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CHARACTER VALUES OF IMPLEMENTATION REYOG EXTRACURRICULAR EDUCATION AT SDN 2 TONATAN, PONOROGO REGENCY

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Abstract: Reyog Extracurricular Activities are one of the extracurricular activities at SDN 2 Tonatan, Ponorogo Regency, which serve as a forum and shelter for students to appreciate and channel their talents in the fields of dance and music. Reyog extracurricular activities provide learning about students' skills in dancing, in addition to having an impact on students related to character values. The purpose of this study is to analyze character values in the implementation of extracurricular activities and the impact of the implementation of Reyog Extracurricular for students of SDN 2 Tonatan, Ponorogo Regency. To solve problems about character values, researchers use Sofyan's character value theory. Then the concept of learning impact uses Sudirman's theory. The research method uses a qualitative descriptive method with data collection using observation techniques, interviews, document studies, and literature studies. Analysis through the stages of data reduction, data presentation, and data validation. The results of the study show that the implementation of Reyog extracurricular activities is carried out routinely at SDN 2 Tonatan. The materials taught are Jathil, Warok, Bujangganong, Klono Sewandono and Singo Barong dances. The material is taught by trainers using demonstration methods. The character values of the Reyog extracurricular activity are found in the learning materials and the learning process. These impacts include the instructional effect related to students' knowledge and skills. Meanwhile, the nurturing effect relates to the character values that emerge in the personalities of students who participate in the Reyog extracurricular activity at SDN 2 Tonatan. The character values of the Reyog extracurricular activity at SDN 2 Tonatan include discipline, hard work, responsibility, self-confidence, cooperation, tolerance, and courtesy.

Keywords: Implementation of Reyog extracurricular activities, character values, impact



1. INTRODUCTION

The era of globalization is one of the greatest challenges in education, and therefore, it must remain vigilant, as it can undermine local cultural values. This perspective can be a key motivation for implementing character-based education at every level. Quality character must be fostered from an early age, as it is a critical period in character formation. Early childhood tends to enjoy exciting and fun activities. Activities such as singing and dancing can captivate children. Indirectly, the instillation of character values embodied in art can be absorbed and shape a characterful personality.

The function of arts education has an impact on students, including art as a means of character formation (Iriaji, 2011: 28). The habit of practicing arts pays attention and provides sufficient freedom for students to display personality traits (Soenarjo, 1995 in Iriaji, 2011: 28). One strategy for implementing character education at the elementary school level is through self-development or extracurricular activities.

Extracurricular activities have been held since elementary school, such as those implemented by SDN 2 Tonatan in Ponorogo Regency. Reyog extracurricular activities play a crucial role in facing the era of globalization, particularly in preserving culture and preventing the erosion of character values in children. Besides its appeal to children, Reyog has received significant attention from schools in the hope of providing character values for children. The goal of the Reyog extracurricular is not only to provide skills to children but also to provide an introduction to values.

From the high enthusiasm and enthusiasm shown by students, it seems to have an effect on behavioral patterns that indicate changes in student attitudes. Students' willingness to interact and cooperate with their peers also reflects that in an extracurricular implementation process, it can form character values in students. Based on the description above, the author is interested in the phenomenon of increasing student character values from the implementation of the Reyog extracurricular at SDN 2 Tonatan. Therefore, to find out what character values are formed in students in the implementation of the Reyog extracurricular at SDN 2 Tonatan, the author is interested in conducting research with the title "Character Values of the Implementation of the Reyog Extracurricular at SDN 2 Tonatan, Ponorogo Regency".

2. METHOD

This research uses a qualitative approach, as it analyzes and interprets texts and interview results to discover the meaning of a phenomenon. This research is narrative in nature and does not focus on numbers. The results of this research will later be explained descriptively using words or sentences that will answer the questions in the problem

formulation.

The data sources used in this study were primary and secondary. Primary data were obtained directly from informants at SDN 2 Tonatan. Secondary data came from documentation such as photos, videos, and document archives held by SDN 2 Tonatan. Data collection was conducted through observation, interviews, and documentation techniques. To maintain data validity, triangulation techniques were used, including sources, methods, and time, to ensure the research results have a high level of reliability.

