Students' Creative Thinking Skills In The Preservation Of Traditional Arts

Fitri Daryanti, Muhammad Jazuli, Totok Sumaryanto F., Hartono

Abstrak: Students' Creative Thinking Skills in the Preservation of Traditional Arts. The purpose of this study was to determine the ability of creative thinking of elementary school students in coastal areas, in learning traditional dance in the community. This was qualitative research, data collection techniques obtained from observations, interviews, and document studies. Data sources in this study were students and dance trainers. Data analysis was carried out using reduction, presentation of data, drawing conclusions and verification. The results showed that students' creative thinking skills in learning traditional dance were obtained through direct observation of dance performances, through audio-visual media through YouTube content, by reading dance articles through searching on Google, utilizing camera applications on smartphones as a tool to record, and publishing recordings on social media. The use of audiovisual media in dance learning was used as visual stimulation to improve kinesthetic skills when practicing independently, learning gesture techniques, practicing cohesiveness of movements, count, tempo, and rhythm. Publication on social media was performed as a form of self-existence and cultural preservation

Keywords: Creative Thinking Skills, Traditional Arts, Kinesthetic Skills

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1. INTRODUCTION
The continuity and sustainability of traditional arts in the community depend on the cultural owner and the role of future generations who have the potential to preserve it. Art will remain alive and develop in society if it is inherited. Traditional art is a form of community culture that contains strong character values in shaping one's identity. A sense of high solidarity, a sense of belonging, love, and respect is reflected in the forms of art that exist in society. Student is the younger generation who have an important role in the inheritance of cultural values, starting from an early age, a student must be introduced and taught about cultural values that apply in society. Over time, the culture of the community has developed. The flow of globalization cannot be avoided anymore, technological advances, information, and communication occur in all levels of society both living in cities and remote villages, these changes result in changes in people's lifestyles[1]. The young generation which is called millennial generation follows the development of the times, it cannot be denied if the student to adults, in the current conditions, are more likable and fonder of something that is in direct contact with technology that is considered more contemporary and modern. Daily activities can not be separated from technology, one of which is the use of mobile phones or smartphones that offer various applications such as online games, Facebook, Twitter, YouTube, Instagram, and WhatsApp. Applications that are often used to simply search for all sorts of information, communicate, build

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networks through social media, education, entertainment, and others, can be performed independently only with the hand, all the needs can be obtained very easily and quickly, the world feels only in the hand. In the digital age, the use of technology in the world of education also occurs very rapidly, in some countries, researchers research the use of technology. One of the results of the study stated that technology is very effective to be used by teachers and students as a means of learning [2]; [3]; [4] Development and application of visual teaching tools, digital multimedia, and virtual learning environments can be used for teaching motor skills, media literacy [5], multimodal literacy [6]. Some studies stated that learning will be effective and fun when using technology. One of the challenges faced by teachers and students in learning in the 21st century is mastery of technology, information, and communication, teachers and students are required to have skills and knowledge in the use of technology, which is focused on communication skills, critical thinking, collaboration, and creativity. For schools or communities that live in areas that have adequate internet access and facilities, this might not be a significant obstacle, but when this is applied in schools or communities that live in remote areas that have limited facilities and infrastructure, inadequate internet access becomes something that is also less profitable. The purpose of this research was to find out the students' creative thinking skills in learning traditional dance which is in the minimum position of all access to technology, information and communication. How students explore knowledge and skills to continue to learn traditional dance and be able to preserve.

2. METHOD
This research was qualitative research that describes the learning and preservation of traditional dance conducted by elementary school students in the coastal community who have limited facilities and infrastructure as well as human resources, data collection obtained from observations, interviews, and document studies.[7] Sources of data were obtained from interviews and questionnaires distributed to 30 School students in Pekon Waysindi, Pesisir Barat Regency, Lampung to get information about strategies and learning processes undertaken to learn local traditional dances. The

questionnaire instrument was in the form of questions about dance learning which includes methods, strategies, and media used by students. Data analysis was performed using reduction, display, conclusion drawing and verification [8].
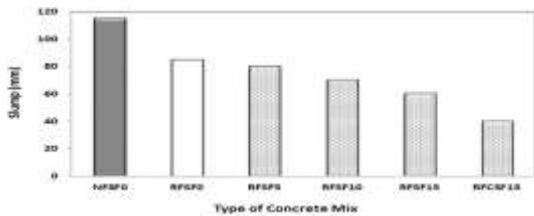

