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Values of Wisdom Local in Kupat Dance Learning Ketheg at Semen Gresik Elementary School

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Abstract: This article discusses the application of local wisdom values in Kupat Ketheg dance learning at Semen Gresik Elementary School, which aims to reveal the meaning and local cultural values contained in the dance as part of culture-based character education. Through a qualitative approach with descriptive methods, this study found that the Kupat Ketheg dance contains local cultural elements that are reflected in the movements, costumes, musical accompaniment, and dance properties, and is able to improve knowledge participant educate towards regional culture. These results show the importance of implementing dance arts regarding wisdom local in learning to form character, creativity, and recognition cultural identity to students, as well as contributing to the preservation of traditional culture in primary education environments. Thus, this article contributes to the development of local culture-based education and opens up opportunities for further research in the context of cultural values. wisdom culture local and learning art dance in elementary school.

Keywords: values, wisdom, local dance, rice cakes, ketheg

1. INTRODUCTION

In today's modern era, various forms of art have experienced quite rapid progress, especially in the field of dance. According to (Soedarsono, 1984:3) defines dance as beautiful rhythmic movements that originate from the expression of the human soul. The development of dance in East Java, specifically in Gresik Regency, has seen an increasing number of new works emerging in various areas of Gresik, which are not only visually appealing but also provide entertainment for the audience. One example is at Semen Gresik Elementary School which has just created a new creative work with the theme of Gresik local wisdom which is then implemented in the arts and culture learning subject.

Planting values culture area need started since age early (Daniah, 2016). In matter this school own very important role important in internalize culture local to participant educate. This is in line with Regulation Government Number 1 of 2022 concerning preservation reserve culture, which emphasizes importance involvement public in maintain, report, and register objects culture found or those who have is in the environment place stay they. Government push involvement active all over element public in effort preservation inheritance culture This.



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Cultural values local generally reflected in wisdom local wisdom, which includes ideas, beliefs, rules, and elements material from something society. Ideas the covers developing values, thoughts, and experiences in life social. Self -value understood as views and beliefs to something that is considered Correct or ideal in something culture. Values the nature abstract and rooted from religious teachings and tradition culture that depicts ideals and goals together something community, From the values the Then born rules and behavior that are used guidelines in communicate as well as interact social between individuals. The customs and traditions that each individual has individual become part from culture local, which shows that every area own characteristics distinctive and unique The Giri community, especially those living in the Gresik Regency area, has various form wisdom local that can dug up and made into part from material learning at school base.

Learning Arts in elementary schools have an important role in helping the development of students' skills and creativity. According to (Setyaningrum & Hutami, 2021) , art learning is not only about skills and creativity but also serves to increase awareness of local culture, develop the ability to appreciate art, provide opportunities for self- expression through art, learn about disciplines in art, and socialize multicultural ideas.

Semen Gresik Elementary School is a private educational institution under the auspices of the Semen Gresik Foundation, this school implemented dance learning along with the establishment of the independent curriculum in 2020. Dance learning in Elementary School as a means to shape good character and personality to students. Uniquely in the implementation of dance learning at Semen Gresik Elementary School is not only theoretical but also practical. This practical learning uses dance material entitled Kupat Ketheg. This dance is a new type of creative dance with a style of movement and accompanying music typical of the East Java region, especially Gresik. The figure of Mrs. Juwarinten, S.Sn as an arts and culture teacher at the school who is the choreographer of this Kupat Ketheg dance. So according to (Hadi, 2005) dance is one branch of art that has a role as an educational medium and has an important function in communication and interaction with the environment.

Art and culture is a combination of two words: art and culture. Art can be defined as anything intentionally created by humans and containing elements of beauty that can evoke feelings (Rosala, 2017; Syarifuddin, 2015). Meanwhile, culture comes from the word "budi," meaning reason, and "daya," meaning effort or action. Thus, culture refers to the results of human thought, encompassing creativity, feeling, and will (Bunari et al., 2021).

In this case, local wisdom is closely related to culture because it reflects the identity and lifestyle of the local community. Local wisdom and culture in society are very diverse, one of which

is reflected in the form of dance. Dance is not only part of the cultural heritage, but also represents the national identity that is full of meaning and value. Therefore, it is important for the younger generation to recognize, preserve, and appreciate it. Cultural arts themselves are a form of aesthetic expression born from human ideas, imagination, and perspectives, and are reflected in atmospheres, objects, or works that create beauty and support the progress of civilization (Daryanti et al., 2019). In general, cultural arts have two main functions, namely individual functions and social functions (Hartono & Firdaningsih, 2019). The individual function is related to fulfilling physical and spiritual needs through beauty or the use of art objects, which provide a sense of satisfaction and comfort. Meanwhile, the social function plays a role in fulfilling community needs, such as means of communication, education, religion, artistic expression, entertainment, and health.

