observations of researchers, namely as a creative person through the cultivation of the creative character of Guci Dance, were

obtained about thinking in all directions. The extracurricular activities learning of Guci Dance made students think in all directions because they could be open to the circumstances around them. Students were given knowledge through the Guci Dance, which was about the origin of the formation of this dance because of the existence of the Guci Hot Water Tourism Park which was located in Guci Village, Bumijawa District, Tegal Regency. An excerpt from an interview with Yesica, one of the students who took part in the extracurricular of Guci dance activity regarding Guci's Property as follows.

“... The one that was brought when dancing the Guci Dance was the Guci (jar), it's small so it's easy to carry everywhere. Its origin is because there are tourist objects and then used as a special creation dance here, that's Guci. So the Guci (jar) became a symbol for dancing. But if you dance, you don't always carry a guci (jar), sometimes you wear a scarf (*sampur*), sometimes it's just body movements ... ”(Interview on 12 November 2019)

The results of the researcher interview with one of the dancers showed that the teacher succeeded in getting students to be able to understand the Guci dance that has message and impression as a property. Symbols and characteristics of the Guci Dance. Because if the Guci Dance is changed to use fan properties, it does not mean that it becomes Guci Dance, and vice versa. A person who has a creative soul can position himself well, and can even control his way of thinking. Students are able to dance the Guci Dance well by showing the guci (jar) as a property in dancing.



**Figure 1.** Dancers Brought Guci (Jars) as a Symbol of Guci Dance (Doc. Yusnita Ferawati 2019)

From the results of Figure 1, it can be seen that the dancer carried the guci (jar) with both hands while dancing. Guci is carried as a symbol of Guci Dance which is a typical dance of the Guci region. Various kinds of movements and poses of various movements that showed the dancer doing the attraction or performance using guci (jars). The guci (jars) were usually big in real life, but because they were used as dance properties, they were made in such a way. A person who was creative when he saw an object that could be a symbol would immediately become an object in dancing

Extracurricular activities were one of the introductions between students and the Guci Dance. The guci (jars) that became symbols that were used as examples which later could provide insight to students in making a new creative dance or the development of an existing dance. Creative students would come up with the same thoughts that what had been learned, namely Guci Dance had a meaning and purpose in dancing.

### Changing Perspectives

Conceptual flexibility is the ability to spontaneously change perspectives, approaches, and unfinished work (Campbell Check Sarjono, 2010, p. 9). The way of a creative person changes the perspective in producing good dance. Students were asked to be creative by not only focusing on one point of view in seeing. The teacher through the extracurricular of Guci Dance activity introduced students that not only guci (jars) were used as properties in dancing but also *sampur*/ scarves. Although the name of the dance is Guci Dance, it was not always used in dancing with Guci (jars).



**Figure 2.** Dancers Used Guci (Jars) in Dancing (Doc. Yusnita Ferawati 2019)

The results of Figure 2 show that the dancers used the guci (jars) property as a tool in expressing their movements. The guci (jars) were carried above the head, stretched to the right or left side, carried with both hands, below beside the waist was a perspective that could be seen by a dancer. Because in fact, how to carry guci (jars) is very difficult. It is proven by carrying a large guci (jar) that is usually used in real life as a large enough water container so if someone carried it, it will feel heavy when carried. Quote from interview with Yesica regarding the guci (jars) brought when dancing.

“... easy to carry if you are dancing when you use both pliers so you can hold each other's neck and stomach/ body. However, when using the guci (jar) with one hand, either the right or the left, you have to be more careful because you are afraid to fall. Mrs. Ika taught her how to dance either with guci (jars) or without guci (jars), and even introduced *sampur*/ scarves as another property ...”(interview with Yesica 12 November 2019).