Fig 1. Data Analysis Miles & Huberman

3. RESULT AND DISCUSSION

Learning dance especially in traditional dance material in almost every school has the same case, the subject matter in the field of art is underestimated, especially dance, the subject is considered an insignificant subject because it is not tested so that students' motivation to learn it is very lacking. Some cases that occur in several schools are almost the same, such as lack of male student interest in dance learning, lack of support from the school and government, inadequate teaching methodology, dance teachers and dance teacher candidates in higher education have little teaching experience in student so that student is also less interested [9]. Good teaching comes from the teacher's identity and integrity. [10]. Based on this research, learning outcomes will run effectively and efficiently if all components of education can go hand in hand. Art education in principle has a purpose as a means of appreciation, expression, and creation by creating innovative work. The creativity produced in the art can be seen through the process and results. The process and results will be good if it involves the use of technology. Utilization of technology can be used as a teaching and learning strategy for creativity, critical thinking, and student collaboration when used for visual feedback, choreographic documentation, and online discussion [11]. Utilization of YouTube in learning [12]. The presence of technology is debated by some, technology is used to explore interactive environments, virtual spaces and integrated approaches (Birringer, 2002). On the other hand, the role of the teacher in teaching planning is considered by everyone as a determinant of the success of student performance and cannot be replaced at all by technology [2]. The presence of the industrial revolution 4.0 begins with the massive changes marked by the presence of sophisticated machines that replace human work in all fields. On the other hand, it is very effective, efficient, and economical. But on the other hand, the presence of a machine removes a behavior and value for human life. The education system in Indonesia is currently also implementing an online system that is learning can be performed not limited to space and time, in the learning process, technology-based learning media can replace the role of the teacher. In art education, learning is not only done by using the use of technology, the role of the teacher, the interaction of teachers and students, and the community environment is needed. Art education is education that aims to build the character of students, teach about sensitivity, tolerance, cooperation, [13], obtained through direct interaction, teacher and student dialogue [14].

Art education for students in the Coastal area is obtained through formal, informal and non-formal education. In traditional dance learning materials, students learn about local traditional dance owned by the local community. The dance learning process is very limited, especially in human resources, dance trainers are local people who have experience as dancers so that technically and aesthetically the dance is not well organized. This limitation makes students look for ways to learn the dance.

a. Direct Learning as a Dance Learning Strategy

Learning in the 21st century is learning that trains students to have critical thinking skills, creative thinking, collaboration, and communication. The four skills have been possessed by the student in the Coastal area, especially in learning the traditional arts. Seeing the lack of human resources and adequate facilities, students use everything in the surrounding environment to be utilized. Student takes the initiative and encourage other friends to discuss to solve problems in learning the traditional dance moves, which are classified as having difficulty levels. The following are some student learning strategies that result from creative thinking in learning the traditional dance. See live performances in every event organized by the local community, namely at the time of the wedding ceremony that presents forms of traditional dance. This observation process makes students record all their memories about the movements and rhythm of music performed by dancers. Learning or asking a sister or parent who used to be a dancer at the event, saw or asked for documentation of the dance, the results of this recording are very helpful in learning dance moves, even though the image quality of the recording is not good, but it is not an obstacle for them, because they have observed it directly.

b. Audiovisual Media

Dance learning with the use of media is very effective, especially the use of audiovisual, very helpful for students. Video recordings can be played repeatedly while practicing to memorize gestures and adjust the rhythm of musical accompaniment to dance, the process of training like this makes students easy and fast in memorizing it. This process is what makes students inspired and motivated to document each exercise and at the time of their performance, then uploaded on various social media to be stored safely.

c. Peers

In the next stage, students practice independently with peers, the strategy used is by modeling. The Student who is considered to have memorized are in the front row as an example, teaching their friends who have not memorized. This is a dance in pairs, in the process of training by using the mirror method that is by performing opposite gestures, just like when we pose selfie with the front camera mode. That is how students pair up to learn and memorize dance moves. At this stage of the exercise, there is a dialogic process in which there are several agreements made by students such as; use of space, energy, and time in every movement, to maintain cohesiveness when making movements, they interact with each other using certain eye contact or codes. From the monitoring results, it can be seen that each dance group has different gesture variations between groups. As an evaluation phase, the student asks

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for help from the teacher or dance instructor to evaluate their performanceOne of the reasons that underlie students to learn the dance is because this dance is one of the traditional dances of ancestral heritage that has a historical value that is obligatory to be learned and preserved. Some student has effective thinking and learning strategies in learning the dance, based on experience and understanding obtained, to look for ideas logically, reflective, systematic and productive to create, evaluate what is learned to facilitate learning the dance. If the diagram is made the dancing skills of students are obtained through various learning sources, including through live performances based on experience and direct observation, through audiovisual and youtube, then through peers, and teachers. The flow of student learning strategies can be seen in the diagram below.
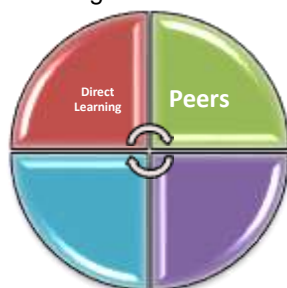

Fig 2. Dance learning strategies carried out by students.

The figure above shows the process of learning traditional dance for students by utilizing technology and the surrounding environment. Search for learning resources used by students based on the results of interviews obtained through the results of the experience after watching live performances, learning and asking questions to parents, as well as senior level. While other learning sources obtained from the internet, viewing shows on YouTube, based on the search found some videos have been uploaded on YouTube and some reviews of articles about the art that were also uploaded by the performers. Traditional dance learning is not only performed as a form of preservation but also as a form of cultural existence by introducing it to other cultures through publication on social media.

4. CONCLUSION

Dance learning strategies undertaken by student in the Coastal area are obtained from various learning sources namely direct observation through cultural events that provide invaluable experiences, use of audiovisual media, search for articles in blogs or websites as media information literacy, utilizing camera and video applications in smartphone as documentation used to make recordings of learning outcomes as a form of technological literacy, and publication to social media. The use of technology and the internet network has been put to good use by the community to preserve traditional arts and introduce them to the outside world.

5. ACHNOWLEDGMENT

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