

Available online at: <http://journal.unj.ac.id/unj/index.php/gjik>
Gladi: Jurnal Ilmu Keolahragaan 15 (04) 2024, 466-476
Permalink/DOI: <https://doi.org/10.21009/GJIK.154.03>

ANALYSIS OF THE UTILIZATION OF TRADITIONAL HOPONG DANCE IN TEACHING RHYTHMIC ACTIVITIES IN SCHOOLS

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(Submission Track: Received: 27-11-2024, Final Revision: 29-12-2024, Available Online: 31-12-2024)

Abstract This study aims to analyze the utilization of the traditional Hopong dance as a medium for teaching rhythmic activities to seventh-grade students at SMP Negeri 6 Kupang Barat. Originating from the Helong tribe in East Nusa Tenggara, the Hopong dance carries profound cultural and philosophical values. Its movements combine elements of aesthetics, rhythm, and expression, which are relevant to the development of rhythmic activities in physical education. This research employs a naturalistic qualitative descriptive method, with data collected through observation, interviews, and documentation. The research subjects include physical education teachers and seventh-grade students. The data were analyzed to identify the role of basic Hopong dance movements in supporting students' physical abilities, such as muscle strength, balance, flexibility, and agility, as well as their impact on understanding local culture. The results show that the use of the Hopong dance as a teaching medium for rhythmic activities significantly benefits students, both in physical aspects and in their appreciation of regional culture. Students demonstrated high enthusiasm during the learning process, creating a fun and supportive atmosphere for creativity. This study recommends that the Hopong dance be more widely used as a teaching medium to preserve cultural heritage while enhancing students' skills

Keywords: Traditional Hopong Dance, Rhythmic Activities



INTRODUCTION

Physical Education is a structured and systematic subject aimed at acquiring knowledge, character, and skills through physical activities (Khurrohman, 2021). The Physical Education subject is an essential component of the national education curriculum, aimed at producing a healthy and active younger generation by emphasizing the development of psychomotor, cognitive, affective, and physical fitness aspects (Dicken & Tajul Arifin, 2017). As part of the education curriculum, physical education not only focuses on improving physical fitness but also serves to develop motor skills, self-confidence, and social values such as cooperation and discipline. Essentially, Physical Education is an integral component of the overall education system, aimed at fostering health aspects, physical fitness, critical thinking skills, emotional stability, social skills, reasoning, and moral actions through physical activities (Arif et al., 2024).

One of the essential components of physical education is the learning of rhythmic activities, which involve body movements adjusted to the rhythm of music or specific rhythmic beats. It is a

systematic process carried out regularly to reach predetermined goals (Yudabbirul Arif, Eri Barlian, Gusril, Tito Parta Wibowo, 2024). These activities, in addition to enhancing basic motor skills, also play a role in boosting creativity, body expression, as well as physical and social strengthening. Although this type of exercise is known to be quite exhausting, its active and dynamic movements make aerobic exercise highly enjoyable (Budiyono & Yulianto, 2019).

Each traditional dance holds unique meanings and symbols that differ from one dance to another (Visnhu, 2020). One form of rhythmic activity with great potential for application in physical education learning is traditional dance. Traditional dance is one of Indonesia's cultural heritages that is nearly forgotten, especially by the younger generation (Tatminingsih et al., 2022). Traditional dances, passed down from generation to generation, not only reflect the cultural richness of a region but also possess educational values that can support learning in various aspects. Traditional dances can serve as an effective medium for teaching body movements, rhythm, flexibility, teamwork, and expression, which are

highly relevant to the goals of physical education, particularly in rhythmic activity learning. The existence of diverse dance forms across different societal layers represents an important cultural and social phenomenon that is intriguing to study (Safitri, 2023).

The Hopong Dance, originating from the Helong tribe in East Nusa Tenggara, is a traditional dance with significant cultural value that can be integrated into physical education. This dance carries profound religious and social meanings, often performed to express gratitude for a bountiful harvest and to honor ancestors. The movements in the Hopong Dance incorporate rhythm, which can help students develop motor skills and body coordination. Additionally, the dance teaches social values such as teamwork, solidarity, and mutual respect within a group essential elements in physical education learning.

However, despite the Hopong Dance's great potential as a learning medium in physical education, its use in schools remains limited. Most physical education lessons tend to focus on sports or other more commonly practiced physical activities, while traditional dances are often overlooked or underutilized. Physical education

teachers play a crucial role as agents in fostering good motor skills development among their students (Mustafa, 2020). In fact, traditional dance can be an interesting and effective alternative to introduce students to local culture while also developing their physical skills.