Data analysis was conducted from the beginning of the research to the end, with the stages of data reduction, data presentation, and drawing conclusions. This makes it easier for researchers to find additional research data, while the data is presented descriptively, supported by photos and documents. Conclusions are drawn to understand the meaning of the collected data.

3. RESULTS AND DISCUSSION

3.1 Results

Extracurricular activities are one of the efforts schools undertake to support the development of students' talents and personalities (Hapsari, 2020). These activities are held outside of regular school hours and aim to broaden students' horizons and skills through a coaching process that also instills cultural values.

To develop the interests and talents of students at SDN 2 Tonatan, extracurricular activities in various fields have been held. Reyog has become the most popular extracurricular activity among students, which has led the school to consider making Reyog a mandatory extracurricular activity. The Reyog extracurricular activity at SDN 2 Tonatan has become an icon among elementary schools in Ponorogo Regency.

The Reyog extracurricular activity at SDN 2 Tonatan aims to maintain and preserve culture and develop students' creativity and skills in dance and music. In addition to preserving regional culture, the Reyog extracurricular activity aims to deepen and enrich students' knowledge, particularly in the art of Reyog. The benefits of implementing the Reyog extracurricular activity, in addition to improving students' skills and creativity, also benefit the school by improving school performance as a means of preserving regional culture.

In learning Reyog material, extracurricular trainers and teachers use learning resources derived from the Reyog Ponorogo extracurricular guidebook for elementary school and Reyog dance learning videos available on the YouTube platform. Before learning the Reyog dance material, teachers provide an initial understanding of the origins of Reyog Ponorogo, its symbolic meaning and the elements contained in the Reyog Ponorogo performance. This understanding is very important to provide to students as a stimulus when they will demonstrate dance movements according to the roles in the Reyog dance. Trainers use a

demonstration method when teaching the Reyog dance material.

The materials taught during the Reyog Extracurricular implementation at SDN 2 Tonatan are Jathil dance, Warok dance, Bujangganong dance, Klono Sewandono dance and Singo Barong dance.

3.2 Discussion

Reyog art is a heritage art form rich in meaning and value. Reyog art contains many values. According to Nayif (2019), Reyog Ponorogo art contains religious and educational values in keeping with the characteristics of the Ponorogo community. The Reyog extracurricular activity at SDN 2 Tonatan provides learning materials on Reyog dance. In addition to teaching skills, Reyog also includes character values.

The Jathil dance in the Reyog Ponorogo performance depicts a brave cavalry troop. Jathil are the soldiers accompanying the prime minister, Bujangganong, of the Bantarangin kingdom. Jathil is a character who combines feminine beauty with the image of a brave, dignified, and energetic warrior.

According to the origin story of Reyog Ponorogo, the Warok dance is depicted as a figure rich in knowledge and possessing supernatural powers. It is said that Warok figures also enjoy selflessly helping others, protecting their families, communities, and countries. They possess the characteristics of justice, perseverance, sincerity, and honesty.

The Bujangganong dance depicts the agile, clever, humorous, and powerful young prime minister of King Klono Sewandono. Bujangganong's character is portrayed with humorous movements. In the Reyog Ponorogo story, the prime minister, Bujangganong, is tasked with a difficult task by Klana Sewandono, but this is not a problem. Bujangganong demonstrates a sense of self-sacrifice, enthusiasm, and responsibility.

The Klana Sewandana dance, or Prabu Klana Sewandana, depicts a powerful and powerful king. He is depicted as wise, confident, and hardworking. It is said that Klana Sewandana fell in love with Dewi Songgolangi, so the movements in the Klana Sewandana dance also depict someone in love.

The Singo Barong dance is the most iconic element of the Reyog Ponorogo art form. It is depicted with a large lion's head adorned with towering peacock feathers. The Singo Barong character's striking colors symbolize grandeur and strength. Bravery and hard work are synonymous with the Singo Barong character.

