

THE IMPLEMENTATION OF THE RANDAI DANCE AT SMAN 1 BASA AMPEK BALAI KECAMATAN BASA AMPEK BALAI, PESISIR SELATAN REGENCY

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This study aims to get an overview of the process of implementing the Randai Dance at SMA Negeri 1 Basa Ampek Balai, Pesisir Selatan Regency. Using a qualitative approach as a research method. The analysis used is descriptive analysis with a logical, empirical approach as evidence to justify the researcher's belief or vice versa to build an analysis or conclusion. The researcher obtained the data as the main instrument through an interview with key informants, field notes, recording devices, and cameras. The research location is SMA Negeri 1 Basa Ampek Balai, Pesisir Selatan Regency. In contrast, research informants, in this case, vary based on the accuracy of the selection of key informants who master the problem with the *snowball sampling technique*. The results showed that the organizational communication process at SMA Negeri 1 Basa Ampek Balai Pesisir Selatan Regency was understood by various kinds of reasoning, ranging from complex understanding to superficial understanding. Organizational communication here seems to have many obstacles to the effect on the implementation of the Randai Dance.

Keywords: Randai dance, SMAN 1Basa Ampek Balai

I. INTRODUCTION

Extracurriculars activity, a medium for the development potential of learners, can have a positive impact in strengthening character education. Students are expected to be able to develop the profile character of Pancasila Students, namely: (1) global diversity, (2) cooperation, (3) creative, (4) critical reasoning, (5) independent, and (6) faith, fear of God Almighty, and virtuous. Education units must organize extracurricular activities as a vehicle to facilitate the development of students' talents and interests. Therefore, extracurricular activities must be managed systematically and patterned to lead to achieving the intended goals. In order to be able to compile and develop extracurricular activities that are systematic and patterned, schools need to understand the methods and stages required for guidelines that can guide academic units in implementing them.

Referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014, concerning

Extracurricular Activities in Basic Education and Secondary Education, extracurricular activities are character development activities in the context of expanding the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally conducted outside of learning hours for extracurricular activities and co-curricular activities under the guidance and supervision of the education unit. In practice, Randai Dance in Junior High School is made according to students' developmental age. Dance movements are not complicated. More explore movements carried out in daily activities, or observe the surrounding environment, such as plants and animals and explore a profession. The learning model needed is a model that gives the teacher a role in managing the natural and physical, social, cultural, and individual environments and living or acting in it with attitudes that provide opportunities for the personal potential to be creative and appreciative towards dance. Randai.

Randai Dance is an extracurricular activity for students to gain artistic experiences. The experience was then utilized to support educational efforts. Therefore, Randai Dance in high school does not require students to be famous dancers. Even if some of the students have a talent for dancing, that is not the primary goal. Randai Dance is given in schools because it is helpful for the developmental needs of students, which lies in providing aesthetic experiences in the form of recreational, creative, and appreciative activities through a learning approach about Randai Dance. Other subjects cannot give that role.

Art education aims to develop the ability to appreciate art and culture. Through art education, it is also hoped that students can help their physical and psychological development in a balanced way, applied by the community, especially the younger generation, to grow an appreciative attitude towards everything about Indonesian art and culture. The implementation of Randai Dance can be combined with dance, music, and drama, even with other subjects. Furthermore, the concept of education through art is straightforward to apply. In fact, through art, the full potential of high school students can be developed as a whole. It is following the opinion of experts that effective education is education which in the learning and training process is centered on students. They are an object of education and the subject of education, which is centered on the material and competence to assist students in developing their abilities and potential. Likewise, in SMA Negeri 1, Basa Ampek Balai combines several arts in its dance movement called the Randai Dance.

The Randai dance is one of the traditional Indonesian dances in West Sumatra because it has elements of a combination of several different arts in movement and information. Dances in West Sumatra consist of dances in movements accompanied by musical instruments but contain many elements. The Randai dance, for example, is unique because it is not just a dance but consists of various elements of beauty in it. The art of dance is like dance in general and consists of various art elements such as speech, drama, music, and even traditional martial arts. This randai dance was introduced at

SMA Negeri 1 Basa Ampek Balai for three years as an alternative dance taught to students. The teachers agreed that this should develop and preserve Minangkabau culture in schools, especially in Basa Ampek Balai District and Pesisir Selatan Regency. Although the Randai Dance Extracurricular has been implemented in the last three years ago, students are not interested in participating in it. Students are generally reluctant to participate or even refuse to participate in dance training.

