

**IMPLEMENTATION OF LOCAL WISDOM-BASED SCHOOL  
THROUGH DANCE EXTRACURRICULAR IN THE NGREKSO  
BUWONO DANCE**

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<b>Article Info</b>	<b>Abstract</b>
<p data-bbox="288 904 619 936"><i>Article History:</i></p> <p data-bbox="288 965 619 1025">Accepted September 2023</p> <p data-bbox="288 1055 619 1115">Revised Juni 2023</p> <p data-bbox="288 1144 619 1205">Approved Mei 2023</p>	<p data-bbox="627 927 1377 1480">This research aimed to describe the application of local cultural wisdom in elementary schools through dance extracurricular activities in the Ngrekso Buwono dance. A qualitative approach was used in this research using ethnographic research. This research was conducted at SD Negeri I Blimbingrejo with the dance teachers. This research was obtained through observation, interviews, and documentation, which were then tested through triangulation sources. Data analysis was obtained using data reduction, data presentation, and conclusion. Based on the research results, the application of local wisdom at SD Negeri I Blimbingrejo in extracurricular activities (outside the learning hours). The extracurricular activity carried out is dance. Supporting factors that influence dance extracurricular activity are internal and external factors. Internal factors include the condition of students who have interests, talents, and motivation to take part in dance extracurricular activity. External factors include support from schools with dance teachers, adequate facilities and infrastructure, and support from parents.</p> <p data-bbox="627 1509 1377 1538"><b>Keywords:</b> Local Wisdom-Based School; Extracurricular; Dance</p>

## A. Introduction

Formal educational institutions, commonly referred to as schools, are currently the places where individuals acquire education. Schools are considered the most crucial aspect of obtaining quality education. Education is the process by which society intentionally imparts its cultural heritage through educational institutions, including insights, norms, skills, and other abilities. It aligns with the definition of education as a conscious effort to pass down cultural heritage from one generation to another (Rahman, 2022).

The purpose of education is to cultivate individuals who are not only intellectually clever but also culturally aware. It is not just knowledge that is imparted to students but also helps them develop an appreciation for their culture. Therefore, educational institutions like schools can play a vital role in the cultural preservation process. It aligns with the vision of schools serving the function of preservation or conservatism, which involves upholding the cultural norms of society and shaping individuals who are true to themselves (Jurumiah, 2020).

Indonesia has cultural diversity, ethnicities, languages, races, religions, and beliefs. One form of Archipelago's cultural heritage is local wisdom, also known as local culture. Local culture holds a wealth that needs to be carefully observed and handled, especially in the globalization era. The importance of regional culture lies in the fact that cultural elements significantly contribute to the formation of the nation's identity. Indonesia has a variety of regional arts and cultures that flourish within its society. The multitude of cultural art forms that exist and thrive in the community reflects the richness of cultural diversity in Indonesia (Fajrie, 2013).

The government has taken concrete actions to preserve local wisdom in each region through the education system, as evidenced by implementing the 2013 Curriculum, which began in 2013/2014. Jamal (2012:30) defines local wisdom-based education as learning activities that utilize local advantages in economy, culture, language, information and communication technology, ecology, and others, which are beneficial to the development of students' competencies. As stated by Firdaus et al. (2023) culture-based learning is a strategy that should

provide options for (1) actualizing meaningful and relevant learning activities that are closely related to the local social environment where someone learns and can be applied later and (2) creating an engaging and enjoyable learning atmosphere. Local wisdom-based schools provide opportunities and facilities for students to deepen their understanding of the local culture in their region or residence. One of the facilities mentioned is through extracurricular activities or annual school events. Laksita (2019) states that efforts to preserve local wisdom in education can be incorporated into extracurricular activities or school events. In practice, this not only introduces but also preserves local culture so students can understand the meaning inherent in that culture.

Extracurricular activities are informal activities held outside the regular class hours to explore talents and potential so students acquire skills, preparing them to become excellent, quality, and competitive individuals capable of managing future challenges (Damayanti & Dwikurnianingsih, 2020). One of the extracurricular activities organized at SD Negeri I Blimbingrejo is dance. Dance is one form of art that emphasizes beautiful movements of the human body accompanied by music and communicates specific meanings and purposes.

The interview with the Principal of SD Negeri 1 Blimbingrejo revealed that some students need more knowledge of their local culture. While aspects of local culture are gradually introduced during the teaching and learning process, there is space for improvement, especially in the theoretical aspect. Therefore, the school has implemented cultural education and awareness programs, including dance activities as part of extracurricular activities. Through these extracurricular activities, students are expected to preserve and instill cultural values and contribute to preserving local culture through various traditional dances from Indonesia.