The dance movements in the Reyog dance also have character values. Several basic movements have character values and are learned by students. The first movement material is worship. Generally, worship movements are found in Jathil, Warok, and Bujangganong materials. The worship movement is performed in a sitting position, feet shoulder-width apart, and hands joined in prayer and placed in front of

the chest. The worship movement has a deep and sacred meaning. There are religious character values and good manners in the worship movement. The worship movement is a symbol of respect and gratitude to God Almighty. In addition, the worship movement teaches the character value of good manners, especially worship to Warok. The Warok worship movement has a meaning of respect for elders, which is depicted during the performance by an old Warok character.

The tanjak movement is part of the basic movements in Reyog. The tanjak movement is performed by standing with the feet shoulder-width apart, forming a horse stance with the body upright. The tanjak movement carries the meaning of courage and assertiveness, reflecting a strong mentality without hesitation. Therefore, the tanjak movement is a movement that imbues the character value of self-confidence.

The congklang movement is a movement used to change floor patterns in the Jathil dance. The congklang movement is performed by standing with hands holding eblek, the right foot is stomped and followed by the left foot with a slight jumping motion, then the movement is repeated. The character value contained in the congklang movement is the value of hard work because it requires energy to perform the congklang movement so that the movement can depict the character of a decisive and enthusiastic horseman.

The value of tolerance is embodied in the Warok's attire, called baju wakthung (Javanese for "krowak buthung"), an abbreviation of "krowak buthung," meaning open waist. When worn, the wakthung is unbuttoned and left open, reflecting the Warok's openness and tolerance. The Reyog gamelan, composed of Pelog and Slendro scales, illustrates that differences can form a beautiful, harmonious whole.

Character values are not only found in extracurricular learning materials, but also in the learning process. Research has shown that the character values emerging in students participating in the Reyog extracurricular include discipline, hard work, responsibility, self-confidence, cooperation, tolerance, and courtesy.

According to Sofyan (2015) Discipline is a form of character value that demonstrates orderly actions or behavior and compliance with various provisions and rules. Discipline is a form of self-awareness from a person without any coercion from outside parties. Discipline has become a culture in the environment of SDN 2 Tonatan, so that discipline has become one of the attitudes ingrained in students. In the implementation of the Reyog extracurricular, student discipline is reflected when they gather on time according to the predetermined extracurricular hours. Student discipline is not only related to time but also during the learning process of Reyog material, they also pay attention to the lessons from the trainer.

Hard work is an attitude that reflects maximum effort in completing tasks, as well as striving to complete each task as well as possible (Komalasari & Saripudin, 2017). In the implementation of the Reyog extracurricular, the trainer teaches the Reyog dance movement material. The material given is not immediately able to practice students,

they will observe first and then they can demonstrate. This becomes a challenge for students to continue trying to demonstrate the dance movements until they feel they are correct. Judging from the students' efforts to memorize the material repeatedly and enthusiastically, it reflects the value of hard work demonstrated by students during the Reyog extracurricular activities.

Responsibility is a person's attitude and behavior in carrying out tasks and obligations, both towards themselves, others, and a group or organization (Sofyan, 2015). Responsibility must be instilled from an early age through frequently repeated activities to become positive habits. When carrying out extracurricular activities, students need dance props. The school provides props as a means needed in extracurricular activities. When students need these props, they prepare the props before the extracurricular activity begins. Students use the props properly and then return them to their proper place after completion. This activity is a form of student responsibility for what they do and carry out. This activity is repeated continuously until it becomes a habit for students.

According to Sofyan (2015), self-confidence is the ability to have confidence and self-assurance in facing situations, as well as the ability to make decisions and act with full awareness and responsibility. Actively participating in extracurricular learning is a form of self-confidence demonstrated by students. During learning, students are formed into groups by the trainer and demonstrate the material given in front of their peers. This is one way the trainer builds self-confidence in students. So when they get the opportunity to perform, their confidence is already there because it has been built since the extracurricular learning process took place.