The results of the interview explained that the children were more careful in dancing by using guci (jars). The use of *sampur*/ scarves was also required when dancing the Guci Dance. Guci (jars) could change the students' perspective that in creating, they did not always use one object, but might be more than one. Dancing did not limit someone to be creative by using other tools they wanted to convey to the audience

In Guci Dance, *sampur*/ scarves is no less important to be used in dancing. *Sampur* in this Guci Dance made the second alternative as a property after guci (jars). Dancers also used *sampur* as a tool for dancing so that they could be creative if later they would make a dance work





**Figure 3.** Dancers did *Seblak Sampur* (Doc. Yusnita Ferawati 2019)

Figure 3 shows that the dancer did *seblak sampur* with both hands towards the back, while the small *guci* (jar) that was initially held and carried when dancing was placed on the bottom/ floor right in front of each dancer. The dancers made the best use of the *sampur*. For example, when dancing the *Guci Dance*, the dancer brought a *guci* (jar), then in the middle of the dancing, *guci* (jar) was placed, then the dancers with the strains of their movements changed to use *sampur* as a means of dancing. Quote from an interview with Mrs. Ika regarding the use of *guci* (jars) and *sampur* as a dance tool.

"... dancing the *Guci Dance* may be unfamiliar to some dancers in Tegal Regency and City. Because *Guci Dance* is a new creation dance. Tegal Regency is identical to the *Endel Mask Dance* which has a characteristic white mask with black patterns/ motifs. The creator of the *Guci Dance* wanted to create a new dance called *Guci Dance*. The *Guci Dance* is danced by carrying a small *guci* (jar) and *sampur* which adds to the creations in the *Guci Dance* ... "(Interview on 12 November 2019)

The results of the interview explained that the *Guci Dance* is a new creation dance that makes the object of the *guci* (jar) as a property for dancing. *Guci* dance is used as a new dance which also introduces tourism objects in the *Guci* area

### Come up with ideas

Originality is the ability to come up with ideas, solutions, unusual (although not always good) ways of working that are rarely even "surprising" (Campbell Check Sarjono, 2010, p. 9). Originality that is original. Students were given ways to come up with ideas that could make them creative through the *Guci Dance* extracurricular activities. One of them was by introducing the various movements of the *Guci Dance* which were not necessarily found in other dances, namely *kosokan*/ rubbing movements and the *Ngurai Rekmo* or washing hair movements.

The character of student creativity would be created with the introduction of the various movements of the *Guci Dance*. Students knew that any ideas could be used as a new dance that was also original. Dance is called *Creative Dance* if it has been developed from existing movements or has developed.

Students began to get ideas from the various movements of the *Guci Dance*, then later they could make new ideas if they had worked in the art world specifically. The creative character in generating ideas needed to be explored from an early age because students are the successors of state. Students were given an understanding of creative ideas that needed to be developed so that they became original personal work and not plagiarism for a new work. When students claimed their own work or ideas, it was from their own idea, not someone else's work. Quote from interview with Yesica regarding the opinion of the idea to be stated

"... My idea is to make a dance work, namely life in the mountains or the *Guci* area. From the beginning of the activity in the morning until the end of the night. There are also customs that want to be used as a dance or performance. If in the sea area, there is gift for the sea, if in the mountains, there is gift from the earth, miss. So I want to make a work that your parents and yourself who can be proud of. The idea is only that but as usual I am confused to start, so from that I take part in the

extracurricular of Guci Dance ...” (Interview on 12 November 2019).

The extracurricular of Guci dance opened up the creative character of ideas from students to produce a dance work. The teacher directed the ideas to be conveyed to students through the Guci Dance. Starting from a guci (jar) can be a work that has distinctive characteristics so that students could start to come up with creative ideas from the extracurricular activities learning of Guci Dance.

### **A Stimulating Background**

A Creative people usually have long lived in an environment of people who can be examples in the fields of writing, art, studies, research and development of science and its application and in an atmosphere of wanting to learn, wanting to know more, wanting to advance in fields that are struggled. (Campbell Check Sarjono, 2010, p. 9).

