

## ANALYSIS OF THE VALUE OF NATIONALISM IN LEGO-LEGO DANCE IN LOCAL CONTENT LEARNING IN ELEMENTARY SCHOOLS

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### ABSTRACT

Traditional culture is an important means of instilling nationalistic values in the younger generation. This study aims to analyze the nationalistic values contained in the traditional Lego-Lego dance culture and describe the application of these values in local content learning at Cokroaminoto 1 Islamic Elementary School in Kalabahi. The research method used is descriptive qualitative with an ethnographic approach. Data were obtained through observation, interviews, and documentation, then analyzed in depth to find the meaning of nationalistic values in each element of the dance. The research involved 1 local content teacher, 1 principal, and 1 class consisting of 30 students as informants. Data analysis used the Miles and Huberman interactive model, which included data reduction, data presentation, and conclusion drawing. The results showed that nationalistic values were strongly reflected in the music and dance components, which were then internalized through contextual learning based on local culture. The implications of this study confirm that the integration of nationalistic values in local content is an effective strategy for teachers to strengthen the nationalistic character of students from an early age. The contribution (novelty) of this study lies in the use of regional arts as a pedagogical medium that not only preserves local culture but also systematically constructs the strengthening of nationalistic character in the context of basic education.

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### INTRODUCTION

Nationalism is the true identity of a nation that will always remain as long as the nation exists. Nationalism is not only a symbol of pride, but also a foundation for maintaining unity, sovereignty, and the continuity of a country. The values of nationalism must be instilled from an early age so that the younger generation grows up to be individuals with good character, who are responsible and have an awareness of being democratic citizens. According to (Mujtahidin & Rachman, 2021), Nationalism is a form of

devotion to the nation and state that is manifested through the attitudes and behaviors of individuals and communities. This is in line with the view (Daga, 2021) that upholding unity and integrity can be achieved through not discriminating against friends, avoiding conflict, slander, and division. Therefore, the inheritance of nationalistic values is important and must be continuously maintained so that the integrity of the Unitary State of the Republic of Indonesia is preserved (Alam, 2023).

On the other hand, culture is the embodiment of the Indonesian people's work, based on the values of the nation's ancestors, which are founded on Pancasila, characterized by *Bhinneka Tunggal Ika* (unity in diversity), and with an archipelagic perspective. Culture is an important means of instilling the value of nationalism. Culture is born from the works, feelings, and creations of the community that are passed down from generation to generation. The word culture comes from the Sanskrit word *buddhayah*, which means intellect or reason, while in English it is called culture, which comes from the Latin word *colere*, which means to cultivate or work. According to (Sumarto, 2019), culture is everything created by the human mind, whereas (Jampi & Abdul, 2023) adding that culture encompasses knowledge, beliefs, arts, morals, laws, customs, and other values acquired from society. Thus, culture is not only in the form of works of art, but also noble values that have great benefits in human life. (Zainuri, 2023).

Traditional dance is one of the forms of cultural wealth possessed by various tribes in Indonesia, one of which is the traditional *Lego-lego* dance culture in Alor Regency, East Nusa Tenggara Province. From a traditional cultural perspective, the *Lego-lego* dance is considered a unifying dance by the Alor community. This stems from the reality that the *Lego-lego* dance is performed regardless of ethnicity, race, and religion, and is seen as a symbol of strength, unity, and brotherhood for the Alor community. In the *Lego-lego* dance, gongs, drums, and brass drums (*moko*) are used as musical instruments. The *Lego-lego* dance is usually performed in groups, with participants holding hands, embracing each other, and moving in a circle around several stone structures called *mesbah*, or objects that are considered sacred by the community, while singing. Each part of the *Lego-lego* song can be adapted to the rhymes exchanged between one elder and another who are accustomed to chanting rhymes at every activity. Thus, the *Lego-lego* dance embodies the values of nationalism, togetherness, tolerance, mutual cooperation, and so on, which must be continuously preserved and nurtured.