The character value of cooperation is an attitude of mutual assistance, understanding, and respect demonstrated by individuals or groups to achieve a goal (Sofyan, 2015). Reyog is a group dance, so every Reyog performance requires cooperation. Good cooperation between dancers and musicians will foster a sense of unity between the two. This cooperation is formed during the learning and practice processes.

Tolerance is a person's willingness to be patient and restrain themselves, especially toward the opinions or behavior of others that may be disagreed with. Tolerance can be defined as behavior that shows mutual respect among others in accordance with the rules and norms that apply in society. In the Reyog extracurricular at SDN 2 Tonatan, tolerance can be fostered, an attitude of tolerance that is formed through the process of training, namely between one student and another. Each student certainly has different dancing skills or abilities. However, none of these students are forced to comply with their wishes. This is a form of tolerance among students who participate in the Reyog extracurricular at SDN 2 Tonatan.

Sofyan (2015) explains that Good manners are knowledge related to respect through attitudes, actions, or behavior, good manners in accordance with etiquette. The Reyog extracurricular implements good

manners through habits during learning, including not placing mask props on the floor, and not jumping over the masks and Reyog gamelan. These good manners need to be applied out of respect for the craftsmen or mask makers. Furthermore, it is also unethical to jump over masks because masks are props worn on the face.

Extracurricular activities involve a learning process, delivering extracurricular material by a trainer or teacher. This learning process naturally involves learning objectives that must be achieved at each meeting. This learning process ultimately impacts students participating in extracurricular activities. Two impacts will emerge: the instructional effect and the nurturing effect.

Instructional Effect according to Sudirman (1987) is the knowledge and skills that are realized from the results of the learning process. From the learning process of Reyog extracurricular material, the instructional impact that can be seen and measured is, students can understand the characterization and story in Reyog Ponorogo, students are agile and skilled in dancing according to the dance techniques that have been taught, when dancing students are more sensitive to the accompanying music, students often win creative dance competitions. Students are also easily accepted at the Junior High School level through the achievement path in the field of art, especially Reyog art, as a form of appreciation for local cultural talent and potential.

Regarding the instructional impact on the learning process, a nurturing effect emerges. According to Sudirman (1987), a nurturing effect is a learning outcome that does not necessarily have to be achieved at the end of the lesson but will emerge over a certain period of time. This nurturing effect appears implicitly and can be seen through the habits or behaviors exhibited by students. Generally, this nurturing effect can take the form of attitudes and values. By actively engaging in extracurricular activities, students not only develop non-academic skills but also develop positive character traits. According to teacher observations, several nurturing effects emerge in students involved in the Reyog extracurricular activity. These nurturing effects include increased self-confidence in the classroom and in public speaking. Students participating in the Reyog extracurricular activity often collaborate with their classmates when completing assignments. Students demonstrate high tolerance, as they easily mingle with their peers and tend to respect their peers' opinions. Students demonstrate good manners when speaking to teachers and older people.

Both impacts are positive for students. In addition to gaining skills and knowledge about the art of Reyog, they also indirectly learn character values.

4. CONCLUSION

The Reyog extracurricular activity at SDN 2 Tonatan, Ponorogo Regency, provides a platform for students to channel their interests and talents in dance and music. The aim is to preserve regional culture,

develop student creativity and skills, and improve school achievement in the arts. The materials taught include Jathil, Warok, Bujangganong, Klono Sewandono, and Dadak Merak dances. The materials are taught using demonstration methods.

The implementation of the Reyog extracurricular activity at SDN 2 Tonatan shows character values that are evident in the behavior patterns of students during the Reyog extracurricular activity. The character values that emerge based on the material are religious character values, self-confidence, hard work, and tolerance. The character values in the Reyog extracurricular activity are discipline, hard work, responsibility, self-confidence, cooperation, tolerance, and politeness.

The implementation of the Reyog extracurricular activity at SDN 2 Tonatan has resulted in learning impacts, namely instructional impacts and accompanying impacts. The instructional impacts relate to students' knowledge and skills. Meanwhile, the accompanying impacts relate to the character values that emerge in the personalities of students who participate in the Reyog extracurricular activity at SDN 2 Tonatan.

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