

Strengthening the Character of Patriotism Through the *Narantika Rarangganis* Dance at a Senior High School in Cimahi

Jajang Hendar Hendrawan¹, Lili Halimah², Kokom³

¹ STKIP Pasundan, Cimahi, Indonesia; jajang_hendra@stkipasundan.ac.id

² STKIP Pasundan, Cimahi, Indonesia

³ SMAN 1 Cimahi, Cimahi, Indonesia

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ABSTRACT

This study aims to determine the implementation of *Narantika Rarangganis* Dance, instilling patriotism's value. This research uses a case study method with a qualitative approach. The participants that were involved in this study were three teachers from a state senior high school in Cimahi Regency. These participants were senior teachers aged above 50 years old. The results of the study show that (1) the implementation plan of the Cultural Arts Learning for dance branch refers to the curriculum in accordance with basic competencies, planting the character of patriotism is formed from the values of local wisdom in the form of *surti*, *harti*, evidence and devotion which is realized by restoring character education as an alignment between knowledge, skills and attitudes. (2) The Cultural Arts Learning Process based on local wisdom by demonstrating the *Narantika Rarangganis* dance as a West Java regional dance that continuously has a peace-loving character, defends the country, kinship or friendship and upholds the value of local wisdom by maintaining and developing it. (3) Efforts to instill the character of patriotism through Cultural Arts Learning by carrying out cultural performances, language month, carrying out character building, getting to know regional culture, implementing school superior programs, including preserving regional culture, (4) How to preserve local wisdom of *Narantika Rarangganis* Dance by participating in performing dances at every cultural performance activity both at school and outside of school, participating in the national student art competition festival, holding education and training targeting junior high, high school students and teachers. Recommendations are addressed to school principals, teachers, and future researchers.

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Corresponding Author:

Jajang Hendar Hendrawan

STKIP Pasundan, Cimahi, Indonesia; jajang_hendra@stkipasundan.ac.id

1. INTRODUCTION

Presidential Regulation 87 of 2017, concerning strengthening character education, states that Indonesia is a country that upholds noble character, values, wisdom, and character. Noble values, wisdom and character, are the result of education. Agustinus Hermino's statement in his book on character-based curriculum management states that education is the key in every effort to improve the quality of human life, in which it has an objective role to "humanize humans". Education is essentially a process of maturation of the quality of life, with the hope of understanding what it means to be alive and being able to carry out the duties of life and life correctly. The process of quality-of-life maturity requires the cultivation of character education. Religious, honest, tolerance, discipline, hard work, creative, independence, democratic, curiosity, national spirit, love of the homeland, appreciation of accomplishments, being friendly/communicative, loving peace, love of reading, concern for the environment, and social responsibility are some of the 18 values that have been identified to strengthen the implementation of character education in educational units (Kemdiknas, 2011).

Patriotism is an important character to be instilled in students as the younger generation to be aware of the behavior of Russia to maintain, develop and advance the nation and country. With a high sense of love for the homeland, a person will do anything for the sake of the country, even if he has to sacrifice his soul, body and property. It is very dangerous when someone does not have a sense of patriotism. To instill the patriotism character, the role of education in schools is very necessary to form, develop, and strengthen the values of life which include three components, namely knowledge, feelings, and moral actions so as to form intelligent, kind, and beneficial individuals for themselves, other people, and the wider community who prioritize togetherness and diversity (Apriani et al., 2007).

In addition, the soul of patriotism can be formed by habits that are built on noble traditions that are passed down from generation to generation and are formed in the value of local wisdom. The value of local wisdom will be meaningful if it remains a reference in overcoming every dynamic of social life. The existence of local wisdom values will actually be tested in the midst of dynamic social life. Local knowledge is passed down and perpetuated, according to Afiqoh et al. (2018), not only because it serves as a guide for action but also because it is accurate from a pragmatic standpoint, making it useful in the effort to realize a peaceful society.

Through the traditional dance of local culture that has the value of local wisdom, students as the younger generation and society can be nurtured and directed to become superior individuals who animate the personality of the Indonesian nation and foster patriotism. In the era of globalization as it is today, technological progress, scientific progress and cultural progress. This cultural progress is marked by the emergence of modern cultures such as K-Pop, Jazz, Hip-hop Dance, BoyBand and others. If this happens continuously, the traditional culture in Indonesia one by one will disappear by itself due to the low awareness of the community, especially the community at the age of teenagers in preserving the existing traditional dance culture. One of them is by instilling the values of love for the homeland through learning the local culture of the *Narantika Rarangganis* traditional dance. As the next generation, we are obliged to maintain the existence of local traditional dance culture and have a high patriotism.

