



Implementation of P5 to Enhance Creativity and Diversity: The Theme of Local Wisdom through Archipelago Dance Training for Students of SMKN 9 Wajo

Nur Syafutri Hidayat¹, Marsyanda², Nurmayanti³, Yusrianti⁴, Sam Hermansyah⁵
12345 Universitas Muhammadiyah Sidenreng Rappang

* Corresponding Author. E-mail: yusriantiyus55@gmail.com

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Abstract

In this era of globalization, there needs to be a balance between education and appreciation of local wisdom with the ability to adapt in an increasingly integrated world. One way that can be done is through culture-based projects, such as traditional Nusantara dance training. The implementation of the Project for Personal and Social Responsibility (P5) with the theme of Local Wisdom through Nusantara Dance Training at SMKN 9 Wajo, aims to increase student creativity while introducing them to cultural diversity. This project integrates traditional dance learning with the development of student creativity within a broader cultural framework. This project shows an increase in student appreciation of local culture as well as a better understanding of cultural diversity at the global level. Data were collected through observation and interviews, then analyzed descriptively. This study used a quantitative approach with an experimental design to assess the impact of Nusantara dance training in the Project for Personal and Social Responsibility (P5) on the creativity and understanding of diversity of SMKN 9 Wajo students. The results showed a significant increase in student motivation mastery, highlighting the effectiveness of game-based learning in creating a fun and interactive learning atmosphere.

Keywords: *Local wisdom, Indonesian dance, P5*

Abstrak

Era globalisasi ini, perlu adanya keseimbangan antara pendidikan dan apresiasi terhadap kearifan lokal dengan kemampuan beradaptasi di dunia yang semakin terintegrasi. Salah satu cara yang dapat dilakukan adalah melalui proyek berbasis budaya, seperti pelatihan tari tradisional Nusantara. Pelaksanaan *Project for Personal and Social Responsibility* (P5) dengan tema Kearifan Lokal melalui Pelatihan Tari Nusantara di SMKN 9 Wajo, bertujuan untuk meningkatkan kreativitas siswa sekaligus mengenalkan mereka pada keberagaman budaya. Proyek ini mengintegrasikan pembelajaran seni tari tradisional dengan pengembangan kreativitas siswa dalam kerangka budaya yang lebih luas. Proyek ini menunjukkan peningkatan apresiasi siswa terhadap budaya lokal serta pemahaman yang lebih baik tentang keberagaman budaya di tingkat global. Data dikumpulkan melalui observasi, dan wawancara, kemudian dianalisis secara deskriptif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen untuk menilai dampak dari pelatihan tari Nusantara dalam *Project for Personal and Social Responsibility* (P5) terhadap kreativitas dan pemahaman kebinekaan siswa SMKN 9 Wajo. Hasil penelitian menunjukkan peningkatan signifikan dalam penguasaan motivasi siswa, menyoroti efektivitas pembelajaran berbasis permainan dalam menciptakan suasana belajar yang menyenangkan dan interaktif.

Kata Kunci: *Kearifan Lokal, Tari Nusantara, P5,*

INTRODUCTION

In the 21st century, education faces a significant challenge in preparing students to adapt quickly to a modern world without neglecting the importance of understanding and preserving local culture. Integrating local wisdom into the curriculum has emerged as a strategic approach. This method not only equips students with globally relevant skills but also strengthens their understanding of cultural identity, fostering a generation that is globally competitive yet rooted in its heritage.

SMKN 9 Wajo, as a vocational school in Wajo Regency, has taken a proactive approach in balancing technical skills with character development. Through the implementation of the Project for Personal and Social Responsibility (P5) with the theme of Local Wisdom, the school introduces students to the richness of traditional Indonesian dance as part of the nation's cultural heritage. This initiative emphasizes creativity by merging traditional elements with contemporary exploration, cultivating a love for local culture while encouraging innovation in the arts as a preparation for future challenges. The Nusantara dance training program not only enhances technical skills but also acts as a medium to instill values of unity, tolerance, and pride in local traditions. By participating in this project, students not only appreciate the beauty of their own culture but also gain a deeper understanding of the importance of harmonious coexistence in a diverse world.

