

Pattudu Tommuane Dance as one of the Teaching Materials in Smp Negeri 2, Majene District, West Sulawesi

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ABSTRACT:

This study entitled Dance *Pattudu Tommuane* as one of the teaching materials at SMP Negeri 2 Majene Regency, West Sulawesi . Aims as an effort to find a form of learning in schools, especially in junior high schools. *The Pattudu Tommuane* dance is a traditional dance in the Mandar area of Majene Regency , which is performed at welcoming ceremonies and other traditional ceremonies. The *Pattudu Tommuane* dance grows and develops into a spectacle dance that is shown to the public at every event, both welcoming and other events. From the existence of the *Pattudu Tommuane dance* in Mandar Majene Regency, the research problem is formulated: What is the form of the *Pattudu Tommuane* dance as teaching material in junior high schools in Mandar Majene, West Sulawesi. The research approach is descriptive qualitative with data collection techniques, library research, observation, interviews and documentation. Sources of data on teachers, junior high school students, and dance studios. The results of the study can be concluded that the form of the *Pattudu Tommuane* dance in Mandar Majene which is applied to junior high schools is the *Pattudu Tommuane* dance which has experienced development, the dance has four forms of motion, which are carried out repeatedly with parallel, circular, and paired formations. , Accompanied by several types of musical instruments, namely drums and gongs, the clothing used is three-quarter pants, wearing a vest, wearing a head cover and some necklace jewelry, in the 1980s by the late Mr. Muh Asin had developed this dance, both in terms of movement, floor patterns, costumes, number of dancers and music. This dance in learning at school is very suitable and suitable to be given to male students because the characters possessed in the dance describe the movements of courage such as fighting, attacking and clashing with one another.

Keywords: dance, teaching materials, *pattudu tomuane dance*

1. INTRODUCTION

Learning is a term that is closely related and cannot be separated in the educational process, because it is an activity carried out to create an atmosphere in providing services to students, and every implementation of learning certainly has goals to be achieved in learning at school (Thaba, et.al., 2021).

Schools as curriculum managers both at the lesson unit level or KTSP 2006 with competency standards to appreciate and express, as well as the 2013 curriculum, students are required to be more able to master two

competencies, namely theory and practice in learning (Hasjim, et.al., 2023). The 2013 curriculum strongly supports the application of art learning in schools because it is seen as a science that must be learned by students, where it is hoped that students will have a competency domain of knowledge, skills and attitudes. Article 32 of the 1945 Constitution, arts and culture education is one of the manifestations of the government's efforts to promote Indonesian arts and culture. As said by Jazuli (2016: 103) that art education in public schools is to increase general knowledge, cultivate students' feelings and imagination related to responses to art and beauty, increase students' creative power through art practice.

Based on the results of field observations, it shows that the low interest of students in learning the art of dance, especially male students, this is because the material provided by the teacher is not in accordance with the character of male students, male students are given material for female dance movements so that male students feel at risk and not enthusiastic about taking part in dance practice lessons, if this is continued and not finding the right solution it can result in a learning process that is not optimal and of course it will result in poor student achievement in realizing better quality education, even though teachers are of course required to be more creative in processing learning materials so that they are more varied in providing subject matter to their students, especially male students, teachers also need to consider that not all students are female but most of them are male students, therefore as a teacher who is responsive to this, it is appropriate to consider regarding the subject matter that will be given to students as long as it does not come out of the curriculum that is implemented at school. The solution that can be given by the teacher must immediately think about developing dance practice subject matter that is more towards the practice of dance moves by providing material for movements with male characteristics such as the Gandrang Bulu dance, Maranding dance, Pa dance, Bitte passapu, Boda' dance and many other types of dance. dance characterized by male movement.

Tommuane dance, to be taught to their students . but there are several schools that have used this material as a local content subject at school. Non Dwishiera cahya Anasta (2021: 232) says the value of local wisdom owned by an area can provide opportunities for teachers to be able to introduce the potential of the area through dance that is closely related to the environment of students, this method can make it easier for teachers to find local sources and contribute directly to the maintain the values of local wisdom. On the other hand Jazuli (2022: 193) emphasizes that, Learning dance is a process of learning dance that always prioritizes fun, creative, communicative, and aesthetic learning, with a learning model like this is able to develop student personality, especially related to values of self-confidence, caring , tolerance and the value of responsibility. It is necessary to get attention from the local government, so that the *Pattudu Tommuane dance* becomes part of general learning in schools, both at the elementary and junior high school levels. On the other hand, the *Pattudu Tommuane* Dance is one of the traditional Mandar dances which is danced by boys aged 8-14 years, as the younger generation, of course, they need to understand and know about traditional dances in their area, so that the preservation of traditional dances, especially dances *Pattudu Tommuane* can be maintained and sustainable.