Broadly speaking, the meaning of patriotism is as follows: (1) Understanding that places loyalty to individuals to the state and the nation. (2) The high spirit of nationalism, namely the spirit of love for the nation and the homeland, (3) The political and social attitudes of groups of a nation that have a common culture (Aswasulskin et al., 2015; Indriani, 2019; Marwati, Prihartanti, & Hertinjung, 2016). So, there is a need for an approach through traditional culture for students to introduce the traditional culture of the Indonesian nation by teaching and instilling local cultural values found in the community to build the soul of the young generation with the character of patriotism (Suffah & Setyowati, 2015).

From these two opinions, it can be concluded that the meaning of unity and love for the homeland, love for the nation and state by realizing national unity and various cultures that can foster the spirit of the young generation of character. Introducing the character of love for the homeland through learning the traditional dance *Narantika Raranggnis* at a senior high school in Cimahi, Bandung Regency, is not only developed in the cognitive domain but also in the affective and psychomotor domains. The three do not function as separate parts but influence each other. Therefore, through this research, the teaching of the *Narantika Raranggnis* traditional dance, which is the value of local wisdom, can reveal and describe the implementation of cultural arts learning activities, the value of students' love of the homeland character contained in the learning activities of the *Narantika raranggnis* dance culture.

Based on the identification of the problems above, the problems studied in this study are: first, how to plan the implementation of cultural arts learning based on local wisdom through *Narantika Raranggnis* Dance in instilling the value of the character of patriotism at a senior high school in Cimahi Regency? Second, how are the efforts to instil the character of patriotism through learning art and culture based on local wisdom *Narantika Raranggnis* Dance at the research site? Third, how is the process of learning art and culture based on local wisdom of the *Narantika Raranggnis* dance in instilling the character of patriotism at the research site? Fourth, how to preserve the local wisdom of the *Narantika Raranggnis* dance through learning art and culture in instilling the character of patriotism at the research site?

The purpose of this study is to answer the above problems as follows. First, the researchers want to know how to plan the implementation of cultural arts learning based on local wisdom through *Narantika Raranggnis* Dance in instilling the value of the character of patriotism at a senior high school in Cimahi Regency. Second, the researchers also want to know the efforts to instil the character of patriotism through learning art and culture based on local wisdom *Narantika Raranggnis* Dance at the research site. Third, the researchers are interested in knowing the process of learning art and culture based on the local wisdom of the *Narantika Raranggnis* dance in instilling the character of patriotism at the research site. Fourth, the researchers are interested in preserving the local wisdom of the *Narantika Raranggnis* dance through learning art and culture in instilling the character of patriotism at the research site.

The related study was carried out by Widyanti (2015) and was named "The Application of Local Wisdom Values in the Culture of the Cireundeu Traditional Village Community as a Social Science Learning Source." Social Studies Education Study Program Master's Thesis, University of Education Indonesia She stated in her writing that it is crucial to pass down cultural values from one generation to the next in order to preserve positive cultural values and stop the harmful effects of the current globalization. Adopting or applying local knowledge values is a component that can transform the social studies learning paradigm, which is thought to be boring and monotonous, into engaging and meaningful learning.

Another relevant study was conducted by Hasanah (2019) on Local Wisdom in Water Resources Conservation in the Cikondang Indigenous Village Community, Postgraduate Geography Education Study Program, Universitas Pendidikan Indonesia Bandung). The implementation of clean water and sewer water rituals, the existence of forbidden forests, norms such as recommendations and prohibitions play a role in water conservation. The interaction between the community and water in the form of respect for water, using natural materials, and using water as needed can play a direct or indirect role in water conservation.

Based on the previous research, the difference in the aspects to be studied in the implementation of character education and the place of research can be seen. Based on his research, it can be seen that there are various kinds of activities that can be used in implementing character education in schools, so that researchers can find out the role of cultural arts learning in instilling the value of the character of patriotism. In addition, by looking at ten previous studies, the research conducted by the author does not have the same exact title, so this research is considered original.

The objects in this study are the values of local wisdom in the art of *Narantika Rarangganis* dance in growing the character of patriotism, a school that organizes cultural arts learning based on the local wisdom of *Narantika Rarangganis* Dance. This school was chosen as the research location based on consideration of the background of the problem and the suitability of the research object with the existing research subjects.