One form of culture that is rich in values is traditional dance. Traditional dance not only serves as entertainment, but also as a means of communication, expression, and

education of values. One example is the Lego-lego dance, which originated in Alor Regency, East Nusa Tenggara Province (Iswanto & Hutapea, 2020). For the people of Alor, this dance has a deep philosophical meaning, symbolizing unity, strength, and brotherhood. This is reflected in the movements of the dancers, who join hands or hold shoulders in a large circle, accompanied by traditional music such as gongs, drums, and brass drums (moko). The Lego-lego dance is usually performed in various traditional ceremonies, such as welcoming guests, harvest festivals, marriage proposals, inaugurations of officials, and as a symbol of peace between tribes (Lalel, 2020).

In practice, the Lego-lego dance embodies the values of togetherness, tolerance, mutual cooperation, and nationalism. Its distinctive movements—forward, backward, and circular—symbolize balance in life, order, and unity in diversity. According to (Wijaya et al., 2022) Traditional dance is a medium for self-expression as well as a form of appreciation for the past, while (Utaminingsih et al., 2024) emphasizes that Lego-lego is a traditional dance that expresses harmony through circular movements in time with traditional music. Thus, the Lego-lego dance plays an important role in preserving cultural identity and fostering nationalistic values. Schools, as educational institutions, have a significant responsibility to preserve local culture and instill nationalistic values in their students (Sumarto, 2019). One form of implementation is through local content subjects, which give schools the opportunity to adapt the curriculum to the potential and local wisdom of the region. At SD Islam Cokroaminoto 1 Kalabahi, Lego-lego dance is used as one of the local content subjects in dance.

This shows the school's efforts to combine formal education with the preservation of local culture. However, the challenges of globalization and technological advances require schools to be more serious in preserving local culture. Otherwise, the values of nationalism contained in traditional culture could potentially be eroded by the tide of modernization (Wijaya et al., 2022). Therefore, research on the analysis of nationalism in Lego-lego dance, especially in local content learning in elementary schools, is very relevant. This research is expected to contribute to the world of education in strengthening nationalism among the younger generation through traditional culture that lives in the community (Rachman & Djuwita, 2023).

This study was conducted to examine and analyze the values of nationalism contained in the traditional culture of Lego-Lego dance. The main objective of this study is to introduce, preserve, and instill the values of nationalism found in Lego-Lego dance to the nation's future generations, so that they are able to preserve, love, and develop local

cultural heritage amid the rapid flow of globalization. In the context of modern life, which is full of foreign cultural influences, efforts to preserve traditional cultures such as the Lego-Lego dance are very important as a means of strengthening national identity and as a means of character education for elementary school students. The Lego-Lego dance is not merely an expression of art and entertainment, but also contains social meanings and noble values that reflect the spirit of unity, togetherness, mutual cooperation, and love for the homeland. Through movements and rhythms performed together in a circular formation, this dance symbolizes the unity and solidarity of the Alor community.

These values are relevant to nationalism, which needs to be instilled early on in the next generation. Thus, learning based on local culture, such as Lego-Lego dancing, can be an effective means of strengthening nationalist character education in schools. Children's growth and development need to be directed towards laying the right foundations for the formation of a well-rounded national personality and morality.

Therefore, education has a strategic role in building nationalistic awareness that stems from regional culture. Schools, as formal institutions responsible for the educational process, have a major responsibility in instilling these nationalistic values in students. These values can be integrated into the learning process and non-learning activities, thereby shaping children's habits and character based on a spirit of love for the country and pride in their own culture. The application of nationalistic values in education requires the support of targeted school policies. Schools need to identify local cultural values, such as those contained in the Lego-Lego dance, to be used as a strategy for developing the education curriculum. These values can be applied through various activities, both inside and outside the classroom, such as cultural arts activities, flag ceremonies, national day celebrations, and extracurricular activities that foster a spirit of togetherness and love for the country.

Thus, culture-based education not only serves to preserve regional heritage, but also as a medium for strengthening students' nationalistic character. In its implementation, the role of the principal and teachers is very important. The principal acts as a policy maker who encourages the integration of nationalistic values into the school's vision, mission, and programs. Meanwhile, teachers act as facilitators and role models for students in instilling nationalistic values through teaching and learning activities.

The purpose of this study is to analyze how local cultural preservation practices, particularly through Lego-Lego dance, are used as a means of strengthening nationalistic values in schools. In addition, this study aims to identify the role of principals and

teachers in integrating these values into the educational process. Teachers can connect the values contained in Lego-Lego dance with the context of students' daily lives, so that these values are not only understood conceptually but also manifested in real attitudes and actions.

