

## Need Analysis of Lesson Planning to Teach Education Value of Sulawesi Ethnic Dance Teaching in Primary School

✉Wahira

Faculty of Science Education, Universitas Negeri Makassar, Indonesia  
Banta-Bantaeng, Rappocini, Makassar City, South Sulawesi 90222

✉E-mail: [restulanjari1961@mail.unnes.ac.id](mailto:restulanjari1961@mail.unnes.ac.id)

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### Abstract

This study aims to find out need analysis of lesson planning to teach education value of Sulawesi ethnic dance which comprises learning material, teaching method and learning model, learning media, as well as an assessment instrument. A method implemented in this study was research and development (R&D) with three main stages, namely, preliminary study, developmental research, and evaluation. This study, however, will only implement the first stage of study which is the preliminary study. This is implemented to perform need and content analysis. Results showed that need of lesson planning to teach education value of Sulawesi ethnic dance comprises learning material, teaching method and learning model, learning media, as well as an assessment instrument belongs to the category of "very important" and that the planning is needed by teachers in teaching Sulawesi ethnic dance value for students in primary school.

**Keywords:** lesson planning of dance education value; Sulawesi ethnic

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### INTRODUCTION

Education is a conscious effort to prepare the students to be able to participate both active and positive in their lives now and later in the future (Umar, 2005, p. 263). Education emphasizes more to the human development, both in cultivating value and attitude. Thus, education has an important role, since it is able to enhance and develop the life continuation of a nation, in particular to improve the quality of present and future human resources in line with the purpose of national education. Republic of Indonesia regulation number 19 year 2005 about National Education standard states that culture is not only contained in one subject of study because the culture itself comprises all elements of life.

Especially for Culture and Art subject, the cultural element is not discussed separately, but it is integrated with the arts. Thus, cultural art is basically an art education in cultural basis.

Culture and art education is given at school because of its uniqueness, meaning, and usage to the need of students' development, especially in giving them aesthetic experience in expressing, creating, and appreciating through the approach names "learning with the arts" and "learning about arts". This role cannot be given by other subjects (BSNP Permendiknas number 22, 2006). Art education (including dance) in Indonesian competence based curriculum, which is implemented in Indonesia since 2004, has multilingual, multidimensional, and multicultural cha-

racteristics.

Attempt to improve the education quality is done by fixing the teaching and learning process. Teaching and learning is actually an interaction or reciprocal relationship between teacher and student as well as student and student (Roestiyah, 2008, p. 5). Therefore, to accomplish an optimal learning outcome, a creative and innovative teacher who has the spirit of teaching, is needed. The teacher here may choose and apply proper teaching planning to achieve the learning goals. According to Sanjaya (cited on Jazuli, 2008, p. 167), learning strategy can be interpreted as planned, comprising a series of activities which are designed to accomplish the learning goals.

Traditional art that was born in the life of local communities needs to be more developed and preserved. Nowadays, however, the development and preservation of traditional art seem lacking. It can be proven from, first, the decreasing popularity of traditional dance and activity in Indonesia, especially in South Sulawesi that originally has four ethnics. Second, the weak regeneration, causing from the least number of people who want to preserve the existence of traditional dance in their community. Third, minimum attention and unclear strategic plans given to the Sulawesi ethnic traditional dance value development. Here, planning can only be composed based on the complete and accurate data regarding to the existing situation and condition of the traditional art, even if it is less advantageous. In other words, the shift of local wisdom or local genius back to the cultural root of its own nation is actually a smart action to minimize the negative impact of globalization (Sedyawati, 2007, p. 64).

The main focus of this research is related to need analysis on lesson planning to teach educational value that is needed by teachers to teach Sulawesi ethnic dance in primary school. Further, this study is aimed at finding out and describing the need on (1) teaching material, (2) methods and learning model, (3) learning media, and (4)

assessment instrument in its relation to the Sulawesi ethnic dance lesson planning value. Later, the results of this study can be used as information for the teacher of culture and art subject at primary school and as a guidance for teaching and learning process in the culture and art classroom. In order for the students to be more motivated to actively participate under the joyful atmosphere and for them to enhance their skills and creativity, especially dancing, Sanjaya (cited in Jazuli 2008, p. 167) states that learning strategy can be interpreted as planned containing a series of activities that are designed to achieve the learning goals. In this study, the need of planning in its relation to the teaching education value of Sulawesi ethnic dance will comprises discussion related to: learning materials, method and model, media, as well as an assessment instrument needed in teaching education value of Sulawesi ethnic dance, especially dance at primary school.