2. METHODS

The method used in this study used a descriptive qualitative method with a case study approach. According to Sugiyono (2014), qualitative research is research in which the researcher is the key instrument, data collection techniques are combined, and data analysis is inductive. Yin's (2013) case study is an empirical inquiry that investigates phenomena in real-life contexts where the boundaries between phenomena and contexts are not clearly evident and where multiple sources of evidence are used. Preparatory observation guidelines and tools used include narrative notes, reflection notes, can also record demographic information and school conditions. As an observer and participant, the researcher has a position as an instrument. In qualitative research, an instrument is used to record data in the form of an observational protocol (Creswell, 2009). The participants that were involved in this study were three teachers from a state senior high school in Cimahi Regency. These participants were senior teachers aged above 50 years old.

3. FINDINGS AND DISCUSSION

3.1. Results

The interview process was conducted using a purposive technique, namely sampling data sources with certain considerations, where the person is considered to know best about what is expected of the key resource persons found. Researchers conducted direct, participatory and non-participatory, which were carried out from July 16, 2021 to November 18, 2021. These observations were carried out on aspects of school facilities and infrastructure, school residents and the environment around the school.

The results of interviews, observations and documentation studies can be described as follows: first is the planning of the implementation of cultural arts learning activities based on local wisdom through *Narantika Rarangganis* dance in instilling the character of patriotism. Based on the results of an interview with RA (57), a teacher of Cultural Arts on September 16, 2021 it was revealed that,

"How to plan the implementation of cultural arts learning activities by making a learning implementation plan in accordance with competency standards 3.1 regarding understanding concepts, techniques and procedures in the various movements of the traditional dance of *Narantika Rarangganis* and 4.1 Demonstrating traditional dance moves based on concepts, techniques and procedures according to the planned count/beat at the beginning of each semester 1. During this pandemic, cultural arts learning is carried out using video shows sent via google classroom, WhatsApp or YouTube. *Narantika Rarangganis* dance is a dance that is full of local wisdom values that are planned for learning art and culture at the school."

Second, the Cultural Arts Learning Process in Instilling the Character of patriotism at the research site. The implementation of cultural arts learning is carried out with various activities as stated by RA Teacher of Cultural Arts, the results of an interview on June 16, 2021

"The process of learning the art and culture of *Narantika Rarangganis* dance, which begins with telling the purpose of learning cultural arts, namely understanding traditional dance techniques and procedures with *Narantika Rarangganis* dance

material, with a time allocation consisting of 2 hours of lessons per week and carried out in odd semesters in class X. Third, efforts to instill patriotism through Cultural Arts Learning based on Local Wisdom Narantika Rarangganis Dance”.

School program that has been established is a habituation effort carried out in schools with the aim of instilling character, especially love for the homeland to students and all school members by carrying out cultural performances, language month, and character-building programs. This is in line with the statement of the cultural arts teacher RA (57) from an interview on June 16, 2021.

“Efforts to instill patriotism through clear cultural arts learning in teaching the Narantika Rarangganis dance is an effort to instill heroic values where students get to know regional dances which are the nation's cultural wealth full of heroic values. “

With the Narantika Rarangganis dance, local costumes, and gamelan dance accompaniments are also introduced. In this dance learning discipline can also be instilled, with accuracy in dancing students are accustomed to behaving disciplined, working hard or never giving up on memorizing movements, a practice process is not enough just once practice, but to achieve good grades one must memorize the movements of the dance so that students practice harder and more seriously, as well as practice independence and responsibility for the task at hand. When doing the test of the Narantika Rarangganis dance, an honest attitude is instilled because students who dance alone cannot see other students". Fourth, how to preserve Narantika Rarangganis Dance in Cultural Arts Learning at the research site in instilling patriotism is revealed by YSA (65) in the interview session.

“The way to preserve the Narantika Rarangganis dance is by developing extracurricular activities at school, holding training and education on the dance with the target of middle and high school students and their teachers to develop and preserve it. Opening a studio for the surrounding community, including foreigners who learn the Narantika Rarangganis dance.” (Interview, November 12, 2021)

3.2. Discussion

The discussion in this section is the result of research in the field, then analyzed according to the theories and opinions of experts that researchers can present as follows: First, Planning the Implementation of Cultural Arts Learning Activities based on Local Wisdom Narantika Rarangganis Dance in Instilling the Character of patriotism. The plan for implementing the Cultural Arts learning as learning based on local wisdom is one way to instil the character of students in schools that need to be given to create a school with character and noble character. The value of this local wisdom if it continues to be implemented, will produce something. Good habituation to students by practising it, maintaining and preserving it. Second, the Cultural Arts Learning Process in Instilling the Character of patriotism in the research field. Cultural Arts learning based on local wisdom Narantika Rarangganis Dance in instilling the character of patriotism in the research field is manifested in the process of implementing learning in class (curricular), outside learning (extracurricular) and important activities at certain events at school and outside school.

