

The Implementation Of Culture-Based Extracurricular Activities at Smp N 2 Pajangan

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Abstract

Karawitan and traditional dance are two of culture-based extracurricular activities. This study aims to evaluate both of extracurricular activities in order to find information to be used in judging alternatives. This is a kind of evaluative study. The data were gained from interview, documentation, and also observation. School administrator, students, and instructor became the participants of this study. Analysis data of this study used descriptive qualitative analysis which focused on each aspect based on the CIPP model evaluation. Data were presented narratively by adding quotation from the interview. The study found that from the context evaluation, school administrators were right in choosing *karawitan* and traditional dance as the culture-based extracurricular activities. This met the needs of environment. However, for traditional dance should have instructor. From the input process, schools administrators selected students which wanted to follow the extracurricular activities then choose some of them. This was aimed to have balance quota for each extracurricular activities. For the process evaluation, authors found that the room can affect to the process of activities. Room should be bigger so that the process of extracurricular runs well. For the last is product evaluation. Product for traditional dance is better for individual only. That is why school administrator is hoped to make better improvement for both extracurricular activities.

Keyword: *Karawitan*, traditional dance, evaluation, CIPP model evaluation

INTRODUCTION

Culture can be said as an ordinary behavior. This means that culture is something which is happened daily. Williams (2001) stated that culture is a description of a particular way of life which expresses certain meanings and values not only in art and learning but also in institutions and ordinary behavior. This is not only about individual behavior but also social group behavior. This is in line with Chiao (2009) who said that culture as the repertoire of socially generated behaviors typical within a group of interrelated individuals. Culture is formed of some elements namely language, religion, politics, customs, building, clothes, and also art.

In Indonesia, there are a lot of cultures. This is caused by each regions have different culture. One of the examples is Java. Java has a lot of rules that should be followed which related to the culture. However, some traditional arts start to decrease. That is why the government has rule in order to save the culture which contained in the curriculum. Each school should apply culture-based curriculum. One of the schools which apply this curriculum is *SMP N 2 Pajangan*. This can be known from the visions and missions of the school.

SMP N 2 Pajangan apply this curriculum through extracurricular. There are some extracurricular there. For the implementation of culture-based curriculum, school provides *karawitan* and traditional dance. *Karawitan* is one of the traditional music from Java which uses certain equipment. Based on the observation, this has not been evaluated, so that the researchers would like to evaluate this extracurricular by using CIPP model evaluation. This was aimed to find out what is missing from the context, input, process, and product so that policy maker in school can consider what should be increased.

Evaluation is the process of gathering data to be used for judging alternatives. This is in line with Stufflebeam (1971) who stated that evaluation is the process of delineating, obtaining, and providing some useful information in order to create judging alternatives related to the program. This means that the evaluation has been planned to gain the data or information about overall program, policy, and also learning so that the judging alternatives can be gotten to decide the continuity of the program.

There are some evaluation models one of them is CIPP model from Stufflebeam. CIPP is model evaluation which is consisted of context, input, process, and product. Context evaluation is an effort of delineating the environment, what is not fulfilled, population and sample, and aim of project. Input evaluation is an understanding of population and sample in order to do the program. Process evaluation is an evaluation about the process of program. For the last product evaluation which is used to know what the result of the program is.

Karawitan can be said as fineness and beauty. *Karawitan* in a certain sense is the art of vocal or instrumental sounds *slendro* and *pelog*. *Karawitan* can both stand on its own means that can be presented independently and used with other arts. Other arts that accompanied such musical puppet art, dance, *Ketoprak*, *ludruk*, *wayang wong*, and other Javanese art (Herawati, 2009). Traditional dance is dance which is developed in the certain area which has high historical value. According to Soedarsono (1972), traditional dance is human soul expression through beautiful rhythmically movement. This means that people can dance, however some people need certain ability in dancing. For traditional dance, people need to have certain ability. This is caused by there are some *pakem* (rules should be applied) in the traditional dance. Each traditional dance has different rule.

The using of *karawitan* and traditional dance can be said as the implementation of local culture. Students are hoped to be interested in the local culture. This is in line with Tiarahmi (2015) who had researched about role of Extracurricular Activities *Karawitan* In Love Attitude Planting Local Culture Students at SMP N 1 Pajangan. This study was done from May 2015 to June 2015. This used documentation, observation, and interview as the data collection method. She reported that *Karawitan* as one of the traditional musical art from Java which can be the media for students who want to learn and know the traditional musical. Extracurricular activities capable of scoring students as a young people who want preserve the local culture. This means that through the extracurricular the love of local culture can increase so that students do not get any impact of globalization.