Dance is one of art fields that directly uses the human body as the medium. It expresses the aesthetical and nobleness value through movement and gestures with all art appreciation attached to it. Kussudirdjo (2000, p. 14) states that the existence of dance in Nusantara (Indonesia) that is inherited till now is always in line with the development of the supporting society. Realizing that dance has existed, thus, the government and art practitioner has to keep inserting new ideas to preserve the nation's culture. In order to limit the definition of dance in this study, there are some definitions of dance derived from several sources. Ade (2008, p. 13) in his book about dance curriculum mentions that dance is an aesthetic expression within movement with human body as the medium. Further, a psychology expert once said that dance is the statement of muscle instigative style on feelings, or in the other words, dance is the result of human's feeling that the expression medium is through muscles. Thus, dance is psychological values that are illustrated in the movement style of a dancer.

When both formal and informal education are facing trouble in internalizing

values, and they are avoiding students' affective ability, dance is then presented as a non-formal education, media that have an extraordinary potential to internalize the affective world into learning goals it is marginalized and hegemonized by cognitive field if it is managed and used in an effective and efficient way. Traditional folk dance is the representation of each region's local wisdom. Every traditional dance contains positive folk cultural values. It is love for nature, spirit in work hand in hand in a society, religious education, and source of peoples' economy that is illustrated dynamically through the movement of typical dance and music. Unfortunately, traditional dance nowadays tends to experience extinction. This is caused by very limited concern had by society to the local potential.

Cultural art is a school subject reflected from Standar Isi (Content Standard) and Graduate Competence Standard that is formulated by the government to guarantee the accomplishment of national education goals. The competence standard of cultural art subject encompasses the activity of appreciating artwork and to create and express themselves through artwork. The scope of cultural art subject, however, comprises aspects, such as: (1) fine arts, comprising knowledge, skill, and value in producing art work in the form of painting, sculpture, carving, and printing, (2) musics, comprises the ability to master the ability of vocal producing, musical instrument playing, music appreciation, and (3) dance, comprising the ability to move based on the body management with and without sound as music accompaniment, appreciating dance movement, and (4) Theater, comprising, body management skill, thinking, and voice management, that the performance combines the element of music, dance, and acting (Jazuli, 2008, p. 143).

Cultural art education and skill has an essential role in shaping the harmonious personality of students by paying attention to the need of children development in achieving multi-intelligence, comprises

the intrapersonal, interpersonal, visual-spatial, musical, linguistic, logic mathematical, natural, and adversity intelligence, as well as creativity, spiritual, moral, and emotional intelligence.

Soehardjo (2005, p. 17-20) states that the creation process basically consists of two stages, the former is the stage of idea, while the latter is the stage of idea implementation. The stage of idea comprises: (1) preparation, (2) material collection, (3) empathy, (4) incubation, (5) expression. Then, the stage of implementation comprises: (1) the outer aspect of implementation, (2) the integral aspect of implementation, and (3) the highest level of creation. According to Primadi, the levels of creation does not need to be done in chronological order but can be in different order, overlapping, or integrated.

Essentially, the dance teaching will give contribution in increasing the creativity of students if it is managed well. Because of the importance of this teaching, thus, proper conditions need to be prepared for the actual implementation that will allow the students to distribute their talents and creativity optimally. As a result, it will not only need sufficient means as a medium, but also readiness from people or parties which are responsible for the dance teaching, including teachers as the instructional system manager. Therefore, besides mastering the dance teaching and learning strategies, teachers are also enquired to be able to implement the theories underlying the education value of dance.

The learning planning on education value of dance on Sulawesi ethnic dance for primary school students is done through the learning system model by seeing: (1) the ability of teacher to understand, identify, and implement 2013 curriculum; (2) The interaction pattern between teacher and student as well as the learning method and teaching model that is implemented by teacher to enhance students' art potential to be more intelligent and creative; (3) The potential utilization pattern of natural sites around school; and (4) The understanding of student towards poten-

tials they have in order to be developed optimally.

**METHOD**

This study employs the education research and development design, which according to Borg & Gall (1983, p. 775) is divided into 10 stages/ steps. From the ten steps delivered by Borg and Gall, Sukma-diata (2006, p. 176) had modified the stages into three main steps of research and development. There are: (1) the stage of preliminary study as the need and content analysis, (2) the development as the stage of designing, developing, and evaluating, (3) the stage of product effectivity testing as the semi-summative evaluation. This study, however, will only discuss the first stage of the study which is the preliminary study.