Based on this information, by integrating local wisdom or local culture into the formation of individuals, educators, including teachers, school staff, parents, and the community, are expected to recognize the role of culture-based schools as a means of cultural enrichment. Schools are expected to produce graduates who are not only academically excellent but also individuals who are culturally aware

and proud of their heritage.

### **B. Research Methodology**

The qualitative approach was employed in this research, specifically using ethnographic research. According to Creswell (2020:125), ethnographic research describes or depicts the values, behaviors, culture, beliefs, and even the language of a community with a shared culture. This research was conducted at SD Negeri I Blimbingrejo. SD Negeri I Blimbingrejo is a primary educational institution at Jalan Karangmalang No. 1, Blimbingrejo Village, Nalumsari Sub-district, Jepara Regency. The respondents in this study were the dance teacher and four students participating in extracurricular activities. Therefore, this research's total number of respondents consisted of five participants.

The data collection techniques used in this research include observations, interviews, and documentation. Observation involves collecting data by directly observing the researched subjects. The researcher conducted participant observation, where they observed the dance teacher and students during their extracurricular dance activities. Interviews are direct question-and-answer sessions used to gather information or data. This research conducted in-depth interviews to ensure the data's validity and accuracy. Documentation refers to written sources, images, or documents complementing the research. Documentation was performed while the extracurricular activities were occurring.

Data validity was ensured through triangulation sources. Triangulation is a technique for validating data by checking it from various sources, using different methods, and at different times. The researcher checked the data through observations of students, interviews with teachers and students, and documentation during the research.

After collecting all the data, the researcher analyzed it through data reduction, presentation, and conclusion. Data reduction involves summarizing and focusing on essential information. It makes the data straightforward and facilitates further data collection. Once the data is summarized, the next step is data presentation, which organizes the information for a more straightforward

understanding and planning future actions based on the findings. The final stage is conclusions or verification, supported by the evidence obtained during the field research.

### C. Results and Discussion

School, as one of the formal education institutions, has now become a place to acquire education. According to Pratiwi et al. (2018), education is a process of teaching and learning to acquire knowledge to change behavior for individuals who initially do not know how to become knowledgeable. Through education, students can recognize and understand various insights into all knowledge, including culture. As Nurhasanah et al. (2021) state, cultural education in elementary school students plays a significant role because elementary education aims to instill a sense of love for the homeland.

In the learning process, local wisdom can be applied in the teaching and learning activities inside the classroom through the delivery of materials related to the arts, or it can also be done through activities outside of regular learning hours organized by the school. In line with Jamal (2012:70), local wisdom in schools can be implemented in intracurricular and extracurricular activities. It aligns with the statement from informant M, who is a dance teacher at SD Negeri I Blimbingrejo, that SD Negeri I Blimbingrejo implements local wisdom through extracurricular activities. Local wisdom is closely related to local cultures in the surrounding area carried out by the community, which ultimately becomes an ongoing practice with various activities.

Hamida et al. (2022) state that Indonesia has a unique and distinctive culture where its people have various cultures and traditions, called cultural diversity. The local wisdom possessed by the community of Blimbingrejo village is called “*resik-resik deso*,” which can be translated to “village cleaning” in English. The local community regularly carries out this activity annually while commemorating the night of *Nisfu Sya'ban*.

Based on this, the informant conveyed that the extracurricular activities developed in the school as an application of local wisdom involve dance. As

Astuti (2016) stated, dancing is the movement of the body that conveys meaning from the soul of a human, thus forming behavior that has aesthetic value. The dance developed by the school is called “*Ngrekso Buwono*” dance. This dance is a creative dance created by the dance teacher as a manifestation of the culture developed and introduced to the students at the school. The “*Ngrekso Buwono*” dance tells the story of togetherness, cooperation, and a manifestation of love for the homeland by cleaning their environment. The props the dancers use are the same as when they engage in community cleaning activities, such as broomsticks and traditional hats.

Extracurricular dance activities in elementary school students should also consider both the theme and choreography. As shown in the research conducted by Gilbert and McCutchen (Sunaryo et al., 2020), elementary school teachers, in the process of teaching dance to children, need to pay attention to several processes, including 1) creating and composing dances with easy-to-understand movements, and 2) knowing the history, culture, and context as part of dance knowledge.



**Figure 1. The practice of Extracurricular Dance in The “*Ngrekso Buwono*” Dance**

Sularso, as mentioned in (Aisara & Widodo, 2020), states that extracurricular activities provide a platform for creativity and the expression of talents and interests. In the context of art extracurriculars, local culture is expected to be integrated into a space so that students can also preserve it. Similarly, Malatuny & Ritiauw, as cited in (Johannes et al., 2019), highlight that culture is a vital component of a nation’s identity because understanding one’s local culture keeps students connected to their way of life. Additionally, Zuchdi et al., as

discussed in (Ningrum et al., 2020), point out that extracurricular activities occur outside of regular class hours and are designed to support students' development based on their needs, potential, abilities, and interests.

