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TRADITIONAL DANCE TRAINING AND PERFORMANCE AT THE INDONESIAN EMBASSY MANILA THROUGH JOYFUL LEARNING STRATEGY

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Abstract: *This study describes the application of Joyfull Learning strategies in the traditional dance training program at the Embassy of the Republic of Indonesia (KBRI) Manila, Philippines, through the Surabaya State University internship program. The research used descriptive qualitative method with training technique in the form of direct demonstration. The trainees were adult Indonesian women who were taught materials such as Lenggang Surabaya, Githek Balen, and Saman. The results showed that the Joyfull Learning strategy was able to increase trainees' engagement and motivation. This strategy helps participants learn effectively through and increase participation. The program successfully resulted in dance performances in various Indonesian diplomatic events, while strengthening cultural preservation and diplomacy.*

Keywords: *traditional dance training, performance, joyful learning strategy*

1. INTRODUCTION

Universitas Negeri Surabaya is a public university located in Surabaya, Indonesia. Unesa was originally known as Institut Keguruan dan Ilmu Pendidikan Surabaya (IKIP Surabaya). One of the organization's missions is to encourage productive national and international cooperation to develop and disseminate entrepreneurial-based innovations in education and non-education fields. The Education of Drama, Dance, and Music (Sendratasik) study program aims to produce graduates of the Bachelor of Sendratasik Education who are professional in their respective fields by implementing increased cooperation in education and works of art, drama, dance, and music with domestic and foreign institutions. Surabaya State University through the Sendratasik Education Study Program collaborates with the Embassy of the Republic of Indonesia (KBRI) in Manila in an internship program as part of the implementation of Merdeka Belajar Kampus Merdeka. Students are given the opportunity to carry out traditional dance training and performances for Indonesian citizens in the Philippines, especially Dharma Wanita Persatuan mothers, Indonesian diaspora, and local staff of the Embassy.

Field work practice (internship) carried out by students of the S1 Sendratasik Education Study Program in collaboration with the function of the Education and Culture Attaché as the person in charge of the internship program of the Indonesian Embassy in Manila. This program is an activity that provides traditional dance training to mothers living in Manila as an effort to preserve Indonesian culture internationally. The idea behind the design of this training center is to accommodate various dance activities, such as practicing, showing the results of training to the community, and attracting the younger



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generation to get to know and preserve their own regional dance arts. This training center should also have facilities and equipment that support the activities (Tangguh et al., 2021). Therefore, traditional dance training and performances are carried out by the Indonesian Embassy through the internship program to introduce traditional regional dance arts in Indonesia to the Filipino community. The joyful learning strategy is a learning approach that prioritizes comfort, emotional involvement, and active participation of participants in the learning process (Zahrina & Qomariyah, 2018). The training method was carried out using demonstration techniques, namely demonstrating movements directly which were then imitated by participants (Djamarah Syaiful Bahri, 2000).

Indonesian traditional dance training is the goal of the Indonesian Embassy's program to be taught and conducted to the Indonesian community of the Indonesian Embassy in Manila. The goal is to establish continuity and sustainability of Indonesian nationalism values through traditional Indonesian dance training to the community at the Indonesian Embassy in Manila. Based on the age range of senior Dharma Wanita Persatuan women, many of them are around 40-60 years old and above, so that it becomes a consideration in choosing the dance material to be taught. Traditional dance materials taught by Sendratasik Education students are Lenggang Surabaya dance, Githek Balen Betawi dance, Cundhuk Menur Banyuwangi dance, Saman Aceh dance and Sorote Lintang Banyuwangi dance. The reason for choosing the dance material is because it adapts to the ability and age of the women so that it is easy to memorize. Internship students have provided Lenggang Surabaya dance material, Sorote Lintang dance to DWP mothers in routine exercises every Tuesday and Wednesday. Regular exercises with the Diaspora and Local Staff team every Thursday and Friday have successfully learned the Cunduk Menur Dance from the Banyuwangi area. All traditional dance materials that have been taught will be displayed in the form of dance performances as a final result and proof that the material has been completed.

In the training process with the women of the Embassy employees who have never danced and some are old, it is certainly a challenge for internship students as trainers to teach traditional dance material professionally. The obstacles that often occur during the dance training process for KBRI women are limited time due to work, lack of energy to follow fast dance movements, easily sleepy and easily feel tired if the training is too long. In addition, they are not excited during dance training because the process is tiring and does not attract attention to the dance material to be taught. Therefore, the internship students conducted a joyful learning strategy with a demonstration method technique in the training and performance of traditional dance material for the Indonesian Embassy in Manila. Joyful learning strategy is a learning activity that takes place in a fun and memorable atmosphere. A fun and memorable learning atmosphere will attract students to be actively involved in learning activities in an effort to achieve more defined learning objectives (Zahrina & Qomariyah, 2018). The implementation of Joyfull learning strategies carried out by internship students with training demonstration and performance methods has the aim of making the atmosphere of the training process fun so as to create a comfortable and relaxed environment during dance practice.