Siswa masing-masing telah memiliki bakat di bidang seni khususnya yang mengikuti kegiatan ekstrakurikuler seni tari. Karena tidak semua siswa di SMP Negeri 2 Bumijawa dapat menari dengan baik jika belum diberikan pengarahan dalam ekstrakurikuler tari. Tari Guci menjadikan salah satu upaya agar siswa nantinya dapat berkreasi dan menghasilkan karya yang sesuai dengan yang diharapkan. Siswa yang telah memperoleh ide tadi kemudian menerapkan dalam suatu karya tari.

Each student already had talent in the arts, especially those participating in extracurricular activities of dance. Because not all students at SMP Negeri 2 Bumijawa could dance well if they had not been given instruction in extracurricular activities of dance. Guci Dance is an effort so that students could be creative and produce works as expected. Students who had obtained the idea then applied it in a dance work.

Quotation of interview with Mrs. Ika regarding the origin of the extracurricular activities of Guci dance.

“... The Guci dance comes from the Guci area which is used as one of the typical

dances, because of its own property. Students sometimes ask what the goal of Guci Dance is, I only answer to preserve the dance and grow or stimulate your creativity in the field of dance in particular. Students are also given the understanding that this Guci Dance comes from here and who else will support it if not from the younger generation like you. I also try to find out the creativity of the children through Guci Dance by occasionally telling stories about your surroundings that can be used as a dance work, about the lives of farmers, communities, traders and so on ... ”(Interview on 12 November 2019).

The results of the interview with Mrs. Ika found that the extracurricular of Guci Dance activity was aimed at developing the origins of each student so that they could come up with new dance works according to their own results. Guci dance was a means for students to create a dance that was original and comes from the surrounding environment.

Students were prospective creative people who would later come up with many new dance works with their respective themes. The extracurricular activities of Guci Dance at SMP Negeri 2 Bumijawa made the character talents of students' creativity built to be creative. The help and encouragement from the teacher in extracurricular activities of dance made students enthusiastic in making works.

### **Proficiency in Many Things**

The proficiency in many respects (Campbell Check Sarjono, 2010, p. 9). Creative human generally have many interests and abilities in various fields (multiple skills). The skills of a creative person are determined by their interests in various fields. Creative people are more dominant in creating in the fields of art, knowledge, technology, and sports.

Students tried to explore the interests and skills that exist in their respective characters. Students' creative character resulted from their interests and talents. Extracurricular activities in schools usually had many kinds and fields. The participation of students was a desire of its own, because it was carried away by friends



also because of the choice of parents. But students who took part in the Guci Dance extracurricular activities and were able to dance well because they were moved from themselves and started from a hobby.

The characteristics of students who like to dance could be seen from their skills in dancing creative, contemporary, modern as well as classical and traditional dances. Students today are more interested in modern or contemporary dance, but the efforts of teachers and schools make Guci Dance one of the materials in extracurricular activities, namely in order to preserve and be able to learn about the origin of Guci Dance.

The results of the cultivation of creative character values through extracurricular activities learning of dance had been elaborated through simplifying the theory of the characteristics of creative people that focus on 5 aspects, namely thinking in all directions with their respective fields and themes, which means they were not limited, changing the way of looking at creation did not have to use the obvious fact that the guci (jars) must be big and heavy but could be improvised into a small guci (jars) that could be used as dance property, bringing up ideas that students had through their own minds in order to have new and original dance works, stimulating backgrounds starting from a supportive environment then making students be creative with real conditions and implementing into a dance work, and which the last was proficiency in many things, namely not only pursuing and learning one type of dance but being able to learn other arts after the extracurricular activities of Guci Dance had been completed. As the next generation of the nation, students were required to develop their mindset to be able to generate new, original ideas, and to be able to choose the interests and talents they wanted to pursue without coercion from others.

## CONCLUSION

As the next generation of the nation, students were required to develop their mindset

to be able to generate new and original ideas as well as to be able to choose the interests and talents they wanted to pursue without coercion from others. This created a creative character, including in art learning. Guci dance was one of the unique characteristics of a new creation dance because it raised the property of the guci (jars) in its dancing. This dance was also used as one of the materials in extracurricular activities with the efforts of students to get to know more about the new dances that were created and be able to stimulate creative character through learning the extracurricular activities of Guci Dance.

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