Through joint efforts between schools, teachers, and students, the values of nationalism contained in traditional cultures such as the Lego-Lego dance can be revived and become part of school life. Thus, this study confirms that the preservation of local culture is also a tangible form of instilling nationalistic values. Traditional cultures such as the Lego-Lego dance have great potential to shape a generation that has national awareness, appreciates diversity, and is able to maintain the integrity of the Indonesian nation and state amid the challenges of globalization.

## **RESEARCH METHOD**

This study uses a qualitative approach with a descriptive ethnographic design, which is a research approach in ethnography that focuses on understanding, describing, and describing in depth the culture, customs, values, practices, or behavior patterns of a community group. This study is classified as an ethnographic case study. It focuses on exploring the meaning and values of nationalism contained in the traditional Lego-Lego dance culture and its application in local content learning at Cokroaminoto 1 Islamic Elementary School in Kalabahi, Alor Regency, East Nusa Tenggara. The research was conducted over three months, from March to May 2024, allowing the researcher to conduct in-depth observations of cultural activities and the learning process. Informants were selected purposively based on the criteria of having knowledge and direct involvement in Lego-Lego dance activities and the implementation of local content learning at the school.

These informants were considered the most relevant because they were able to provide accurate information about the cultural meaning contained in the Lego-Lego dance and its integration into learning at the Islamic Elementary School. They consisted of 1 principal, 1 local content teacher, and 30 fourth-grade students. Data were collected through participatory observation, in-depth interviews, and documentation (photos, videos, school archives). The main instrument in this study was the researcher himself, supported by auxiliary instruments in the form of observation sheets, semi-structured interview guidelines, and documentation formats. The interview procedure was conducted in-depth and covered the exploration of the meaning of dance movements,

cultural values, and teacher strategies in integrating nationalism values into learning. The observation procedure was carried out through participatory observation of Lego-Lego dance practice and performance activities as well as the learning process in the classroom. The documentation procedure included the collection of photos, videos, school archives, and relevant notes that supported the interpretation of field data.

Data validity was tested using source triangulation (comparing data from school principals, teachers, and students) and technique triangulation (comparing the results of interviews, observations, and documentation). The validity of the findings also referred to the criteria of credibility, transferability, dependability, and confirmability as proposed by Lincoln and Guba (Srimulyani, 2017). Data analysis was conducted using Miles and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing. In the data reduction process, researchers performed detailed coding, which includes open coding, axial coding, and selective coding, which are essentially characteristics of the grounded theory approach. These stages were used to generate new concepts and theories through systematic and layered data analysis consisting of open coding to identify initial categories related to the value of nationalism, axial coding to connect categories and subcategories, and selective coding to determine the main themes relevant to the research focus. Data presentation was arranged in the form of narrative descriptions, thematic tables, and category relationship matrices. Conclusions were drawn through continuous verification of patterns that emerged in the field, resulting in a deep understanding of the values of nationalism in the Lego-Lego dance culture (Sugiyono, 2023).

## **RESULT AND DISCUSSION**

### **Result**

This study was conducted at SD Islam Cokroaminoto 1 Kalabahi, located in Wetabua Village, Teluk Mutiara District, Alor Regency, East Nusa Tenggara. This school is under the auspices of the Ministry of Education and Culture and has adequate facilities to support the learning process. Teaching and learning activities take place from 7:15 a.m. to 12:30 p.m. WITA six days a week. SD Islam Cokroaminoto 1 Kalabahi has a vision to create a generation that is faithful, pious, cultured, and accomplished, as well as a mission to instill reading habits, preserve culture, and foster nationalism.

In this discussion, the researcher integrates findings from the field and compares them with existing theories. The researcher will also present an analysis of the data

obtained, both primary and secondary, and interpret it in detail (Lalel, 2020). The performance of the lego-lego dance as part of the local content curriculum at this school involves teachers, students, and external resource persons when necessary. This dance was chosen because it is rich in nationalistic values and also serves as a means of preserving the ancestral culture of the Alor people. The elements of the lego-lego dance include costumes, accessories, movements, venue, and accompanying poetry and music. (Wijaya et al., 2022). Lego-lego dance costumes come in various types and motifs, one of which is the gaja motif as follows: Kafate (woven sarong). Kafate (woven sarong) is worn by both male and female dancers in the lego-lego dance, combined with a slempang (shawl). Additional clothing worn by both male and female dancers in the lego-lego dance, which is smaller in size and worn around the chest (Indraswati & Sutisna, 2020).