2. METHOD

In this study the method used is a qualitative approach, data collection techniques include literature studies, observation, interviews, and document analysis (Munirah et.al., 2021). Library Studies was used to collect literature on the concept of learning dance *Pattudu Tommuane*, then identify things that are considered important in the context of developing dance teaching materials. Observations were made to observe the student learning environment and observe the process of developing teaching materials carried out by the teacher (Rukayah, et.al., 2021). Furthermore, interviews were conducted with school principals and arts and culture teachers to obtain more in-depth information about art and culture learning materials, especially dance in class VII.

3. RESULTS AND DISCUSSION

School Profile and Curriculum applied

SMP Negeri 2 Majene Regency, West Sulawesi is a school that has been accredited A and has two cultural arts teachers who are quite creative in dealing with their students in class, because all the facilities and infrastructure owned by this school are quite good, the principal is very supportive in terms of learning dance even though the scholarship they have is not from arts and culture, but they are quite attentive and responsive to the school situation. This school is a public school which always plays an active role in every competition held at the regional or provincial level and has received many certificates and trophies in participating in festivals both between schools and outside of school. The students are very active in learning arts and culture, especially dance. Visiting this school students with teacher guidance demonstrated dance movements with such enthusiasm, when researchers observed students who were learning to dance.

Based on observations from researchers, SMP Negeri 2 Majene has 2 cultural arts teachers including Mrs. Wahyuni Lubis and Upi Mahendra. He is an alumnus of dance at the faculty of art and design. He is the one who teaches cultural arts material for class VII of the 6 existing classes. The number of students from each class varies from 28 to 30 students where the number of female students is more dominant while male students are not comparable to female students. When Ms. Wahyuni gives practical material to her students, she is always preceded by motivating her students to be more enthusiastic about learning to dance, Ms. Wahyuni never stops being diligent and patient in dealing with her students, who are often stubborn and a little naughty, but with the perseverance and patience of the material given can run smoothly and well according to the desired learning objectives.

Based on the existing curriculum at this school, namely class VII odd semester, the basic competency is the basic practice of local regional dances and is also given dance forms, namely the Pattudu Tommuane dance. It is hoped that with a given local cultural footing, students will have a basic footing to get to know their own culture and try to love and be able to preserve the legacy of their ancestors.

Based on the independent curriculum as applied to class VII in this school, learning arts and culture, especially dance in class VII, the material provided by the teacher follows the independent learning curriculum, which is a program created by the government initiated by the ministries of education, culture, research and technology by Mr. Nadim Makarim with the hope of restoring education management in schools, who said that the independent learning curriculum gives students the freedom to choose subjects that best suit the talents, interests and abilities of students, besides that this curriculum also gives teachers freedom in choosing tools to teach according to the learning needs and interests of students, (<https://www.quipper.com>, info) therefore SMP Negeri 2 Majene follows this curriculum because it is considered very appropriate, and this school tries to apply and implement it because the independent learning curriculum is considered part of developing student potential and providing students with a more dominant learning model according to recommendations set by the Minister of Education.

Pattudu Tommuane Dance as Teaching Material

The Pattudu Tommuane dance is a traditional dance in Majene Regency, West Sulawesi, which is a dance that is served when there are regional guests, which is a pick-up dance. This dance describes the completeness of one unit of unity to achieve something that is aspired to as well as an expression of gratitude for the success achieved, Ahmad Asdy (2019: 85), this dance is danced by boys aged between 10-14 years. Men by displaying war movements by using dance properties as a tool for resistance, namely in the form of spears (bandang) and shields (utte), the movements only consist of four variations, the first variety is appe sulappa, the second variety is sibali, the third variety is sipeputaran and the fourth variety is ma 'squint. The Pattudu Tommuane dance is usually danced with an even number of dancers, four, six and eight can also be danced en masse. The time duration for this dance is eight minutes, drums and gongs accompany this dance, the form of the costume is knee-length pants (alang pants), a vest-style shirt uses a headband and uses several decorations to beautify the shape of the costume.

The cultural arts subject matter applied at this school is based on the curriculum used at SMP Neg 2 Majene specifically for class VII which is adapted to the independent learning curriculum which has been implemented since 2022, the results of an interview with Mrs. Wahyuni, a culture arts teacher in class VII, said that , the application of learning the art of dance in accordance with the implementation of the independent curriculum with the placement of basic competencies (KD) is that students demonstrate a variety of basic movements of local traditional dances by paying attention to the main elements of dance. As a cultural arts teacher in providing dance material to students in accordance with the demands of the independent curriculum, namely giving freedom to students to take part in dance practice lessons, namely the Pattudu Tommuane dance. As an arts and culture teacher, Wahyuni emphasized to her students that this material is practical material, then students are given the freedom to choose the material provided by the teacher as long as it does not depart from the basic competencies (KD) that apply in the school.