In teaching traditional dance, instructor should consider about the age. This means that students in elementary and junior high have different dance. For teenager, instructor only needs to teach dance based on the daily activities. This is in alignment with Rahmani (2016) who stated that dance which is taught for students should be based on the daily activities. Students imitate nature and animal. In this study, the collaboration of *Karawitan* and traditional dance can create a good harmony although it only happened four months. This indicates that the extracurricular learning process is effective. There are four methods which was used by the instructor namely drill, demonstration, lecture, and analysis structure. This may give different effect for different students, but this can be the guidance for instructor how to teach the traditional dance.

The cultural-based extracurricular activities have been applied by some schools in Jogjakarta include SMP N 2 Pajangan. As no study indicates about how the extracurricular activities implemented in junior high school, this study aimed to evaluate the implementation of both extracurricular activities.

METHODS

This is a kind of evaluative study which is aimed to determine the benefit of the program or learning process. Culture-based extracurricular became the program which was evaluated. To understand the worth of the program, students, headmaster, administrators, and instructor became the participants of the study. The author used purposive sampling. Purposive sampling is the way to take the sample based on specific characteristic. This is in line with Adler & Clark (2008) who stated that purposive sampling let the researcher to take the sample based on the judgment. This means that researcher take the sample based on their judgment over the population which can give representative data for the research. The specific characteristics for students as follows: students who are in the second grade of junior high and choose *karawitan* and traditional dance as the extracurricular. Second grade of Junior high can be said as representative sample in giving rich data for this study.

In order to gather the data, individual interview session, documentation, and observation were done. The type of interview used in this study was semi-structured interview. Semi-structured interviews consisted of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (Mitchell & Jolley, 2010). This means that author has some questions but it was elaborated based on participants' answer. There was ten main questions related to the issue, however in the end there was more than ten answers. This was aimed to get the deeper data.

To analyze the data, the authors applied three steps namely data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1994). The Data were analyzed based on each activity in CIPP model:

1. Context evaluation: evaluate the needs in extracurricular process and also find out the constrain while the extracurricular

2. Input evaluation: Evaluate the students which want to follow the extracurricular, how they recruited, and instructor
3. Process evaluation: Evaluate the process of extracurricular. This include facilities, how the program implemented, and learning media
4. Product evaluation: Evaluate the result of extracurricular

The Data were presented in the form of narrative and dialogue text from interview section.

FINDINGS AND DISCUSSION

This study reflected the implementation of culture-based extracurricular at SMP N 2 Pajangan which is based on context evaluation, input evaluation, process evaluation, and product evaluation.

a. Context evaluation

According to vision and mission of SMP N 2 Pajangan “*Taqwa, Unggul, Terlatih, Berpijak pada Budaya Bangsa*” school administrator has been right in choosing *karawitan* and traditional dance as two of extracurricular there. This is caused by both of them is a kind of specific art for Javanese culture. Environment of SMP N 2 Pajangan can be defined as the cultural environment. This means that Pajangan is one of cultural regions which have one cultural village and two tourist village. This can be concluded that *karawitan* and traditional dance can meet the environment needs. From students’ perspective, the needs of instructor for traditional dance should be considered.

“We need an instructor to give another traditional dance movement.”

As there is no instructor in the traditional dance extracurricular, students only rely on the memory. For *karawitan*, students need to have better room. In this school, the room for *karawitan* does not meet the standard. This can disturb the process of learning *karawitan* because students should alternately change with another student. This is caused by the number of students is bigger than the room. In other word, the room cannot accommodate the students in learning *karawitan*. These constrainsprove us about the extracurricular does not effective. This is in line with Rahmani (2016) who stated that the media defined the success of program. Thus, school administrator should solve that problem.

b. Input evaluation

In implementing culture-based extracurricular (*karawitan* and traditional dance) at SMP N 2 Pajangan administrator as a planner team took human resources both from the school itself and instructor. This is based on one school administrator:

“Extracurricular instructor is an art teacher from *SMP N 2 Pajangan* and instructor from *ISI Yogyakarta*”.

This can be concluded that in choosing the instructor, administrator chose the skilled one in case to increase students' potential. Students have high motivation in following these extracurricular. This was proven by there are some students which wanted to follow the extracurricular. Through that extracurricular, school facilitate students in fulfilling needs, ability, and also passion without force from any side. This is aimed to develop students' skill. However, the constrain comes from the recruitment. Students only choose the extracurricular based on the list but they did not select by some criteria. That is why there are some students who only choose the extracurricular because their friends choose the same extracurricular. From facilities and infrastructure, this can be said as good. This means that both facilities and infrastructure can fulfill students' need. This was known from the observation and also interview. School has two set of “*prangkon*” *gamelan* which is included from *Slendro* and *Pelog*. If it is seen from quality, this can be said as good. However, the lack came from the room for extracurricular activities. The room used for the extracurricular is too small. According headmaster of *SMP N 2 Pajangan*:

“All people here supports culture-based extracurricular. This is caused by to increase students' skill and also support government in guiding cultural village in Triwidadi”