**Figure 1. kafate dan Slempang**

Male dancers wear *Moi Sala Kalake* (a traditional headband for men), while female dancers wear *Kanobo Kafae* (a headdress made of palm leaves decorated with chicken feathers and pearls).



**Figure 2. Moisala kalake.**



**Figure 3. Kanobo kafae**

In addition to the costumes, the lego-lego dance movements also have philosophical meaning. The dancers form a circle by holding hands with their little

fingers. Their feet move forward and backward in unison to the rhythm, while their intertwined hands symbolize unity (Ratih & Najicha, 2021).



**Figure 4. Forms and Movements of Lego-Lego Dance**

Venue The venue used for Lego-Lego dance performances is generally an open arena, such as a field or courtyard, while for certain traditional ceremonies or rituals, the venue used is a mesbah, which is usually located in the courtyard of a traditional house (Rinaldi et al., 2017). The people of Alor know this tree as the mother tree, namely the fig tree or banyan tree. The tree is surrounded by rocks.



**Figure 5. School Grounds**

The costumes used are Kafate (a traditional woven sarong from Alor) (Figure 5) combined with Slem pang (a woven scarf). The lego-lego dance is accompanied by traditional music such as Bava (drum) as the main rhythm and gongs to reinforce the rhythm. In addition to music, the Lego-Lego poems sung contain rhymes and moral messages, one of which is about the character Bui Muna, who symbolizes unity among ethnic groups in Alor (Wibisono, 2019).

**Tabel 1. Key Findings Nationalism in Lego-Lego Dance**

No.	The Value of Nationalism	Key Findings of the Study
1	Unity	The Lego-Lego circle formation brought all participants together regardless of ethnicity, religion, and background. The finger-linking movement,

No.	The Value of Nationalism	Key Findings of the Study
2	Togetherness	synchronized steps, and drum and gong accompaniment became symbols of unity and collective identity. Coordinated movements, singing together, and regular practice foster positive social interaction. The synchronized movements show that dance can only be harmonious when performed together.
3	Community cooperation	The power of the circle depends on the cooperation of all participants. At school, students help each other prepare for rehearsals, musical instruments, and costumes. The value of collective work is prioritized over individual interests.
4	Tolerance	Anyone can participate in the dance, making it a symbol of acceptance of diversity. The movements of holding hands and singing together demonstrate the practice of living in harmony and mutual respect.
5	Religiousness	The lyrics contain prayers and gratitude. Historically, they are related to traditional rituals. In teaching, teachers reinforce spiritual aspects by emphasizing the values of gratitude and respect for God.

Based on interviews with the principal, teachers, and fourth-grade students of SD Islam Cokroaminoto 1 Kalabahi, it was found that the lego-lego dance contains values of nationalism that are understood consistently by all informants. The principal (NFM) emphasized that the main value of this dance is unity and integrity as reflected in the third principle of Pancasila, which is manifested through the movements of the little fingers intertwined, synchronized foot steps, and lyrics accompanied by drums and gongs as symbols of togetherness in diversity. According to him, the lego-lego dance is also beneficial for students in fostering a spirit of unity, mutual cooperation, and preserving the cultural heritage of their ancestors based on Pancasila, the spirit of 1945, and the value of togetherness (Syafi'i, 2021). The local content teacher (AYL) added that this dance is rich in religious, cultural, social, aesthetic, caring, patriotic, tolerant, and communal values, while the fourth-grade students (AB) expressed similar sentiments to their teacher's understanding (Marwah Sholihah & Nurrohmatul Amaliyah, 2022).