Dancing is a combination of rhythmic movements of the hands, feet, head, and body, making it a form of physical activity (Wibrianto et al., 2021). Therefore, it is important to explore in depth how the Hopong Dance can be utilized in teaching rhythmic activities in schools. This dance not only enriches students' learning experiences but also helps them develop various physical skills such as muscle strength, agility, and balance, while enhancing creativity and appreciation for local culture. By integrating the Hopong Dance into lessons, students not only benefit physically but also cultivate a love for their own culture and understand the social values embedded within it. It is advisable to emphasize local cultural traditions to preserve and foster a sense of pride in one's own culture (Karwati, 2016)

This study aims to analyze how the Hopong Dance can be utilized as a teaching medium for rhythmic activities

in physical education, as well as to identify the benefits that students can gain from learning through this dance. In addition, this study will also examine the challenges faced in integrating the Hopong Dance into physical education lessons and provide recommendations to enhance the use of traditional dance in the physical education curriculum

Overall, this research is expected to contribute to the development of understanding regarding the importance of integrating local culture into physical education and offer insights for educators on creative ways to improve the quality of learning. It is hoped that physical education lessons will not only focus on students' physical development but also help shape students' character to love local culture and appreciate the cultural heritage of their ancestors.

METHOD

This study uses a descriptive qualitative approach (Sugiono, 2016). The results of qualitative research place more emphasis on the meaning of generalizations (Gunawan, 2019). The goal is to gain a deep understanding of the utilization of the Hopong Dance in teaching rhythmic activities in physical education. Qualitative data obtained

from the field need to be carefully and thoroughly recorded by reducing the data (Yakub et al., 2020). This allows the researcher to explore a more holistic understanding of the phenomena occurring in the field, as well as gain insights into the experiences, perceptions, and perspectives of the various parties involved in the study. A qualitative approach was chosen because the essence of qualitative research is to observe individuals in their environment, interact with them, and strive to understand the language and interpretations of each individual in relation to those involved in the focus of the study (Indriani, 2023).

The research was conducted at SMP Negeri 6 Kupang Barat, East Nusa Tenggara, a school located in Kupang Barat District, Kupang Regency, East Nusa Tenggara. This school was chosen because it has an extracurricular Hopong dance program that has been implemented in physical education lessons. The focus of the research is on the seventh-grade class, which is the group of students directly involved in learning the Hopong Dance as part of rhythmic activities in physical education.

In the study, various methods were used to collect information, all of

which are divided into two main categories: primary data and secondary data (Mahesa, 2022). Primary data were obtained through direct observation of the Hopong Dance learning process, interviews with physical education teachers and students involved in the dance activities, and documentation related to the implementation of the lessons. Observations were conducted by watching the teaching and learning activities involving the Hopong Dance, including its use as a teaching medium in rhythmic activities. Additionally, in-depth interviews were conducted to gather information about the experiences, opinions, and perceptions of teachers and students regarding the benefits, challenges, and impacts of the learning process.

Documentation was used to complement the data obtained from observations and interviews. The collected documentation includes teaching materials, photos of dance practice activities, and reports or notes related to the implementation of the lessons. This documentation provides a more complete picture of how the Hopong Dance is integrated into the lessons, as well as providing visual

evidence to support the research findings.

The analysis technique used a thematic approach (Dariyo, 2023). Thematic analysis is a qualitative analysis method used to identify, analyze, and report patterns or themes that emerge from data. This technique helps researchers understand how qualitative data such as interviews, observations, or textual documents are structured. The data obtained from observations, interviews, and documentation are analyzed to identify key themes related to the utilization of the Hopong Dance in rhythmic activity learning.

The analysis process begins with organizing the data, followed by categorizing and coding the information to facilitate the identification of themes that emerge from the existing data. Next, the researcher interprets these themes by referring to the research objectives and relevant literature to provide a deeper understanding of the application of the Hopong Dance in physical education.

The validity of the data in this study is tested using triangulation techniques, which involve verifying the information obtained through various sources and methods. Triangulation is

conducted by comparing interview results with direct observations in the field and matching the data obtained with available documentation. Additionally, to ensure the validity of the findings, this study also relies on member checking, where the teachers and students involved in the research provide feedback on the interview and observation results.

The data will be processed and analyzed using statistical techniques and other analysis methods to generate a comprehensive index (Syafii et al., 2023). Focusing on the utilization of the Hopong Dance in teaching rhythmic activities in physical education, this study also contributes to the development of teaching methods based on local culture. By using a descriptive qualitative approach, the research focuses on gaining a deep understanding of the practices occurring in the field, so that the findings can authentically represent the existing reality and provide relevant recommendations for the development of culture-based physical education.

RESULT AND DISCUSSION

This study aims to analyze the utilization of the Hopong Dance in teaching rhythmic activities at SMP

Negeri 6 Kupang Barat, as well as identify the benefits and challenges faced in its implementation. Based on data obtained from observations, interviews with physical education teachers, and students involved in the dance activities.

