

Improving Citizen's Awareness in Conserving Diversity of Malay Traditional Dances in Malaysia through the Art Appreciation Performed by Students of Early Childhood Education Study Program

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Abstract--The purpose of this study was to describe the variants of Malay traditional dances in Malaysia. Melayu cultures are spread over several locations including Malay Peninsula, Borneo, West Kalimantan, Sumatera, Thailand, Burma, Singapore, Sarawak, Sabah, and the other small islands. Malay is one of the ethnic of Austronesian people and, to these days, it keeps Austronesian heritage. The Austronesian cultures between the areas share some similarities. Through the result of this study, the researcher hopes that the awareness in conserving cultures, according to the special local traditions and characteristics possessed by every country which falls into 'Malay country, would be increased, so that disunities and conflicts can be prevented. The education for 'Malay younger generations, which teaches that cultural diversity should be recognized as the treasure of this world, must be implemented so that they would be able to maintain the cultures of their countries. This was an ethnographic study that was conducted qualitatively. The ethnographic study is usually about social communities, faiths, beliefs, as well as traditions, including traditional dances. This study was conducted in Shah Alam, Malaysia. The data of this study were collected by using a method so-called field observation, open and in-depth interview, direct interaction with the concerned society and the art show performed by the students of the early childhood education program of MSU PTPL Malaysia. The findings of this study implied that Malaysia possessed 7 variants of 'Malay traditional dances with different characteristics.

Key words--Citizen's Awareness; Traditional Dances; Malay Culture

I. INTRODUCTION

The culture of a country might be similar to the culture of another country due to the similarity of their backgrounds or ancestors. This theory is also applicable to the kinds of dances possessed by Malay countries. If this condition is not properly cared for or wisely understood, negative perception would arise between the individuals and the groups of those countries. The action of claiming each other's cultures generates disunity and rivalry. Therefore, a study that describes and analyzes cultures, especially the Malay traditional dances in Malaysia, should be conducted.

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The aim of this study was to improve the awareness of the people domiciled in the Malay countries about the importance of understanding and respecting each other, as well as building cooperation in conserving traditional cultures as the treasure that deserves to be maintained together. Every Malay country should respect each other's cultures and should not claim the cultures that are not supposed to be in their possessions. A study that observes cultures, especially traditional dances, would be beneficial as the database of history, and this history would teach the younger generations to always love and maintain their cultures. Folk dance and training of folk dance instructors have traditionally been the responsibility of various youth organizations and vocational dance education is one part of the government. Finland Countries has four vocational dance programs, one of the programs focuses on training dancers and the other three emphasize the training of dance teachers [1]. Therefore As for early childhood education, the richness of Malay cultures should be introduced early so that, in the future, children will be able to maintain cultures properly. Teachers possess this very important role as the ones who should embed the culture of performing traditional dances into their students, as well as introduce the dances. The students of early childhood education, as the future teachers, should grant their knowledge, skills, and experiences to their protégés. Performing art shows is one of the ways to exercise their skill in teaching the dance to the real class/course. By introducing traditional dances to children, younger generations will be able to get acquainted with the culture early in their life and it would improve the awareness that, like the good citizen, they should love the cultures of their countries [2]. In spite of the rapid development experienced by modern dances, children should keep loving traditional dances, since the number of traditional dances to be introduced to the children is considerably big. This study observed the varieties of Malay traditional dances in Malaysia, especially in the area namely Syah Alam, which is created by the local people. An art show was also performed by the students of the study program of early childhood education of MSU PTPL [3][4]. The approach of this ethnographic study was qualitative. It was expected that this study would be the source for the future teachers of early childhood education in introducing traditional culture and improving the awareness that cultures should be maintained.

II. METHODS

This was qualitative research with a Naturalistic Ethnography design. Qualitative study is usually based on the philosophy of post-positivism. This kind of study is used in order to examine the condition of natural objects. This study is different from experimental studies, in which the researcher should be the key instrument. The data sampling was performed purposively and by using the snowball and triangulation techniques. The analysis of this study was inductive qualitative. The result of a qualitative study is oriented to the meaning rather than generalization [5][6][7]. The methodology of ethnography is, "A research technique in which the personal experiences of individuals are used to reveal power relationship and other characteristics of the institutions within which they operate." It means that ethnographic method is a kind of research technique in which personal experiences are used in order to reveal the relation, power and any other characteristics in an institution or social group to which the researcher conducts their research or observation [8]. The naturalistic study is a kind of study that is conducted naturally, conducted as it is, in an environment that is normal and free from manipulation, and this kind of study is naturally focused on the description [9]. The subject of this study was the people of Shah Alam in Malaysia. There was also a reflection in the form of appreciation to the art by performing a live show which was related to Malay traditional dance executed by the student

of the study program of early childhood education. The research was conducted from April to September 2012, or approximately nine months. Several techniques were used in order to obtain the data, including interviews, participant observation, and documentation.