In connection with the above, learning with art means how students follow, experience, and feel the learning process directly or indirectly. Learning through western art with art, students can understand themselves and others the occurrence of social interaction, cooperation, cooperation, coexistence, discipline, creativity, talent development. While learning about art means that students need to be aware of the diversity of cultures, ethnicities, races, customs, languages , and arts in the surrounding environment, especially in Indonesia.

Arts and culture education covers fine arts, dance, music, and theater, and each has its characteristics following the rules of science teaching arts and education. Cultural, artistic activities must accommodate the characteristics contained in the experience of the conception of appreciation. All of this is obtained through an effort to explore elements, processes, and techniques of work in the context of a diverse society.

The implementation of Randai dance requires knowledge and skills obtained from training to process the body and basic mental

skills as a driver of higher abilities. Fundamental abilities that have been developed and trained will become a skill. The Approach skills process views students as human beings entirely. It is found in teaching and learning activities and the development of knowledge and skills. All these elements are united in a skilled individual in creativity.

According to the explanation above, it can be explained that process skills prioritize the process implementation of Randai Dance or how students carry out activities in the implementation to extracurricular Randai Dance obtain good results and can be applied as science. Other problems in the implementation of the Randai Dance are the students' lack of awareness in understanding the purpose of the randai. Process skills in Randai Dance find various ideas for movement, vocal processing, playing drums, talempong, and serunai musical instruments. It can build student achievement in improving learning, leading to learning activities, and creating enthusiasm in learning which requires the essential thing in the meaning of the art of randai. In this case, learning the art of randai is an effort to develop and provide opportunities for students to learn the art of randai at school.

This learning method is expected to grow a variety of activities learning, in other words, create interactions between teachers and students. In this interaction, the teacher acts as an actuator or mentor. At the same time, students act as recipients or guides. This interaction will run smoothly if students are more active than the teacher. Therefore, an exemplary method is a

method that can foster student learning activities according to learning conditions, thus improving the method in implementing the Randai Dance using the DRILL method. This method is one of the various methods of recognizing steps. The implementation of learning carried out by DRILL is expected to improve motor conversation, such as using various musical instruments, exercising, dancing, etc. One of them is in the aspect of understanding aspects of the implementation of the Randai Dance in which there are levels and volumes so that students can use the skills from what they already have through exercises.

The author made observations at SMA Negeri 1 Basa Ampek Balai Tapan in October 2022. Based on observations, he had carried out Randai Dance Extracurricular to increase scientific insight for students in studying Randai Dance at school by applying the model *Discovery Learning* to increase curiosity from the results. Student learning.

Based on the research results, there are many dimensions of randai in schools. For limiting the scope of research, it is necessary to determine the focus of the problem and the formulation of the problem about the Randai Dance. Thus, the focus of the problem is related to the implementation of the Randai Dance at SMA Negeri 1 Basa Ampek Balai Tapan.

- a) How is the execution of the randai dance at SMA Negeri 1 Basa Ampek Balai Tapan.
- b) Inhibiting factors and obstacles in implementing the Randai dance at SMA Negeri 1 Basa Ampek Balai Tapan.

The description above can be reduced to the form of a framework Thinking as follows

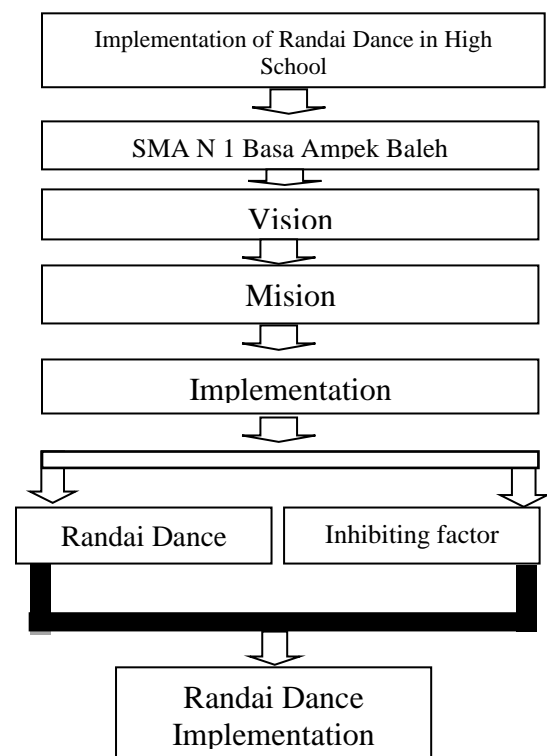


Figure 1. Research Thinking Framework

II. METHOD

This research was conducted using a qualitative approach with a descriptive analysis method. The researcher tries to explain based on the research results carried out through descriptive analysis. This qualitative method has the characteristics of a naturalistic paradigm, which is relevant to the object of research, namely the form of dance performances, the existence of Randai Dance seen from historical aspects, traditional aspects, religious aspects, community aspects and performing arts aspects, as well as Randai development for students of SMA Negeri 1

Basa Ampek Balai Tapan. Qualitative research is examined directly to sources or research objects and produces data. Qualitative research is descriptive.