The Cultural Arts Learning Process in instilling the character of patriotism is implemented in the values of local wisdom of Narantika Rarangganis Dance, as in the *adeg-adeg* movement /attitude embraced in Sundanese manners is an attitude of respect, respect for others by not humbling oneself (Hasanah et al., 2016). *Rekuk* means gestures that indicate respect for the other person. Local culture Narantika Rarangganis dance upholds the value of local wisdom which is full of norms, rules of habituation that have noble values. As well as, students and school residents at the research site behave like Sundanese culture, which is

famous for its hospitality, kinship, prioritizing greetings, greetings, politeness, smiling, sticking to the philosophy of sharpening each other, loving each other and caring for each other, and loving the nation and the culture. So that the influence of the process of implementing local wisdom-based learning, especially the Narantika Rarangganis dance, will further increase the love of students for their regional culture, so that they also love the nation and their homeland. Third, efforts to instill the character of patriotism through Learning Cultural Arts Based on Local Wisdom Narantika Rarangganis Dance.

Efforts to instill the character of patriotism can be done by carrying out activities that involve students by applying them in everyday life through cultural arts learning, extracurricular activities, welcoming guests and special activities regarding annual cultural arts performances, participating in cultural arts competitions and traditional dress competitions. The values contained in the local wisdom of the Narantika Rarangganis dance can strengthen the integrity of patriotism. Until now, the implementation of cultural arts learning through the Narantika Rarangganis dance has not been hampered. During the pandemic, art performances and performances have been slightly hampered due to physical distancing, but in the implementation of learning it is done through zoom meeting (Li et al., 2022). Fourth, how to preserve Narantika Rarangganis Dance in Cultural Arts Learning at the senior high school in instilling the character of patriotism. The way to preserve the Narantika Rarangganis Dance in learning art and culture at the school is by practising the Narantika Rarangganis dance continuously and developing it, given to all students of class X every year; thus, the three levels of students can practice Narantika Rarangganis Dance. Practising Narantika Rarangganis Dance indirectly, this dance will continue to exist and be sustainable as a regional cultural dance with beauty and cultural wealth that supports the maintenance of traditional arts, especially in the West Java area, generally the wider community. It is relevant with the statement from Alwi (2003) that traditional art is a work that has been produced by numerous artists and incorporates aesthetic components. Not only does it contain elements of beauty and beauty to be enjoyed, but also traditional arts need a hereditary process that is passed down from the past to the present. It can be in the form of views of life, beliefs, arts performed, or forms of traditional ceremonies (Abdurachman & Ruslana, 1979).

4. CONCLUSION

Based on the description of the research results and the discussion in Chapter IV, the researcher can formulate a conclusion and recommendations that may be useful: First, the implementation plan for learning arts and culture in the dance branch refers to the curriculum in accordance with the basic competencies of understanding concepts, techniques and procedures in a variety of ways. Traditional dance movements by demonstrating traditional dance movements based on concepts, techniques and procedures according to the count/beat. Second, the Cultural Arts Learning Process based on local wisdom of the Narantika Rarangganis dance in instilling the character of patriotism is carried out by demonstrating the Narantika Rarangganis dance as a process of implementing learning in class (curricular) and outside learning (extracurricular) and important activities at events certain events at school or outside of school.

The application of the character of love for the homeland through the Narantika Rarangganis Dance is created because it is carried out continuously so that by maintaining, maintaining and preserving the dance, more love for the dance is formed so that an attitude of love for the homeland is formed directly by loving its own culture, so that it is willing to maintain the dance to exist at the school. Third, Efforts to instill the character of patriotism through learning art and culture based on local wisdom of Narantika Rarangganis dance at the research site by carrying out cultural performances, language month, and carrying out character-building programs, introducing the local culture of *Narantika Rarangganis* dance, teaching Narantika Rarangganis to dance through extracurricular activities SASEBU (art and culture studio) in which there are dance, choir, gamelan, band, and cabaret, carrying out these activities illustrate the attitudes of social characters that support their love of regional culture which is full of local wisdom

values. Fourth, how to preserve the local wisdom of the Narantika Rarangganis dance through learning cultural arts in instilling the character of patriotism at the school by participating in dancing all activities related to cultural performance activities, the three levels of students can practice Narantika Rarangganis Dance.

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