Creative dance in art can be realized through regional dance works. One example is the Kupat Ketheg Dance, created by Mrs. Juwarinten, S.Sn., an Arts and Culture teacher at Semen Gresik Elementary School (Interview, March 11, 2024). This dance has been widely introduced to students at various levels. The Kupat Ketheg Dance is inspired by the community's tradition of welcoming Selawe Night, the 25th night of Ramadan, which is marked by the culinary tradition of Kupat (Ketupat) Ketheg. This culinary tradition is believed to be one of the legacies of the Giri Kedhaton Kingdom or Sunan Giri, and is now nearly extinct, only found around the Sunan Giri Religious Tourism area.

Kupat Ketheg is a traditional dish from Gresik Regency. This dance is part of an effort to preserve local culture and serves as a preventative measure against the influx of foreign cultures that are inconsistent with the nation's noble values. By introducing the Kupat Ketheg dance to the younger generation, it is hoped that they will develop a greater appreciation for their own culture and avoid the negative influences of foreign cultures that are inconsistent with the nation's identity.

Ketheg water, also known as Lanthung water by the people of Gresik, is the main ingredient in this culinary process. This water gives each piece of ketupat a distinctive savory and salty flavor. Furthermore, the use of ketheg water also affects the outer appearance of the ketupat by changing the color of the gebang leaf wrapping to a yellowish and shiny color, making it look unique and different from other ketupat. However, the source of ketheg water, which comes from old oil wells left over from the colonial era, is now increasingly rare. In the last decade, these wells have only remained in the Sekarkurung area, Kebomas District, and in Ngargosari Village (NU Online, 2015).

Culture embodies noble values that serve as the foundation of local wisdom. It encompasses strategies passed down through generations to meet the needs of life, improve community well-

being, and serve as guidelines for living a good life (Normina, 2017). The positive values embodied in this local wisdom are important to pass on to the younger generation as a means of preserving and shaping the nation's character. One example is the Kupat Ketheg Dance, which emerged from a tradition passed down through generations in the Giri community.

Based on the previous description, this study aims to uncover the meaning and values contained in the Kupat Ketheg Dance, which represents the local wisdom of the Gresik community. This dance also serves as learning material in the Arts and Culture subject at Semen Gresik Elementary School. Through the implementation of Kupat Ketheg dance learning, it is hoped that the younger generation will grow with a greater love and appreciation for their regional culture.

2. METHOD

This research uses a qualitative approach with the method This descriptive research aims to describe the phenomenon under study in depth. The primary informant in this study is an Arts and Culture Teacher at Semen Gresik Elementary School, who is considered to have direct knowledge and experience related to the research object. In its implementation, the researcher acts as the primary instrument directly involved in data collection in the field. This process is supported by various tools such as stationery and mobile phones to record important information. The data sources used include primary data, namely data obtained directly from observations and interviews with informants, as well as secondary data obtained through library research from various related literature. Data collection techniques are carried out through four main methods, namely library research to obtain a theoretical basis, observation to directly observe related activities, interviews to dig deeper information from informants, and documentation to obtain visual data and supporting archives. The data analysis stages are carried out systematically through the process of data collection, data reduction to filter important information, data presentation in narrative or visual form, and drawing conclusions to formulate the final findings of the study.

3. RESULTS AND DISCUSSION

3.1 Results

Local wisdom can be understood as a system of knowledge or customs inherent in and constituting the identity of a community. This wisdom is formed through a long process influenced by the history and dynamics of local life. This is also reflected in the Kupat Ketheg Dance, whose creation was inspired by the social and environmental conditions of the Giri community. Regarding the local wisdom of the Giri people reflected in the Kupat Ketheg dance, it can be concluded that local cultural elements are the main foundation in its creation, giving this dance its distinctive character. Therefore, when viewed in terms of the storyline, dance movements, and musical accompaniment, the core issue in this

dance work lies in the local values it upholds. This local wisdom is clearly reflected through the elements of movement, music, and costume in the dance performance (Ardiansah, 2014).

Dance is a new form of creative dance originating from East Java, specifically the Gresik region. This dance is inspired by the tradition of the Giri people who celebrate Malem Selawe, the 25th night of Ramadan, which is marked by the typical culinary tradition of Kupat (Ketupat) Ketheg. This culinary is believed to be one of the legacies of the Giri Kedhaton Kingdom or Sunan Giri, and is now almost extinct, only found around the Sunan Giri Religious Tourism area (Atika, 2016). This tradition is closely related to the culture of mutual friendship and sharing ketupat as a symbol of togetherness, simplicity, and gratitude. In the context of the theory of artistic creation, the Kupat Ketheg dance can be seen as the result of the process of internalizing local culture which is then expressed through dance movements.

