

ABSTRAK

Pengenalan Pola Gerak Dasar dalam Tarian Likurai pada Siswa Sekolah Dasar

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Latar belakang: Dari penelitian adalah pentingnya pelestarian budaya lokal melalui dunia pendidikan serta pengembangan kemampuan motorik dan kreativitas anak sejak usia dini. Tarian tradisional seperti tarian Likurai dari Kabupaten Belu, Nusa Tenggara Timur, memiliki nilai budaya yang tinggi dan dapat menjadi media pembelajaran yang efektif.

Tujuan: Dari penelitian ini untuk mengetahui efektivitas pengenalan pola gerak dasar dalam tarian tradisional Likurai terhadap peningkatan kemampuan motorik dan kreativitas siswa sekolah dasar. Subjek penelitian adalah 22 siswa SDI Loohali di Desa Dualasi, Kecamatan Lasiolat, Kabupaten Belu, yang terdiri dari 10 siswa laki-laki dan 12 siswa perempuan berusia 7–10 tahun. Metode yang digunakan meliputi observasi, wawancara, dan dokumentasi selama proses pelatihan tarian Likurai yang berlangsung selama tiga minggu.

Hasil: Penelitian menunjukkan bahwa mayoritas siswa berada dalam kategori "Baik" dan "Sangat Baik" dalam memahami serta mempraktikkan pola gerak dasar tarian Likurai. Selain itu, sekitar 68% siswa mampu menirukan gerakan dengan tepat sesuai irama. Perempuan menunjukkan pemahaman dan ekspresi gerakan yang lebih halus dan terkoordinasi dibandingkan laki-laki, yang lebih dominan dalam gerakan yang energik. Antusiasme siswa juga tinggi, dengan 86,4% termasuk kategori aktif hingga sangat aktif dalam proses latihan.

Pola gerak dasar yang diperkenalkan mencakup kombinasi gerakan kaki, tangan, dan koordinasi ritmis, yang terbukti efektif dalam meningkatkan aspek motorik, kognitif, dan emosional siswa. Metode demonstrasi dan praktik langsung menjadi pendekatan utama dalam pembelajaran, yang didukung dengan penggunaan media visual dan musik tradisional. Kendala yang dihadapi antara lain keterbatasan alat musik, waktu latihan, serta rasa malu, terutama pada siswa laki-laki.

Kesimpulan: Hasil penelitian menunjukkan bahwa pengenalan pola gerak dasar dalam tarian Likurai memiliki dampak positif terhadap peningkatan kemampuan motorik, kreativitas, dan pemahaman budaya lokal pada siswa sekolah dasar. Melalui pendekatan pembelajaran yang melibatkan demonstrasi dan praktik langsung, siswa mampu menguasai gerakan dengan baik dan menunjukkan antusiasme tinggi dalam mengikuti kegiatan. Temuan ini menegaskan bahwa tarian tradisional dapat dijadikan sebagai media pembelajaran yang efektif dalam pendidikan jasmani, serta mendukung pelestarian budaya lokal sejak dini. Oleh karena itu, integrasi seni tari daerah seperti tarian Likurai ke dalam kurikulum dan kegiatan ekstrakurikuler sangat disarankan sebagai upaya penguatan identitas budaya dan pengembangan potensi siswa secara holistik.

Kata Kunci: Likurai, Pola Gerak Dasar, Motorik, Kreativitas.

ABSTRACT

INTRODUCING BASIC MOVEMENT PATTERNS IN LIKURAI DANCE TO ELEMENTARY SCHOOL STUDENTS

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This study: was motivated by the growing need to preserve local culture through education and to enhance children's motor and creative development from an early age. Traditional dances, such as the Likurai dance from Belu Regency, East Nusa Tenggara, offer rich cultural value and physical engagement, making them an effective medium for learning.

This study: aims to examine the effectiveness of introducing basic movement patterns in the traditional Likurai dance to enhance the motor skills and creativity of elementary school students. The research was conducted at SDI Loohali, located in Dualasi Village, Lasiolat Subdistrict, Belu Regency, involving 22 students aged 7–10 years, consisting of 10 boys and 12 girls. The methods used in this study were observation, interviews, and documentation during a three-week Likurai dance training program.

The results: indicate that the majority of students fell into the “Good” and “Very Good” categories in understanding and practicing the basic movements of the Likurai dance. Additionally, 68% of students were able to follow the dance movements accurately in time with the rhythm. Female students demonstrated better understanding and expressive coordination, particularly in graceful hand movements, while male students were more dominant in energetic footwork. High levels of enthusiasm and participation were also observed, with 86.4% of students classified as active or very active.

The basic: movements introduced included combinations of foot, hand, and rhythmic coordination, which effectively improved students' motor, cognitive, and emotional abilities. Demonstration and direct practice were the main instructional methods used, supported by traditional music and visual media. Challenges encountered included limited traditional instruments, time constraints, and students' initial lack of confidence—particularly among boys.

In conclusion: The results of the study indicate that introducing basic movement patterns of the Likurai dance has a positive impact on improving motor skills, creativity, and students' understanding of local culture at the elementary school level. Through a learning approach involving demonstrations and hands-on practice, students were able to perform the movements well and showed high enthusiasm during the training sessions. These findings confirm that traditional dance can serve as an effective educational medium in physical education while also supporting the preservation of local culture from an early age. Therefore, integrating regional dances such as the Likurai dance into the curriculum and extracurricular activities is highly recommended as a means to strengthen cultural identity and foster the holistic development of students.

Keywords: Likurai, Basic Movement, Motor, Creativity.