The preliminary study was done by analyzing literary documentation, especially (1) analyzing the content of 2013 curriculum on the cultural art subject, (2) analyzing the sub materials related to the learning planning at the field, (3) analyzing the dance learning at the field to find out the basis of value learning planning on the teaching of Sulawesi ethnic dance. All information was collected from primary school teachers at Gowa, Pinrang, Tana Toraja, and Mamuju Regency by using questionnaire.

The data collection method employed was open-ended questionnaire which was directed to the teachers. The open-ended questionnaires were used to collect data related to need analysis of lesson planning to teach education value of Sulawesi ethnic dance. Subject of the study was teachers spread in four regions and four different ethnics, i.e. Makassar ethnic, Bugis ethnic, Toraja ethnic, and Mandar ethnic. The study sample was taken by purposive sampling by deciding four cities/ regions in South Sulawesi on purpose. From each different cities/ regions, one school was chosen as the sample in this study. Thus, overall, there were 4 schools used as the study sample in this study, representing

four different ethnics spread in Sulawesi.

**RESULT AND DISCUSSION**

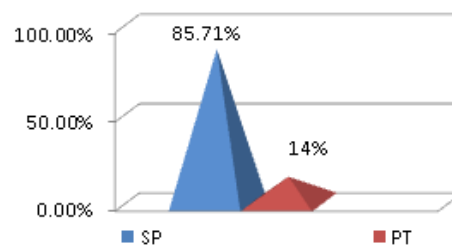
Need analysis of lesson planning to teach education value of Sulawesi ethnic dance at primary school found four particular needs on: (1) learning materials; (2) learning methods and models; (3) learning media; (4) assessment instrument. In a clearer way, it can be seen from table 1.1 about need analysis on the teaching material aspect.

**Table 1.** The Need on Teaching Material Aspect of Sulawesi Ethnic Dance Value Learning at Primary School

Category	Sum	Percentage
Very necessary	30	85.71%
Necessary	5	14.28%
Less Necessary	0	0%
Not Necessary	0	0%
Sum	35	100%

Source: Research Data 2016

In the indicator of learning materials on the value learning planning on Sulawesi ethnic dance at primary school, there are 30 people or 85.71% of total respondent consider this into the category of very important. 5 people or 14.28% take it as important, and in category less important is 0 people or 0%. The histogram is presented in Figure 1.



**Figure 1.** Histogram of the Need on Learning Material on Value Learning Planning of Sulawesi Ethnic Dance

From the histogram, it can be seen that the need on learning material is placed in the category of very important or nee-

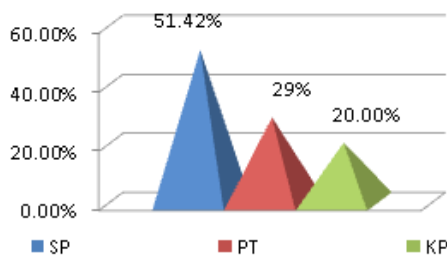
ded by primary school teachers in South Sulawesi.

**Table 2.** The Need on Learning Method and Model Aspect of Sulawesi Ethnic Dance Value Learning at Primary School

Category	Sum	Percentage
Very Necessary	18	51.42%
Necessary	10	28.57%
Less Necessary	7	20.00%
Not Necessary	0	0%
Sum	35	100%

Source: Research Data 2016

In the indicator of learning method and model on the value learning planning on Sulawesi ethnic dance at primary school, there are 18 people or 51.42% of total respondent consider this into the category of very important, 10 people or 28.57% take it as important, 7 people or 20.00% categorize it as less important and in the category of not important is 0 people or 0%. The histogram is presented in Figure 2.



**Figure 2.** Histogram of the Need on Learning Method and Model on Value Learning Planning of Sulawesi Ethnic Dance

From the histogram, it is seen that the need on learning method and model is in the category of very necessary and it is needed by the primary school teachers in South Sulawesi.

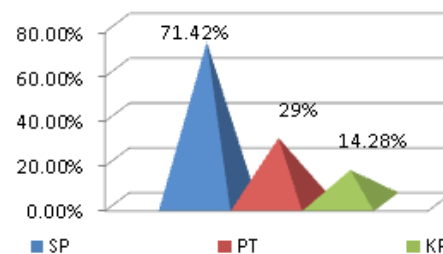
In the indicator of learning media on the value learning planning on Sulawesi ethnic dance at primary school, there are 25 people or 71.42% of total respondent consider this into the category of very important, 10 people or 28.57% take it as im-

portant, 5 people or 14.28% categorize it as less important and in the category of not important is 0 people or 0%. The histogram is presented in Figure 3.