Furthermore, the principal explained that the lego-lego dance training program had been scheduled twice a week, with the possibility of bringing in resource persons if teachers encountered technical difficulties. Teachers played a role in instilling nationalistic values by explaining the lyrics and meanings of the movements to students (Dwi, 2016). Thus, teachers, students, and principals emphasize that lego-lego dance not only serves as an expression of cultural arts, but also as an effective medium for teaching local content to instill nationalistic values such as unity, fighting spirit, mutual cooperation, discipline,

friendliness, courage, caring, tolerance, and religiosity in students from elementary school age onwards (Mujtahidin & Rachman, 2021).

## **Discussion**

Discussion The results of the study show that the performance of the lego-lego dance at SD Islam Cokroaminoto 1 Kalabahi not only serves as a medium for teaching local content, but also as a means of instilling nationalistic values in students. The lego-lego dance, as a traditional culture of the Alor community, has distinctive characteristics, such as holding hands with the little fingers, stepping together in unison, forming a circle, and being accompanied by traditional tambourine and gong music. The movements and lyrics of the lego-lego dance describe the meaning of togetherness, unity, and appreciation for diversity (Sumarto, 2019).

This is in line with the opinion (Wafom et al., 2023) which emphasizes that dance is an expression of body movement accompanied by music and reflects certain values and meanings, as well as the traditional definition in the KBBI (Big Indonesian Dictionary) as a hereditary custom that is still authentic. In the context of education, lego-lego dance is programmed as part of the local content with the aim of systematically introducing regional culture to students. Through dance practice, students not only learn about the cultural arts of their ancestors, but are also encouraged to explore, preserve, and internalize the values of nationalism (Indraswati & Sutisna, 2020).

This is in line with Arifin's (2011) opinion that local content is an educational program designed in accordance with the potential, needs, and characteristics of the region so that it can enrich educational objectives holistically, both in the cognitive, affective, and psychomotor domains (Rifki et al., 2023). Therefore, at SD Islam Cokroaminoto 1 Kalabahi, lego-lego dance lessons are held twice a week, and external experts are invited to teach when the material is considered difficult. The nationalistic values contained in lego-lego dance include unity and integrity, a spirit of mutual cooperation, a spirit of struggle, discipline, courage, tolerance, caring, friendliness, and religious values. The circular movement with the little fingers intertwined symbolizes togetherness regardless of race, ethnicity, or religion. The lyrics of the song instill the values of friendliness and tolerance, while the accompaniment of drums and gongs symbolizes the spirit of unity (Lalel, 2020).

Thus, the lego-lego dance has become a medium for character education that instills the value of nationalism through a local cultural approach. Historically, the lego-lego

dance has been part of Alor society for a long time. This dance was originally used in traditional ceremonies as an expression of gratitude and togetherness among the community after carrying out collective work. To this day, lego-lego continues to be performed at various important events such as welcoming guests, building traditional houses, and other traditional celebrations. Lego-lego is seen as a unifying dance and a symbol of tolerance among communities (Iswanto et al., 2021) Even in the pantun poems recited by traditional elders, there are moral messages and advice that strengthen the cultural identity and values of togetherness among the people of Alor (Syair et al., 2017). Thus, the application of lego-lego dance in local content learning in schools has a positive impact on instilling nationalistic values in students. Teachers play an important role in understanding the meaning of each movement so that the delivery of material is not merely an art practice, but also a means of shaping national character. Through this activity, students are expected to be able to appreciate the cultural heritage of their ancestors, maintain unity in diversity, and continue to instill a spirit of nationalism even though they live in an era of globalization.

## **CONCLUSION AND SUGGESTIONS**

This study concludes that Lego-Lego dance contains nationalistic values that are relevant to the character building of students, especially the values of unity, togetherness, mutual cooperation, tolerance, and religiosity. These values are effectively integrated into local content learning through movement practices, symbolic meanings, and collaborative activities involving all students. The role of teachers as facilitators and principals as policy supporters are important factors in the successful internalization of nationalistic values in the school environment. Thus, local culture, especially Lego-Lego dance, is a strategic medium in nationalistic character education in elementary schools.

Theoretically, this study reinforces that local culture can be an effective learning resource in the development of nationalism character education, so further studies are recommended to expand the study to other traditional cultures or different educational contexts. Practically, schools are expected to increase the integration of local culture in the local content curriculum and strengthen teachers' capacity in developing culture-based learning so that the values of nationalism can be instilled more consistently and sustainably.

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