2. METHOD

This research uses a descriptive qualitative approach with a field study method based on experiential learning. According to (Kolb, 1984), effective learning occurs when participants are actively involved in real experiences and reflect on these experiences. Data were collected through direct observation, documentation, training logbook, and dance performance evaluation. In the context of dance training, students act as dance trainers, facilitators, and performance managers who must be able to adapt to the target community and design learning strategies according to field conditions. The participants of the training program were Dharma Wanita Persatuan women, Indonesian Diaspora, and local employees of the Indonesian Embassy in Manila. According to (Sudiasa, 2017) the Joyfull Learning learning strategy has steps that are used as a learning model for learning in traditional dance training activities for Indonesian Embassy mothers with the method of practicing directly as follows: 1) Preparation Stage: Warm up using basic dance movements with music of the participants' choice to make the body more flexible and the atmosphere more relaxed. 2) Delivery Stage: Students explain the meaning of dance and demonstrate the movements directly with the demonstration method. Plus video playback to strengthen participants' visualization. 3) Practice Stage: Participants imitate the movements repeatedly until memorized, both with counts and with musical accompaniment. 4) Closing Stage: Evaluation is done by recording participants' performances and providing feedback, motivation, and reflection.

3. RESULTS AND DISCUSSION

3.1 Results

The results of training in dance performances at various official events of the Indonesian Embassy such as Indonesian Expo 2024, Diplomatic Reception, ASEAN Leaders Award, BIPA Participant and Conterpart Gathering, Tasyakuran, and Commemoration of the 79th Anniversary of the Republic of Indonesia. Indicators of the success of traditional dance training are the ability of participants to memorize, dance well, active participation during training sessions, and the success of performances as a form of cultural diplomacy. In addition, the form of dance performances at various Indonesian art performances by the Indonesian Embassy in Manila is carried out to introduce and preserve various cultural arts, one of which is traditional dance. Based on the steps of traditional dance training at the Indonesian Embassy in Manila using the concept theory by Sholikhah (2012) by applying the Joyfull Learning strategy through the preparation stage, material delivery stage, practice stage, and closing stage. This strategy effectively increases active participation during training and provides satisfaction and confidence when performing in various official events. In addition, it increases appreciation for Indonesian culture through the women's desire to learn traditional dance and enthusiasm for regular practice. In the traditional dance training at the Indonesian Embassy in Manila, the successful application of joyful learning strategies is also in accordance with (Kolb, 1984) experiential learning approach, which is learning through

direct experience, especially in practice-based training such as dance.



Figure 1 Dance Performance as a Result of Training at the Indonesian Embassy in Manila (Documentation, Maymey 2024)

3.2 Discussion

Traditional Dance Training

Dance training and performances are a form of cultural preservation by the Indonesian Embassy in Manila because through dance performances that are carried out as a form of performance of dance materials taught during training. The form of training is carried out in a fun way and simplifies the movements of traditional dance material for old mothers. The training process uses a joyful learning strategy as the chosen solution to attract the interest and enthusiasm of the women in each stage of the training. Improving communication by listening to the mothers' complaints and willingness regarding the difficulties experienced during the training process makes the atmosphere more relaxed and more likely to remember the material taught. The application of joyful learning strategies in traditional dance training at the Indonesian Embassy in Manila through the internship program is carried out with the demonstration method technique, which makes the training atmosphere fun and not boring so as to build the interest of the Embassy's women to continue to be enthusiastic about practicing the material taught. Training using joyful learning strategies internship students exemplify by dancing basic movements and followed directly by mothers without musical accompaniment. Then dance together using music accompaniment to find out the tempo and rhythm by combining basic movements. This was done to keep the atmosphere fun and make it easier for the women of the Embassy to take part in dance training with an age background that is old enough to be able to dance together. This was done to keep the atmosphere fun and make it easier for the women of the Embassy to take part in dance training with an age background that is old enough to memorize dances. The Joyful Learning strategy in the training process at the Indonesian Embassy in Manila increased the motivation of the women to practice traditional Indonesian dance, thus increasing their appreciation of Indonesian culture.