**Table 3.** The Need on Learning Media Aspect of Sulawesi Ethnic Dance Value Learning at Primary School

Category	Sum	Percentage
Very necessary	25	71.42%
Necessary	10	28.57%
Less necessary	5	14.28%
Not necessary	0	0%
Sum	40	100%

Source: Research Data 2016



**Figure 3.** Histogram of the Need on Learning Media on Value Learning Planning of Sulawesi Ethnic Dance

From the histogram, it is seen that the need on learning method and model is in the category of very necessary and it is needed by the primary school teachers in South Sulawesi.

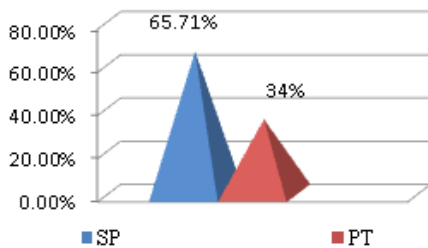
**Table 4.** The Need on Assessment Instrument Aspect of Sulawesi Ethnic Dance Value Learning at Primary School

Category	Sum	Percentage
Very Necessary	23	65.71%
Necessary	12	34.28%
Less Necessary	0	0%
Not Necessary	0	0%
Sum	35	100%

Source: Research Data 2016

In the indicator of assessment instrument on the value learning planning on Sulawesi ethnic dance at primary school, there are 23 people or 65.71% of total res-

pondent consider this into the category of very important, 12 people or 34.28% take it as important, 0 people or 0% categorize it as less important and in the category of not important is 0 people or 0%. The histogram is presented in Figure 4.



**Figure 4.** Histogram of the Need on Assessment Instrument on Value Learning Planning of Sulawesi Ethnic Dance

From the histogram, it is seen that the need on learning method and model is in the category of very necessary and it is needed by the primary school teachers in South Sulawesi.

Overall, the average score on the need of teaching dance value planning in Sulawesi ethnic dance teaching can be seen in Table 5.

**Table 5.** The average score of Need Analysis of Sulawesi Ethnic Dance Value Learning Planning in Primary School

Indicator	Sum	Category
Learning materials	1.21	Needed
Learning methods and model	1.02	Very needed
Learning media	1.24	Needed
Assessment instrument	1.50	Needed
Score Average	1.24	Needed

Table 5 shows need analysis on education value learning of Sulawesi ethnic dance in primary schools with 35 respondents participated. In the indicator of learning material, the score was 1.21 under the category of needed. In indicator learning media, the average score was 1.02 and the category was very needed. For indica-

tor learning media, the average score was 1.24 and the category was needed. Lastly, for indicator evaluation instrument, the average score was 1.50 and the category was needed. Thus, after seeing all finding results, it is inferred that the dance value learning of Sulawesi ethnic dance belongs to the category of needed.

**Teaching Materials for Education Value Learning of Sulawesi Ethnic Dance**

Research results show that the need of teaching materials for education value learning of Sulawesi ethnic dance at primary school is considerably important and directed to the curriculum containing dance as local content subject, especially for the ethnic dance appreciation lesson material. This is related to the previous statement delivered by Djamarah and Zain (2006, p. 43) that teaching materials is substance delivered during the process of teaching and learning. It gives good motivation and the spirit of learning to the students at school. Learning is generally depending on knowledge, skill, and attitude that have to be learned by students in order to achieve the determined competence standard. In detail, the learning material types consist of knowledge (facts, concepts, principles, procedures), skill, attitude, and value.

Teaching material is one of the essential component in learning system that holds an important role in helping students to achieve the Competence Standard and Basic Competence, or the determined learning goals. By implementing the teaching material that is developed, it is hoped that an alternative to deliver the school subjects will be received by teacher, so that the teaching and learning process will run optimally in a varied way. As a result, it is hoped that the student participation will be improved to. This is in line with what has been delivered before by Sudjana (2005, p. 67) that teaching material the content given to the students during the process of teaching and learning in the classroom. Through the teaching material, students are directed to the learning goals.