Descriptive means revealing and demonstrating the methods used to obtain data from the field. The purpose of this description, according to Emzir (2008:174), is to help the reader know what is happening in the environment under observation, what the views of the participants in the research setting are, and what events or activities occur in the research setting. Using qualitative methods, the data obtained about Randai Dance Learning in Cultural Arts Subjects at SMA Negeri 1 Basa Ampek Balai Tapan, Pesisir Selatan Regency were more complete, in-depth, and meaningful. The objectives of this research can be achieved. This study aims to describe and analyze the Randai Dance by examining how the form of the performance, the existence of the dance in terms of various aspects, the development of the Randai Dance at SMA Negeri 1 Basa Ampek Balai, and these phenomena are a fact of reality that happened. The Model analytical Miles Huberman as follows:

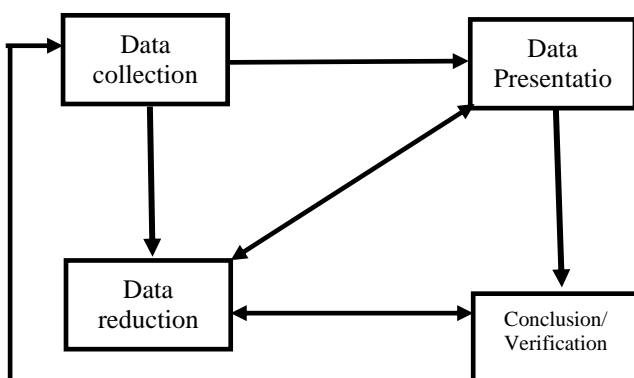


Image Analysis Data

(Source: Miles Huberman in Sugiyono 2005)

Qualitative description is a method used to create a systematic relationship between other phenomena with the object under study, and the results are not expressed in terms of numbers. Meanwhile, qualitative research is research in a natural setting. It means that data research is natural from the object of research[1]

III. RESULTS AND DISCUSSION

The results

1. The implementation of the Randai Dance in SMA Negeri 1 Basa Ampek Balai

In the regular learning of Randai Dance as an extracurricular activity at SMA Negeri 1 Basa Ampek Balai, held every Tuesday from 15.00 WIB to 17.00 WIB, the trainer doing the introduction and distribution dance accompaniment instruments to participants by collecting students who take part in the Randai Dance extracurricular. All students who participate in the extracurricular will be introduced to the instruments played later.

The implementation of the Randai Dance as part of extracurricular activities and a forum for developing students' potential at SMA Negeri 1 Basa Ampek Balai went well. This implementation is supported by a planned program, carried out regularly every week, monitored by the school leadership.

Randai Dance is present as an extracurricular for students to gain artistic experiences, positively impacting character

education. Students are expected to be able to develop the character profile of Pancasila Students, namely: the

embodiment of Indonesian Student Students Lifelong Who have global competence and behave following values Pancasila values, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, cooperation, independence, critical reasoning, Minister of Education and Culture Regulation No. 22 of 2020 - 2024 concerning the Strategic Plan of the Ministry of Education and Culture. Why should there be a Pancasila student profile, because

Naming the Pancasila student profile aims to strengthen the noble values of Pancasila in each student. As a reference, it is intended to strengthen the nation's character and prepare future generations who are superior and able to answer the present and future challenges.

In addition to the above findings, it is also seen that students who have high learning motivation have high seriousness and effort in learning. They devote their attention and thoughts to the lesson, are not satisfied if they do not understand and master the lesson's content well, and have a great desire to achieve achievement. Better, and tend to have a high level of self-confidence. And vice versa for students with low learning motivation.

IV. CONCLUSION

1. The implementation of Randai Dance as part of extracurricular activities and a forum for developing students' potential at SMA Negeri 1 Basa Ampek Balai went well. This implementation is supported by a planned program, carried out regularly every week, monitored by the school leadership.
2. Randai Dance is present as an extracurricular for students to gain artistic experiences, positively impacting character education. Students are expected to develop the character profile of Pancasila Students.
3. In Randai Dance, Implementation can be combined with dance, Art Music, and Dramatic Arts, even with other subjects. The concept of education through art is straightforward to implement. Even though art, all potential high school students can be developed thoroughly.
4. Inhibiting factors and implementation barriers Randai dance consists of factors. Internal and external factors come from students, teachers, parents, and the community. Meanwhile, external factors are incomplete facilities.

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