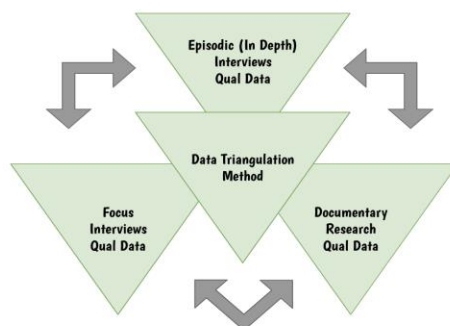


Figure 1. Triangulation Methods

The triangulation method was used in the process of data analysis [10]. Triangulation is a technique of data gathering which should be performed continuously until the data is saturated [11]. Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others [12][13]. It means that data analysis is a process of seeking and arranging the data obtained through interviews and direct notes, or other information in a systematic way so that it can be easily understood and can be informed to other people [14].

III. RESULTS AND DISCUSSION

This study had successfully discovered 7 Malay traditional dances in Malaysia. Those dances were:

Table 1. 7 Dance Malaysia

No	Name	Description
1	Jikey Dance	Jikey usually consists of dance, drama (or theater) and music. The Jikey dance, according to the information collected through documentation, interview, observation, and direct notes, has three main facts. Jikey dance is a dance created by the poor ones in order to gain money [15].
2	Kurik Kundi Dance	This dance, which is performed along the Kurik Kundi song sung by Siti Nurhaliza, whose lyrics are inspired by the 'pantun Melayu lama' was created not only for Malaysian people but also for

		the people of neighboring countries, including Indonesia.
3	Mak Yong Dance	Other than Malaysia, Mak Yong is also performed in Thailand, especially Pattani. Tai Mak Yong from Thailand is usually performed to the family of Thailand's kingdom. The kinds of Mak Yong dance are quite varied.
4	Ngajat Tampi Dance	Ngajat Tampi dance is about a victory celebration after attending war against the enemy. This dance is accompanied by the music which is lively, noisy, full of spirit and happiness of celebrating a victory or encountering family.
5	Ulek Mayang Dance	Ulek Mayang Dance is a dance to repel a spirit which tends to disturb human life. Ulek Mayang Dance generally is executed by fisherman society during a season to revere a sea in order to ask a blessing and spirit and tutelary and sovereign of the sea.
6	Watimang Landok Dance	Watimang Landok is a song revealing a man falling in love with a beautiful girl. The girl was constantly stuck on his mind, he could not sleep and she came to his dream. In the event of the end, he could not marry or live together with the beautiful girl, he would be completely desperate and frustrated.
7	Wau Bulan Dance	This Wau Bulan dance is a dance with a theme regarding Playing Kites. Wau means kites. It is usually performed as a group. There are 10 dancers in pairs respectively between a man and a woman. This dancing narrates the enjoyment, happiness, and pleasure when playing kites and harvesting rice in the field [16].

Strategy for Internalizing Educational Values

Cultivation of character through learning that is carried out is far more systematic and planned. The characters derived from dance learning include; honesty, tolerance, discipline, creative, independent, democratic, curiosity, national spirit, love for the motherland, love for peace, love to read, care for the environment, social care, responsibility, respect for achievement, friendly, and communicative [17].

The Relevance of Educational Values in Dance with Character Education in Indonesia

The pillars of character education developed in Indonesia consist of the 9 (Nine) pillars, namely: (1) God's love and all of His creation; (2) Independence and responsibility; (3) Honesty/trustworthy and diplomatic; (4) Respect and courtesy; (5) Generous, helpful and helpful or cooperation; (6) Confidence and hard work; (7) Leadership and justice; (8) Good and humble, and (9) Tolerance, peace, and unity These aspects of character, will be effective if delivered through the curriculum, use academic lessons as a vehicle to discuss ethical issues [18].