### **Method and Learning Model of Sulawesi Ethnic Dance Education Value**

Results show that the need on methods and learning model of the education value learning containing in Sulawesi ethnic dance is considerably important since the choice of method is related closely to the teacher's attempt in performing learning that is appropriate with the situation and condition of the students. It aims to accomplish an optimal learning goal. Therefore, one of the basic subject needs to be understood by teachers is on how to understand the role of method and learning model as one of the component for the success of learning activities that is as important as other components in education. Teachers set the method and learning model based on the learning goals and character of the learning material. Further explained by Djamarah and Zain (2006, p. 75) that one method and learning model is designed for one specific learning goal, as well as another method and another learning model is designed for another learning goal. In addition, Djamarah and Zain (2006, p. 46) is also stated that one attempt that is never left by teachers is on how to understand the role of method and learning model as one of component that takes part in the success of teaching and learning activity.

### **Learning Media for Sulawesi Ethnic Dance Education Value**

Results of this study show that the need of learning media for Sulawesi Ethnic Dance education value is important since media is a tool/ medium that is physically used to deliver information from a source to a receiver that can make student able to obtain knowledge, skill, or attitude. It is known that learning media in dance are all formed as electronic media, like: learning CD, tape recorder, laptop, and media that support the learning of dance in a form of: *gamelan*, property, costume, practice room in an open room shaped, i.e. *pendopo*, as well as another tool, like, printed media in a form of Sulawesi ethnic dance. This is in line with statement delivered by Wina-

tapura (cited in Djamarah and Zain, 2006, p. 122). They explain that learning sources are categorized into five categories, i.e. human, book, mass media, environment, and education media. The media to support education has specific function which is to smoothen the way the learning goal is accomplished. It is based on the belief that the process of teaching and learning with the help of media will increase the students' activity in learning for considerably long time.

### **Assessment Instrument for Education Value Teaching of Sulawesi Ethnic Dance**

Needs of teachers on learning outcomes assessment of Sulawesi ethnic dance education value is needed, especially dance in primary school all this time usually implements intuitive approach. This is in accordance with the opinion of Dimiyati and Mudjiono (2009, p. 221) about assessment or evaluation of learning that is a process for determining merit, value or enjoyment of learning activities through the assessment or measurement.

Therefore, a planning that is determined by a teacher will result in an optimal result if it is able to be used to accomplish the determined goal. In art education, the main aim to be accomplished is to give students aesthetic experience. This is based on the efficiency consideration. In the process of learning, dance teachers use the type and form of practical assessment. The practical-nature-learning assessment just like in dance subject, the target includes skill, test or demonstration, attitude and initiative or atmosphere, as well as students' participation in learning. In dancing-practical assessment, the assessment aspects should be determined first. The main target needs to be formulated first for the values to be directed. Here, the assessments are in the form of individual assessment, demonstration, and observation sheet. This is in line with statement from Jazuli (2008, p. 202) that the aspects assessed for dance subject is related to art products that have been adjusted with essential indicator of the art work (the product).

The assessment of *wirasa*, *wiraga*, and *wirama* is in line with Jazuli (1008, p. 116) that in the dance world, there are criteria used as practical assessment benchmark that comprise three aspects. The first is *wiraga*, that is basically related closely with the form assessment way which is tangible (physical). From this perspective, the dancer skill in dancing is measured with the determined provision. For example, how is the attitude, movement form, order, the continuity between movements, etc. *Wirama* is used to assess the ability of a dancer to master rhythm, both the rhythm of the light music and the movement rhythm that are done by the dancers. In addition, *wirasa* is about appreciation of a dancer to the character that they are dancing. It deals with types and characters of the movement that have to be done and expression that has to be shown. Evaluation on results is done to evaluate the learning that is done every semester. This evaluation is further related to the initial purpose of learning (the teaching and learning process goal).

From the explanation, it can be said that the need on education value teaching in teaching Sulawesi ethnic dance at primary school lies on the learning textbook, assessment instrument media, material, and learning model. To enhance the quality of education is by fixing the process of teaching and learning. Teaching and learning is basically an interaction or reciprocal relationship between teachers and students, and between students and students (Roestiyah, 2008, p. 5). Therefore, to achieve an optimal learning result, a creative and innovative teacher who has the spirit of teaching is needed. After all, teacher does appropriate learning planning to accomplish the learning goals.

## CONCLUSION

Based on the preliminary study for the need and content analysis, it is shown that the need of teaching education value of Sulawesi Ethnic Dance shows the teachers' needs upon: (1) learning materials; (2) learning method; (3) learning media; (4)

assessment instrument. This is due to the background of primary school teachers who dominantly are home room teachers and do not have any education background related to dance. Good learning planning by teachers can be used as a guide and reflector in classroom teaching and learning. The planning can also lead teacher to be more creative in teaching the dance basic competence to the students, especially the education value that presents in Sulawesi ethnic dance so that the school policy on competence outcome can be achieved.

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