As the conclusion, school supports the process of this extracurricular. This can be seen from the interview result. School gives a set of *gamelan* which can be used for *karawitan*. The room which is used for *karawitan* does not meet the standard. The equipment for traditional dance can be said as less. Students do not give any equipment like sound, song, and any other equipment. This forced students to remember the traditional dance.

c. Process evaluation

Planning and implementation of Extracurricular activities conducted by the school involved principals, teachers and school committees. Principals and teachers served as program implementers and plan programers, while the school committee has a role to provide input. Parents also contribute in helping the sustainability of the implementation of the extracurricular to give consent to the child to choose extracurricular (the interview with the principal and teachers of *SMP N 2 Pajangan*):

“Students were given a list of extracurricular and selected by interest and talent. If there is no selection, students who choose one extracurricular will be more than another.”

The extracurricular is held once a week in Wednesday at one P.M. This is aimed to make the learning process run well. In other word, between extracurricular process and learning process will not be disturb each other. Besides that, this is also aimed to avoid students did not attend the extracurricular activities, however this is not effective based on instructor's side.

“For me, it is better to start the *karawitan* extracurricular at 09.00 A.M. In this time, students still fresh so that they can understand the material well.”

This statement is supported by one student:

“I feel tired when it is in the afternoon so that I feel motivate less. If there is a champion, we should train more than usual.”

Different from *Karawitan* extracurricular, traditional dance extracurricular has no instructor. Students should remember what has been learned before. This can be the lack of traditional dance extracurricular. There is no musical accompaniment of dance so that students only rely on the count and memory. To oversee the process of extracurricular, student teachers were asked to company students and based on their schedule. Moreover, this cannot be the constrain for students. This is caused by students still want to learn about traditional dance. According to the headmaster, the assessment will be based on the students' participation in following the extracurricular. This can be concluded that the evaluation process is appropriate with the standard.

d. Product evaluation

Based on the observation and interview session with the School administrator and instructor, *karawitan* extracurricular has not gotten the championship.

“For *karawitan*, there is no championship gotten. Students only followed the competition for junior high students.”

Different from *karawitan*, for traditional dance extracurricular has gotten the championship. This is based on what School administrator said:

“For individual traditional dance performance, SMP N 2 Pajangan has gotten second national championship. Besides that, he followed the cultural events in Yogyakarta.”

In conclusion, the product of extracurricular is good for traditional dance. Students have the same ability for traditional dance. School administrator should

consider *karawitan* extracurricular more. This is caused by students in *karawitan* has different ability in playing *karawitan*. What should be done by school is about make an effective learning process. There are some methods that should be tried by school.

After analyzing context, input, process, and product authors concluded that school has facilitated students to develop their ability and interest. This is known from the facility for *karawitan*. However, schools should also consider giving students who are in traditional dance extracurricular the same facility. This is caused by the facility for traditional dance is less than the standard. There are no Javanese songs, material for traditional dance, and many other traditional dance equipment. Through extracurricular, students are hoped to have the love for local culture as mentioned by Tiarahmi (2015).

CONCLUSION

The implementation of culture-based curriculum forced school to have something which can be the identity of the culture where school takes place. This extracurricular has been held some years ago but there is no whole evaluation there. That is why authors are interested in evaluating these extracurricular (*karawitan* and traditional dance). The authors used CIPP model evaluation to evaluate the extracurricular.

Based on the data from interview, documentation, and observation, the whole process of extracurricular has run well. This means that each week students attend the extracurricular. However there are some lacks from this extracurricular. For the first is from the context. There are some needs which needed to be completed like instructor for traditional dance. Besides that, the traditional dance which has been taught is still the same, there is no improvement. For the second is room for *karawitan*. All set of *karawitan* equipment is placed in the same room even though the room is too small. This can disturb the process of learning *karawitan*. This is caused by students should turn in using the equipment. Instructor stated that need a few minutes in making class conducive after the turns. For the product itself, there is no significant achievement. This means that there is no championship for *karawitan*. However, for traditional dance there is only one individual dancer who got the second champion in the national grade. Besides that, the student has been a professional dancer. This should be considered by the school administrator. For group traditional dancer there is no achievement. What good here is although there is no championship, school administrator still support the students to become the contestants.

If the policymakers were to take this study seriously, they might do some improvements. The improvements should be done start from the instructor. Traditional dance needs an instructor to teach them another kind of traditional dance. This is caused by from the first time they attended the extracurricular, they only learned about one kind of traditional dance. This cannot improve their ability in dancing. For the second improvement should be from the facilities and infrastructure. Facilities for traditional dance should be improved from the sounds

and any other equipment for traditional dance. Infrastructure that should be improved is for *karawitan* room. The room is too small so that this can disturb the process of extracurricular. If it cannot be happened, one of the *karawitan* sets can be placed in another room so that this does not that crowd.

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