The training process for the preparation of dance performances is carried out routine training for one week before the performance event. In this preparation process, repetition of dance material that will be performed as a traditional dance performance by Indonesian Embassy women and internship students is carried out. Then the internship students made variations of simple floor patterns for dances that had been mastered by the women so that they could be

easily memorized. After the floor pattern making is complete, the Embassy women will present the dance along with the floor pattern to other local staff to train their confidence to perform in front of the audience. Internship students prepare traditional dance costumes that will be displayed at dance performances. The success of the training is inseparable from the application of learning methods that are in accordance with the characteristics of the participants. Joyful learning provides an educational approach that is more fun, reduces pressure, and makes the learning process easier to digest, especially for participants aged 40 years and over. This strategy is in line with the concept of andragogy (adult education) proposed by Knowles (1980), which emphasizes that adults learn better when they feel valued, actively involved and given relevant experiences. With motivational reinforcement and a fun atmosphere, the participants were able to practice consistently and perform confidently. The demonstration method also plays an important role because it allows participants to directly imitate the movements that are exemplified visually and kinesthetically. According to (Djamarah Syaiful Bahri, 2000) this method is very effective in learning skills because it reinforces the learning process through direct practice. The results of the training show that the combination of joyful learning strategies and demonstration methods can overcome the limitations of age and experience of participants, and improve the quality of traditional dance performances as a medium for Indonesian cultural diplomacy abroad.



Figure 2 Photo of Dance Training with DWP mothers
(Documentation, Maymey 2024)



Figure 3 Photo of Dance Training with Diaspora mothers
(Documentation, Maymey 2024)



Figure 4 Photo of Dance Training with Local Staff
(Documentation, Maymey 2024)

Performing Arts

Traditional dance performances at the Indonesian Embassy in Manila always involve student interns to assist in preparing dance performances as an appreciation to women who have participated in traditional dance training. Traditional dance performances at the Embassy are carried out with several aspects of performance elements such as movement, music, makeup and costumes. The appreciation given by the Embassy is a motivation to increase the enthusiasm for practicing for mothers and internship students in the dance performance process, namely in the process of preparation, performance, and evaluation. Some of the dance performances carried out by the Indonesian Embassy by performing traditional dance as a performer are the ASEAN Leaders Awards, Indonesian Expo, BIPA Participant and Conterpart Gathering, Tasyakuran, Commemoration of the 79th Indonesian Independence Day, and Diplomat Reception. Various dance performances are carried out to introduce traditional Indonesian dance culture to the Filipino community as a form of cultural preservation efforts. A dance performance is a work of art that involves individual or group action in a specific place and time. A dance performance consists of four elements: time, space, the artist's body, and his or her relationship with the audience. A dance performance is a work of art that involves individual or group action in a specific place and time. Dance performances are performed to maintain a balance between continuity and change in the form of regional cultural preservation. Traditional dance forms the wisdom of Indonesian culture and forms various ethnicities in the unitary state of the Republic of Indonesia. Traditional dance has supporting elements that are very unique and reflect the culture of each region of Indonesia. The supporting elements of dance are also used in dance performances by Sendratasik Education internship students at art performances organized by the Indonesian Embassy in Manila in the Philippines.



Figure 5 Art Performance by Diaspora Mothers at the 79th Indonesian Independence Day
(Documentation, Maymey 2024)



Figure 6 Art Performance by Mrs. DWP at Indonesian Expo 2024
(Documentation, Maymey 2024)

4. CONCLUSION

Traditional dance training and performances are an effort to preserve Indonesian regional culture carried out by the Indonesian Embassy in Manila, Republic of the Philippines. By inviting students of Sendratsik Education through an internship program to teach traditional dance arts to women employees at the Indonesian Embassy in Manila. Training is a learning and practice activity carried out to achieve certain goals. The purpose of traditional dance training at the Indonesian Embassy in Manila is to increase understanding of the meaning of dance. This is done by teaching body exercise, learning basic dance techniques, and creating basic traditional dance models. The traditional dance training materials provided have been adapted to the abilities of older women. The internship students used a hands-on training method that included warm-up, material presentation, training practice, and evaluation. This method was done with the aim that the Embassy's women learn the dance material directly. The Joyfull Learning strategy was used as a learning model in the training process to encourage interest and creativity in traditional Indonesian dance by creating a fun environment. The Joyfull Learning strategy is used to develop and change the atmosphere of the traditional dance training process for Indonesian Embassy women to attract interest and attention to the dance material being taught. This strategy is applied by using the demonstration method technique in the traditional dance training process for Indonesian Embassy women and has proven to be effective because it increases the memory of the women. So that the provision of traditional dance material can be completed in a timely manner and can be used as a dance performance at an art performance event organized by the Indonesian Embassy in Manila. Dance performances are various types of traditional regional dances that are performed on stage.

AUTHOR CONTRIBUTIONS

May Mey Monica acted as researcher and author of the article, while Retnayu Prasetyanti Sekti acted as companion, reviewer, and article revisions.

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