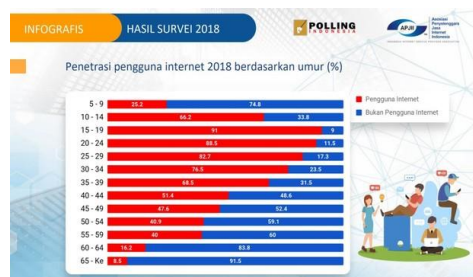


Figure 2. Internet users based on age

Figure 2. Millennials are a group of people born in the early 1980s to early 2000s. Another millennial age that dominates the other top positions about Indonesian internet users, which is 20-24 years with 88.5% penetration.



Figure 3. Internet user penetration

Figure 3. According to the APJII report, out of a total population of 264.14 million people there were 171.17 million of them connected to the internet network during 2018. Compared to the previous year, there was a growth of 27.9 million internet users in 2018 [19].

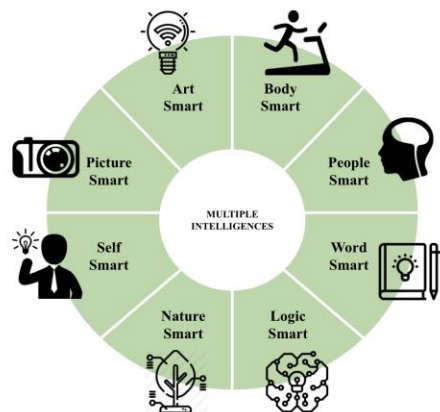


Figure 4. Framework Multiple Intelligences

Figure 4. This combination is identified with several cognitive skills related to working memory, planning, executive functions and visual/object learning. There are many such rich and intriguing correlations between groups of neural regions and related cognitive performances worthy of further explication that is beyond the scope of this report. The present investigation uncovered neural evidence indicating that within each intelligence are cognitive-skill units that have their own neural uniqueness and commonalities. Skilled highly involves both specific skills associated with language processing but also this array of generic abilities [20].

Theoretically, humans in their strengths and weaknesses are art creatures. The influence of today's technology, especially online media, on people's creativity in the world of art creates new works without leaving creative stages for the world of education. An example is YouTube which is able to provide community stimulation to create unique and interesting works in each individual. Beauty is seen from how experiences are created through stages of pressing ideas. Whatever appreciation is given by the connoisseurs of the creators of his art, has become monumental work in dominating the world of audiovisual art in the world of education [21].

Because children tend to absorb what they see intact, children who are more creative should be given a more educational video watching, therefore the introduction of Indonesian cultural content such as dance can be used optimally. Success in developing children's creativity is determined by creative thinking and working skills, as well as intrinsic motivation, for that a conducive atmosphere and an attractive dance performance using today's technology can be a motivation for early childhood [22].

IV. CONCLUSION

The result of ethnography analysis conducted in Shah Alam, Malaysia both on local society, documentation study, literature, interview as well as the performance of Malay traditional dance in Malaysia by University Students of Early Childhood Education (ECE) Program shows that 14 Malay traditional dances in Malaysia including 1). Jikey Dance, 2). Kurik Kundi Dance, 3). Mak Yong Dance, 4). Ngajat Tampi Dance, 5). Ulek Mayang Dance, 6). Watimang Landok Dance, 7). Wau Bulan Dance, 8). Sewang Dance, 9). Mongigol Dance, 10). Magunatip Dance, 11). Joget Dance, 12). Kipas Dance, 13). Asyik Dance and 14). Labi-labi dance. These dancers can be found in some countries

and areas with a history of Malay cultural heritage such as Semenanjung Malaya, Borneo, Kalimantan Barat, Sumatera, Thailand, Burma, Singapore, Sarawak, Sabah and etc. These dances have similarities whether in the name, the costume, the movement or the accompaniment music. Although they sometimes have a different name, they have similarities such as worship, wedding dance etc. With those similarities, the whole citizens are expected to have a high awareness of their culture and to completely preserve, yet they have to be respected among nations. They are not supposed to insult or revile each other or even dominate other nations. From the performance art of Malay traditional dance in Malaysia performed by University Students of Early Childhood Education (ECE) Program, hopefully, these teacher candidates will transfer whether the knowledge, skill with any experience regarding the cultural dance to their students. Therefore, it leads the awareness of children to love a creation or culture particularly Malay traditional dance which has similarities among areas or countries.

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