The Utilization of the Hopong Dance in Teaching Rhythmic Activities

The Hopong Dance is used in teaching rhythmic activities at SMP Negeri 6 Kupang Barat as a medium to train physical skills such as muscle strength, balance, flexibility, and agility. In each lesson, the physical education teacher uses this dance to guide students in following organized movement patterns in sync with the rhythm of the music. This has proven effective in helping students understand the concept of rhythm and body movement coordination.

During lessons, students are divided into small groups to collaborate and ensure that the movements in the dance are executed in unison and harmony. Based on observations, the use of the Hopong Dance in rhythmic activities not only enhances students' physical skills but also introduces them to the social values embedded in the dance, such as cooperation, unity, and

mutual respect. The teaching of cultural arts, particularly dance, in schools not only focuses on motor skills or the psychomotor domain but also encompasses the cognitive and affective domains (Edinon, 2022).

Benefits Gained by Students

The results of interviews with students show that they enjoy and are enthusiastic about participating in lessons that use the Hopong Dance. They stated that the movements in the dance help them feel fitter and healthier, similar to the benefits gained from physical exercise. The movements in the dance have an aesthetic quality, in line with Thomas Aquinas' view that beauty encompasses three requirements: unity, balance, and clarity (Rianta et al., 2019). Students also expressed that they feel more confident after mastering the dance movements and take pride in learning and preserving their local culture. The most noticeable physical benefits are improved endurance, agility, and muscle strength. As in physical education, where aspects of sportsmanship and athletic character are developed, traditional dance also has movement and philosophical aspects that contribute to physical and personal development (Warni et al., 2022). The movements in

the Hopong Dance, which involve the legs, arms, and hips, function to train the muscle strength of both the upper and lower body. Additionally, the movements that require students to maintain balance and body coordination during the performance also have a positive impact on their motor skills. The training techniques that need to be noticed or need to be learned, starting with the simplest (Arif et al., 2019). The table below shows the benefits gained by students after participating in Hopong Dance practice during the learning period.:

Table 1. Benefits of Dance Practice

Muscle Strength	Movements involving swinging the arms, stomping the feet, and hip movements strengthen both the upper and lower body muscles.
Flexibility	The movements involve flexibility at the joints of the legs, hips, and arms.
Balance	Practice includes standing on one foot and maintaining balance throughout the dance.
Coordination Skills	Students are trained to perform coordinated movements in sync with the rhythm.
Muscle Strength	Movements involving swinging the arms, stomping the feet, and hip movements strengthen both the upper and lower body muscles.

This image depicts students performing movements from the Hopong Dance during a learning session at SMP Negeri 6 Kupang Barat.



Figure 1. Students of SMP Negeri 6 Kupang Barat performing coordinated Hopong Dance movements in sync with the rhythm of the music.

Challenges in Integrating Hopong Dance

Although the utilization of Hopong Dance in physical education provides significant benefits, there are still challenges faced by both teachers and students. One of the main challenges is the lack of a deep understanding of the cultural values embedded in the Hopong Dance, both from the perspective of the students and the teachers. Some students expressed that they initially felt awkward and did not fully understand the meaning of certain movements in the dance. This highlights the importance for teachers to provide a deeper understanding of the cultural context behind the dance being taught.

Additionally, the limited supporting facilities, such as adequate

practice spaces and suitable musical instruments to accompany the dance, also pose a challenge in the implementation of the lessons. While music for the Hopong Dance is played through a tape recorder, ideally, the use of traditional musical instruments, such as gongs or drums, would provide a more authentic experience for students and enhance their learning experience.

Recommendations for Developing Learning

Based on the findings, it is recommended that schools provide better facilities to support the teaching of Hopong Dance. The use of traditional musical instruments during the dance sessions can enhance the quality of learning and introduce students to other aspects of local culture. Furthermore, teachers should receive further training on the importance of integrating local culture into physical education so that they can teach the values embedded in the dance more effectively.

CONCLUSION

This study shows that the use of Hopong Dance in rhythmic activity learning at SMP Negeri 6 Kupang Barat has a positive impact on the development

of students' physical skills. The dance is effective in improving muscle strength, flexibility, balance, and agility, as well as helping students understand body movement coordination with music rhythm. Additionally, Hopong Dance also teaches social values such as teamwork and cooperation, while preserving local culture. However, the main challenges in its implementation are the lack of a deep understanding of the cultural meaning of the dance, both from the teachers' and students' perspectives.

Limitations in facilities, such as the availability of traditional musical instruments and adequate rehearsal space, also pose obstacles. Therefore, it is necessary to provide training for teachers on the cultural values embedded in the dance, as well as improve supporting facilities to maximize the effectiveness of the learning process. With enhanced facilities and proper training, Hopong Dance can become a more effective medium in physical education and local culture preservation, offering benefits not only in physical development but also in strengthening students' cultural identity.

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