The dance practice subject matter given was a form of dance, namely Pattudu Tommuane, but before the teacher gave this material, the teacher asked the students whether the students were ready to take part in the material but it turned out that from one class with 30 students, they answered by saying they were ready to take part in the lesson. Furthermore, the teacher begins by giving learning material, starting from the teacher giving motivation to students by giving enthusiasm for learning then the teacher conveys the learning objectives, then in this provision the teacher gives choices to his students by giving freedom in following the learning material by offering that for students who want to take part in practice the Pattudu Tommuane dance, you are welcome to take part in the material, but for students who do not want to take part in the dance practice material, the teacher gives the option of accompanying the dance, by playing musical instruments from the dance material being danced, such as beating drums and gongs to accompany the dance. This material is given for one semester, the number of meetings is once a week with a duration of learning time of 2x45 minutes once face to face, in the core learning activities the material is given starting with the teacher explaining assisted by power point media about the synopsis of the Pattudu Tommuane dance, explaining the various movements, the characteristics of the dance movements , properties used in dancing, costume forms, and floor patterns. Furthermore, the teacher invites students to ask questions about what is not understood, the teacher tries to answer the questions given. After an understanding of the theory of the Tommuane pattudu dance is given, the teacher then enters dance practice material starting from variations per variety.



Dokumentasi 1 Heriyati Yatim 2022

appe sulappe variety of the Pattudu Tommuane dance, by walking in place with swings of both hands carrying the property of a spear and shield. This movement forms four directions, front, back, left and right.



Dokumentasi 2 Heriyati Yatim 2022

The movements of the two sibali variations, this movement is carried out while facing each other while doing fighting movements and fending each other off. This movement is carried out while changing places.



Dokumentasi 3 Heriyati Yatim 2022

The movement of the three types of rotation is by running, accompanied by attacking and parrying movements



Dokumentasi 4 Heriyati Yatim 2022

The Ma'jereng variety of movements, namely movements that are carried out while jumping and attacking the opponent, this movement is carried out repeatedly .

After giving the material is completed the teacher gives the opportunity for students to study independently with a predetermined time, after that the teacher returns to meet the students and continues learning because the time used in this subject is only 90 minutes the teacher can only give assignments to students to study outside the classroom and the material will be continued at the next meeting.

4. DISCUSSION

Learning cultural arts material (dance) at SMP Negeri 2 Majene class VII even semester, the material provided is the Pattudu Tommuane dance, which is a traditional dance from the Mandar area which has experienced

good development in terms of the movement of musical instrument floor patterns as well as costumes. In the presentation, the dance functions as a pick-up dance, this dance tells about war against enemies, the character of this dance is quite agile and is danced by boys 10-14 years old and is very suitable as teaching material at elementary and junior high schools.

Based on the results of the study it was found that, learning arts and culture (dance) at SMP Negeri 2 Majene, according to the basic competencies (KD) in class VII even semester which reads, "students demonstrate a variety of basic movements of local traditional dance by paying attention to the elements main dance" the teacher strictly enforces this rule by implementing an independent learning curriculum. As implemented by the teacher at Majene 2 Public Middle School, that the application of the independent learning curriculum in learning arts and culture, especially dance, provides material to students more dominated by freedom of learning, the teacher does not bind students to have to take part in the dance practice material provided but students are given the choice material such as accompanying the Tommuane pattudu dance by playing drums, gongs, katto katto etc., also when giving practical material given by the teacher, the teacher emphasizes freedom to students by saying that dance practice material does not have to be in the classroom but please use it elsewhere in the school environment, students simultaneously use this learning to study outside the classroom, such as in the school yard.

It is very clear to see the spirit of togetherness of students, cohesiveness, and joy in participating in learning, the class becomes more lively and interesting. Most of the female students diligently demonstrate the variety of dance movements given, on the other hand the male students also look more enthusiastic in demonstrating this dance, even though this dance has a male character, the female students do not want to be outdone by the enthusiasm of the male students.

This can be made possible from the teacher's success in providing material to students, perhaps because the material provided is dance characterized by male movement so that female students with curiosity want to try this material, besides that the independent learning curriculum also plays a very important role in the application of the material provided by teacher, so that the integration of material and curriculum is in line. As it is known that the program for implementing the independent learning curriculum proclaimed by the government is in accordance with the spirit and enthusiasm of students, because the aim of the independent learning curriculum is to create fun learning, especially for students and teachers. As said by Ki Hajar Dewantara (in Dela Khoirul Ainia 2020:97) Education provides encouragement for the development of students, namely education that teaches to achieve a change and can be beneficial in the community. In this case students are expected to be able to provide benefits to their family environment or to the wider community.

Furthermore, as input for the application of cultural arts (dance) learning materials in schools, especially schools that have not yet implemented the Pattudu Tommuane dance material, so that uniformity in the application of this material can be fulfilled and regional local culture revived, the government should emphasize every school principal to play an active role in revive traditional dances in their area, so students can better understand, love, and appreciate the local culture in the area.

5. CONCLUSION

Based on the existing problem, namely how to form the Pattudu Tommuane Dance as teaching material at SMP Negeri 2 Majene West Sulawesi, it can be concluded that, the application of cultural arts material (dance) is based on basic competence (KD) in class VII even semester "students demonstrate various the basic movements of local traditional dance by paying attention to the main elements of dance." , the class becomes more lively and interesting,

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