The "Kupat Ketheg" dance is a new creation that tells the story of a dish made from "*kupat*" or "*ketupat*." This dish is a traditional dish from one of the regions in Gresik Regency. The Kupat Ketheg dance depicts the process of preparing the dish, from raw, half-cooked, and cooked, before serving it on a plate. This dance was created to introduce children to local cultural wisdom, including the typical Gresik food.

Conceptually, the creation of the Kupat Ketheg dance follows the stages typically described in theories of the artistic creative process: exploration, improvisation, composition, and evaluation. The exploration phase involves exploring the cultural potential of the community, particularly local symbols such as ketupat (rice cakes) and "ketheg" (green sediment from crude oil that emerges from old oil wells). Improvisation is then carried out by experimenting with various forms of movement, floor patterns, and expressions that reflect these cultural values. The dance creators strive to present a work that is not only aesthetic but also possesses philosophical meaning.

As for values wisdom local content in dance Kupat Ketheg from results interview with art teacher culture, namely:

a. Dance Movement

As form adjustment theme and form dance so the movements used more on potential movement game children. As customs in the world of creation dance That woke up from arrangement various flavors presented from elements dance That itself. The dynamics are determined by how form dance That realized. Local genius East Java is rich with material movement Of course will inspiring in exploration its movement can utilized strength symbolic and root its culture. Combination between various selected movement motifs Then chosen For construct purpose dance For present desired impression that work dance Kupat Ketheg is form from the processing and serving process Kupat Ketheg typical Giri . On the work work dance Kupat Ketheg This

channel work on arranged and adjusted with experience and skills appreciation children who are absorbed play with bring janur (leaf coconut young). Then selected dynamics is channel dramatic which emphasizes statements and affirmations feeling through the impressions built by the elements the dance.

b. Dance Costume

Costume or fashion in A cultivation dance is vehicle characteristics that are capable communicate meaning, content or meaning from the character being raised in accordance with the idea of work That itself. Suitability costumes / clothing with work will give mark alone to integrity from A work. Theme fashion or costume dancer Kupat Ketheg dominated colored green yellowish like color original Kupat Ketheg. On costume dance Kupat Ketheg is also available mark aesthetics or beauty Where seen from variety the shape and decoration of the costumes used by the dancers dance Kupat Ketheg, the costume worn on the costume dancer like Cuff colored yellow , kebaya style dress with sleeves short with decoration lace on the chest, pants colored green, rapek, belt, decoration hands, and decorations head diamond shaped.

c. Accompaniment Music

Music accompaniment dance intended For present, confirm, make illustration and forming a sense of dance. The most important thing from music dance is Power support it. Therefore instrument very Possible customized with theme and form dance. As for position music in dance There are 4, namely:

- 1) music as escort is movement more dominant than music;
- 2) music as follower is music always dominate movement dance;
- 3) music as a partner is music parallel with dance;
- 4) music as illustration is music as supporters only (Karoso, 1992:2). The desired musical taste in work dance Kupat Ketheg is lively, cheerful and the like. While tool music used are gong, jidor, kenong, fly, demung, saron, dug-dug.

d) Dance Properties

Property dance is all tools used as a medium or equipment from staging something dance. Kupat Dance Ketheg use coconut leaves, sticks, and ketupat toys as property.

Function property mentioned as a medium for help dancer in explain story the dance in progress displayed, Kupat Ketheg is also related with wisdom local people in Giri, especially in tradition evening selawe , kupat ketheg is as tradition culinary in welcome celebration Evening during (25) the month of Ramadhan.

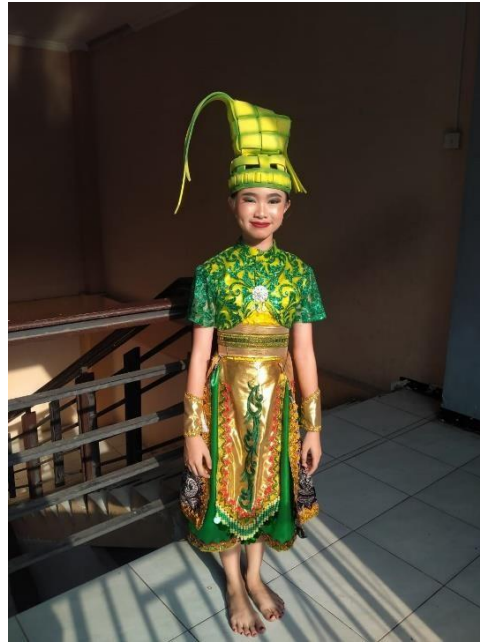


Chart 1. Kupat Dance Cotumes and Properties
Keteg (Doc. Rianda (Adillah 2024)

Based on results interview with Mother Juwatinten, S.Sn., as choreographer dance Kupat Keteg, known that dance This has implemented in the learning process art dance at Semen Gresik Elementary School. Implementation For enter dance Kupat Keteg in curriculum learning aim for introduce culture local to participant educate since early, and as effort preservation inheritance art traditional area. Through learning this, participants educate No only learn movements dance, but also introduced in the background behind history and meaning philosophical from dance Kupat Keteg.