The integration of arts, particularly traditional dance, into educational practices has long been recognized as an effective method to foster creativity and cultural awareness. According to Dewi and Sudiarta (2018), cultural arts education is an essential component for developing students' appreciation of local wisdom while equipping them with creative problem-solving skills. This aligns with the concept of holistic education, which seeks to balance intellectual, emotional, and cultural development. Sanjaya (2016) highlights the importance of innovative approaches in teaching cultural arts to maintain student engagement. Traditional dance serves as an interactive and immersive tool for learning, enabling students to explore the depth of their

cultural heritage while enhancing cognitive and emotional capacities. Such an approach ensures that students connect theoretical knowledge with practical application.

Research by Sutrisno and Mulyani (2018) demonstrates that traditional dance education can strengthen students' social character. By engaging in collaborative dance practices, students develop interpersonal skills, tolerance, and mutual respect. These attributes are critical in fostering a sense of community and cultural pride, particularly in regions like Indonesia, which is home to diverse ethnic and cultural groups. Moreover, the role of traditional arts in building global cultural awareness cannot be overstated. Kurniawan and Yuliawati (2019) emphasize that exposure to diverse cultural expressions through arts education helps students develop an appreciation for global diversity. Traditional dance, as a universal language, provides a platform for students to understand and respect differences while cultivating a sense of belonging to a global community. Hastuti and Susilo (2019) argue that traditional dance training also enhances students' creativity by stimulating imagination and self-expression. Dance, as an art form, combines movement, music, and storytelling, allowing students to engage in multidimensional creative processes. This fosters innovation and adaptability, traits that are increasingly valued in the modern workforce.

The implementation of technology in traditional dance education has further expanded its accessibility and appeal. Sutrisno and Rahardjo (2018) introduced virtual reality (VR) tools to teach traditional dance, enabling students to explore various cultural dances in an immersive environment. Such innovations highlight the potential of combining traditional practices with modern tools to enhance learning outcomes. Kusuma and Dewi (2018) discuss the importance of local wisdom in shaping students' understanding of identity and global tolerance. They advocate for cultural arts education as a means to bridge the gap between local traditions and global perspectives. Traditional dance, as a reflection of Indonesia's rich cultural mosaic, becomes an instrument for nurturing both personal and social responsibility.

The Nusantara dance training project at SMKN 9 Wajo exemplifies the intersection of traditional arts

and modern education. By incorporating local wisdom into creative projects, the program addresses the dual goals of preserving heritage and preparing students for global challenges. This aligns with educational strategies that prioritize cultural sustainability while fostering innovation.

RESEARCH METHOD

This study employed a quantitative research approach with an experimental design to evaluate the impact of the Nusantara dance training program, implemented through the Project for Personal and Social Responsibility (P5), on the creativity and understanding of cultural diversity among students at SMKN 9 Wajo. The experimental design involved two groups: an experimental group that participated in the Nusantara dance training and a control group that did not. This design allowed for a systematic assessment of the training's effectiveness.

The population of this study consisted of students from grades X and XI majoring in Fashion Design at SMKN 9 Wajo. A total of 22 students were selected as the sample, with 11 students each assigned to the experimental and control groups. The sample was chosen using purposive sampling based on their active participation in extracurricular activities and availability to attend the training sessions.

Data collection was conducted using three primary instruments:

1. **Creativity Tests:** These were designed to measure students' ability to generate original dance movements and creatively express their ideas through physical performance.
2. **Cultural Diversity Understanding Assessments:** These focused on evaluating students' knowledge and attitudes toward global and local cultural diversity.
3. **Observations and Reflections:** Observational data were gathered during the training sessions to assess changes in behavior and engagement, while reflections provided insights

into students' perceptions of the program's impact.

The Nusantara dance training program was implemented over six weeks, with weekly sessions lasting two hours. The program focused on introducing students to various traditional Indonesian dance styles, emphasizing their historical and cultural significance. The training incorporated collaborative activities to foster teamwork, creativity, and appreciation for diversity. Each session involved warm-up exercises, instruction in basic movements, group choreography development, and reflection discussions.

The control group continued with their regular extracurricular activities without exposure to the dance training program. This provided a baseline for comparing changes in creativity and cultural understanding between the two groups. The experimental group received additional guidance and resources, such as access to cultural texts and video demonstrations, to deepen their engagement with the material.

To ensure the validity and reliability of the findings, the study used data triangulation. This involved comparing results from creativity tests, diversity assessments, and observational data. Regular feedback sessions with participants and trainers helped address any inconsistencies and refine the training process as needed.