Based on the description above, it can be inferred that SD Negeri I Blimbingrejo, in its implementation, conducts learning activities related to local wisdom through extracurricular activities. Extracurricular activities serve as a means to nurture students, allowing them to expand their knowledge and develop their talents and interests.

Educators can assist students in preserving their local culture by participating in extracurricular activities at school, especially those related to culture, such as dance extracurriculars. Through these extracurricular activities, it is hoped that students will become acquainted with various local cultures and believe they can preserve them. Education and culture are inseparable because education occurs within a cultured human environment. Education is necessary for culture itself to be recovered.

Various factors contributing to their success influence the implementation of art extracurriculars. The research conducted by the researcher regarding the supporting factors in the dance extracurricular activities at SD Negeri I Blimbingrejo, as mentioned by Mrs. M, involves internal and external factors. It is consistent with research conducted by Sugiyono, as cited in (Ulfa, 2019), which states that extracurricular learning activities have supporting factors. Internal factors include the condition of the students where students have the interest, talent, and motivation to participate in extracurricular activities. External factors encompass the school's readiness to conduct extracurricular activities by providing facilities, trainers, and support from parents for their children's involvement in school extracurricular activities.

As cited by (Fadillah, 2016), Chaplin defines talent as the potential ability of an individual driven toward future success. Meanwhile, according to Asrori (Fadillah, 2016), talent is an intrinsic skill to gain insight and abilities, whether general or explicit. However, turning talent into achievement requires preparation, knowledge, experience, and motivation. Similarly, Slameto (Fadillah, 2016) states

interest is a sense of attraction to an action or activity without being instructed.

The level of a student's learning motivation significantly influences the learning process. If a student has low learning motivation, it can make them less focused on learning. Conversely, high learning motivation will likely make students more effective in absorbing learning materials during the learning activities. Moreover, a student's interests and talents become more apparent with high motivation. Therefore, learning motivation is a crucial factor affecting students' learning process. According to Smith and Sarason, as cited in (Muhammad, 2016), motivation originates from the word "move," which means an impetus or driving force. Thus, motivation is characterized as an inner driving force within an individual to engage in activities to achieve specific goals.

External factors are aspects that originate from outside of the students. Slameto (Nabillah & Abadi, 2020) states that external factors, including family, school, and the local environment, come from outside the students. A lack of support from parents can also result in students being less interested and even hesitant to learn.

**Table 1**  
**Facilities and Infrastructure for Extracurricular Dance at SD Negeri I**  
**Blimbingrejo**

No	Facilities & Infrastructure	Description
1.	Practice Room	Baik
2.	LCD screen	Baik
3.	Loudspeaker	Baik
4.	Laptops	Baik
5.	Dance Costume	Baik
6.	Dance Practice Tools	Baik

**Source: School Archives, 2023**

Factors such as classroom space, practical training equipment, teaching media, facilities, and resources that support the learning process are some of the school factors that can support extracurricular activities.





**Figure 2. Sound System as a Supportive Facility for Dance**

In addition to school factors, the family also plays a role in a child's success in achieving their achievements through parental support. As Santika (2020) stated, the family plays a crucial role in a child's education because the family has an essential task in assisting the child.

#### **D. Conclusions**

The implementation of local wisdom at SD Negeri I Blimbingrejo takes place in extracurricular activities outside regular class hours, specifically in dance. The conducted extracurricular activity is a traditional dance, specifically the "Ngrekso Buwono" dance. The "Ngrekso Buwono" dance is a creative dance piece crafted by the dance teacher to apply local wisdom from the Blimbingrejo village, particularly during the "resik-resik deso" event.

Several factors support the extracurricular dance activities. These factors can be categorized as internal and external factors. Internal factors include the students' conditions, interests, talents, and motivation to participate in extracurricular dance. External factors encompass the school's support, including having a dedicated dance teacher, adequate facilities and resources, and parental support for the students involved.

The application of local wisdom within extracurricular activities is diverse. Schools should not limit themselves to dancing alone when implementing activities related to local wisdom. They can organize other extracurricular

activities related to traditional arts and culture, contributing to preserving and promoting these cultural aspects.

Dance teachers are crucial in determining students' success in dance training. Dance instructors should enhance their creativity and innovation in dance to understand their students' characteristics better. As dance is a dynamic art form, dance teachers must stay up-to-date with the latest developments in choreography and artistic expression to create innovative dance pieces that resonate with their students.

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