They invited understand the underlying tradition birth dance this, and symbols the culture contained in costumes, properties, and movements displayed. This in a way No direct forms a sense of pride and love to culture area Alone.

Besides that, learning dance Kupat Keteg give room for participant educate for develop creativity they. As form dance creations, Kupat Keteg own flexibility that allows children express self in a way free through movement body, expression face, as well as appreciation to rhythm and music escort. This is make learning No only nature cognitive, but also touching aspect affective and psychomotor. With comprehensive approach mentioned, learning dance Kupat Keteg at school base No only practice ability art participant educate, but also instill values culture, aesthetics, and increase confidence self and work The same in the process of displaying dance in a way group. Dance This become a fun learning medium at a time means enriching educational experience Study participant educate. Implementation dance Kupat Keteg in education base prove that art tradition can

become an integral part of education character. With Thus, participants educate No only become their culture, but also the perpetrators active in maintain and develop art dance area in accordance with current development.

3.2 Discussion

The importance of strengthening local wisdom in each region needs to be continuously promoted so that the younger generation does not forget the history of their region of origin and grows a love for their home (Maisyaroh & Hayani, 2022; Yuniar et al., 2022). Love for a region is a valuable asset in driving the progress of that region (Nadlir, 2016; Afrida, 2020), because people who love their region will actively contribute, both energy and thought, to progress in various aspects (Marwati, 2016). Through the Kupat Ketheg dance, it is hoped that the younger generation will be encouraged to delve deeper into the history and culture of the Giri community. starting from regional aspects, traditional culinary, to local culture which ultimately can foster a sense of pride and courage to express regional culture through dance works.

Referring to the previous opinion, to understand the problems in research regarding the values of local wisdom in the Kupat Ketheg dance, it is necessary to realize that these values are cultural symbols formed through the process of social interaction in society. These values will have deeper meaning if the community is able to actively respond to the Kupat Ketheg dance work and understand the messages contained in each stage of movement and aesthetic elements displayed in the dance performance.

Local wisdom is the result of life experiences shared by a community group, which may not be shared by other communities (Supiyah, 2018: 49). This wisdom encompasses a system of values inherent in the political, social, economic, environmental, and cultural life of a community, and is an integral part of their daily lives. These values are seen as having profound meaning and providing tangible benefits in life. In other words, local wisdom serves as a guideline for life that communities use to face various challenges. Through this local wisdom, communities are able to survive, adapt, and even develop sustainably from generation to generation. Learning and performing the Kupat Ketheg dance contains several important values, such as discipline, creativity, self-confidence, and the ability to work together. Dance teachers play a role in guiding students to optimally achieve learning objectives. One way teachers contribute to preserving national culture is by introducing participants to the richness of regional cultures. Learn. Learning creative dance involves memorizing and memorizing sequences of movements and song accompaniment, resulting in a cohesive and engaging performance. Through dance, students' social and emotional aspects are reflected in their

interactions and expressions, such as smiles, laughter, and singing. Social interaction is also reflected when they dance in pairs or groups, where cooperation and cohesiveness are crucial, enabling each individual to position themselves appropriately in the performance.



Figure 1. Kupat Dance Learning Ketheg
(Doc. Rianda (Adillah 2024))

4. CONCLUSION

Based on the research results and discussion, it can be concluded that instilling cultural values through local wisdom in the Kupat Ketheg dance can be done by studying the origins of the dance's creation. Furthermore, directly learning the movements and meanings in the Kupat Ketheg dance is also an effective way to instill these values. Through this dance creation, the younger generation is encouraged to explore their curiosity about the history and culture of their region, while also understanding the cultural messages contained within. By appreciating the Kupat Ketheg dance work, students will realize the importance of studying local wisdom as part of their identity and cultural heritage that should be preserved.

The Kupat Ketheg dance needs to be continuously protected and preserved, one way of doing this is by teaching it to the younger generation. It is hoped that this dance will not only be taught within Semen Gresik Elementary School but will also be developed more widely and introduced to the people of Gresik and beyond. Arts and culture teachers at Semen Gresik Elementary School are expected to remain consistent in introducing and teaching the Kupat Ketheg Dance to the participants. educate . In addition, they can also encourage the participants educate them to participate in supporting and loving their regional arts. The Gresik Regency Government should also continue to provide support to communities involved in arts and culture preservation, both those already involved and those just starting out. This step

is crucial so that traditional arts and local creations can continue to be developed, studied, and passed down to future generations.

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