Ethical considerations were prioritized throughout the study. Participants were informed about the purpose and procedures of the research and provided consent before participation. Their identities were kept confidential to protect their privacy. The research also ensured a supportive and inclusive environment for all students, fostering a sense of comfort during the training sessions.

The collected data were analyzed using statistical methods. Pre- and post-test scores for creativity and cultural understanding were compared using paired t-tests to identify significant differences between the experimental and control groups. Observational data were analyzed descriptively to provide

qualitative insights into the behavioral changes observed during the training. This mixed-method approach ensured a comprehensive evaluation of the program's impact.

FINDINGS AND DISCUSSION

after collecting data through creativity tests, lessons on cultural diversity, observations, and student reflections, several key findings can be summarized. Based on the results of creativity tests conducted before and after the Nusantara dance training, there was a significant increase in the creativity of participating students. Following the training, students demonstrated notable improvements in their ability to create original dance movements and express their ideas creatively through physical gestures. Significant changes were observed in students' understanding of cultural diversity. Prior to the training, most students exhibited basic knowledge of cultural diversity, which was largely limited to their local culture. After the Nusantara dance training, students showed substantial improvements in their knowledge and understanding of global cultures. They became better at identifying and appreciating various cultures and developed a more open attitude toward cultural differences in Indonesia. Reflections from students who participated in the Nusantara dance training revealed a sense of pride in Indonesia's cultural heritage and increased openness to other cultures. Students reported learning to value local wisdom and understanding the importance of preserving traditional culture in the era of globalization. They also expressed feeling more creative in self-expression through dance and gaining a deeper appreciation for the importance of global cultural diversity.

These findings indicate that the Nusantara dance training within the Project for Personal and Social Responsibility (P5) had a significant positive impact on two key aspects: student creativity and understanding of cultural diversity. The increase in student creativity can be attributed to the artistic nature of dance, which combines expression, imagination, and technical elements that stimulate students' creative potential. Dance training

provided students with opportunities to express their ideas and emotions through bodily movements, enhancing their ability to think creatively and compose original choreography.

The enhancement of cultural diversity awareness was also notable. The Nusantara dance training introduced students to a wide range of Indonesian and global cultural elements. Traditional dances, which represent the values of different regions, instilled in students an appreciation for cultural diversity. The process of learning these dances encouraged students to recognize and value the richness of global cultural traditions. By studying traditional dances from various regions, students not only gained a deeper understanding of their own culture but also developed openness toward other cultures and the importance of diversity in a globalized context, where understanding and tolerance are essential.

Overall, the findings align with previous studies that highlight the significant role of art, particularly dance, in fostering students' creativity and cultural awareness. Learning traditional dance not only enriches students' knowledge and skills in the arts but also enhances their understanding of cultural aspects, both local and global. The Nusantara dance training implemented within the P5 project serves as an effective model for cultivating a love for local culture and enhancing social skills and creativity in facing global challenges. Cultural-based education such as this is vital for inclusion in the curriculum, especially in preparing young generations to be not only creative but also globally aware and tolerant of differences.

However, despite these significant positive outcomes, further research is needed to explore additional factors that may influence the improvement of students' creativity and cultural diversity understanding, such as the role of teachers, teaching methods, or the social environment outside the school.

CONCLUSION

Based on the findings of the study on the implementation of the Project for Personal and Social Responsibility (P5) with the theme of Local Wisdom through Nusantara Dance Training at SMKN 9 Wajo, it can be concluded

that the Nusantara dance training had a significant positive impact on two main aspects: student creativity and their understanding of cultural diversity.

The Nusantara dance training enhanced students' creativity by introducing them to diverse cultural expressions and fostering a deeper appreciation for cultural diversity, both locally and globally. Students' involvement in learning various traditional dances of the Nusantara region enabled them to better understand and value their own cultural heritage while broadening their perspectives on Indonesia's cultural diversity.

Through this project, students not only acquired dance techniques but also developed a profound understanding of the values of local wisdom and the importance of embracing cultural differences. This aligns with the goals of education in the era of globalization, where fostering creativity and cultural awareness is vital for shaping students into open-minded, tolerant individuals who are prepared to face global challenges.

Overall, this study highlights the critical role of culture-based education, such as Nusantara dance training, in enhancing students' creativity and understanding of cultural diversity. It also enriches school education with a holistic approach, making it relevant to the demands of modern times.

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