

The Use of the Trance Method in Exploring Students' Dance Talents

 <https://doi.org/10.31004/jele.v10i1.641>

Waode Muriani Ekasari Virno Bolu¹, Yussi Ambar Sari², Mulisa³, Putri Ayu Djahali⁴ 

^{1,3,4}Universitas Muhammadiyah Buton

²Universitas Teknologi Sumbawa

Corresponding Author: waodenhini@gmail.com

ABSTRACT

This study investigates the use of the trance method as an innovative approach to exploring and developing the dance talents of 4th and 5th-grade students at SD 2 Baubau. The trance method involves guiding learners into a transformative state that enhances their creativity and expression. In this state, learners experience a deeper connection with their bodies and emotions, enabling them to explore dance movements and expressions authentically and personally. The method also aims to improve learners' focus and concentration, allowing them to quickly grasp dance movements, refine techniques, and enhance their skills more effectively. The research process includes six stages: (1) observing students in grades 4 and 5, (2) analyzing their dance talents, (3) classifying students based on their abilities, (4) implementing the trance method, (5) fostering movement creativity, and (6) documenting the findings. The results of this study are intended to serve as a reference for teachers in organizing extracurricular activities, providing practical strategies to unlock students' creativity and nurture their dance talents. This research highlights the potential of the trance method as an effective tool for developing students' interests and skills in dance, contributing to more engaging and personalized learning experiences.

Keywords: *Trance, Exploration, Talent, Dance*

Article History:

Received 1st December 2024

Accepted 9th January 2024

Published 16th January 2024



INTRODUCTION

Art education has been included in the national education curriculum which is the main idea in a multidimensional and multicultural approach. Dance education has an important role in developing students' talents and creativity. Art education has a role in shaping students' identity by showing the development of students through physical abilities, creativity and aesthetics. The world of dance is always close to human life and also children, from time to time the arts, especially dance, always develop and meet new changes. These changes are felt by students who find it difficult to determine dance interests and talents, this is due to the lack of innovative and interesting methods that make the dance learning process monotonous and less interesting for children.

Coupled with the school environment, there is still a lack of training that can develop students' artistic potential, teachers are still lacking in conducting explorations to develop the potential of students. Meanwhile, "providing dance lessons can have a positive influence on students to develop creativity in accordance with the expected characters including; Discipline, Diligence, Responsibility, Accuracy, Cooperation, Confidence and Love." (Sahria, 2022).

The current millennial era has entered a multidisciplinary era, which has been exemplified by many dance artists in creating something different compared to previous times, this can be seen with the collaboration between painters and dancers and dancers and

vidography. Along with the times, a more creative and fun approach is needed to explore the dance talents of students from an early age. Conventional approaches to dance learning can reach the potential and expression of students.

Based on the explanation above, the problem faced is the lack of students' ability to develop the talents that exist in students can be done with an exploratory approach to the trance method. According to the concept of hypnosis, trance is a condition where our brain waves drop from beta waves to alpha waves or theta waves (Wahyu Habibi, 2012). In this condition, our thinking tends to be more relaxed and focused on something so that we more easily accept a suggestion given to us. This can increase the concentration of students and support spontaneity so that the basic need in dance education is that students often practice their exploration skills. Therefore, the use of the trance method can be a solution in exploring the talents of students at SD Negeri 2 Baubau.

In addition, in this fast-paced digital era, children are more often exposed to visual content and instant entertainment that can reduce their creativity. The limited time for art and movement activities at school often makes art skills, especially dance, not well honed. Therefore, innovation is needed in learning methods that can stimulate and develop artistic talents more optimally. This study aims to examine the effectiveness of using the trance method in the exploration of dance talent among students. It is expected that this method is not only able to improve dance skills from a technical point of view, but also able to stimulate freedom of expression and creativity that may not have emerged in conventional learning conditions. With the application of the trance method, educators at SD Negeri 2 Baubau can explore learners' dance talents in a more intuitive and emotional way, giving space for their creativity to flourish without traditional boundaries.

Literature Review

Dance as a communicative art uses movement as its medium (Hawkins, 1988). The source of dance movements used can be generated by observation, exploration and improvisation. Exploration can be interpreted as a form of motion exploration carried out by the body through interpretation of the results of thought. When exploring body movements developed by improvisation, students can be trained to be relaxed in performing various movements with expression and musical rhythms.

Exploration is the initial activity of preparing a dance composition. By doing motion exploration supported by improvisation, dancers have become reflective to perform movements both with expression and with rhythmic patterns (Sendratasik, 2017). Through motion exploration, students can find a variety of unique, original and symbolic movements that can be the basis for developing students' dance talents. Shape symbols can train students' intelligence in motor development and thinking. A symbol is something that points to a concept, because symbols do not always stimulate subjects to act (Langer, 1996). It can be said that symbols have a purpose as a tool and the result of symbols of certain ideas in the form of dance, music, and visuals. This symbol can also be done using the trance method.

Trance is very reinforcing in exploring, because this is something new so it is packaged into an interesting situation. Some people see this situation as mystical but a dance movement is not a summoner of spirits but trains students to respond to a world that cannot be captured by the naked eye. Trance requires its own understanding of how to create a context to respond to a text and context or structure of symbols. Understanding the world of children that cannot be seen becomes an idea for children's thinking in exploring using the trance method.

In the book *Philosophy of Contemporary Social Science*, translated by Brian Fay, states in the philosophy of hermeneutics, which means interpreting written texts and contexts. Interpretation is the process of expressing an action to a particular audience. This is the process of children's exploration to improve and express their feelings through dance movements. By modeling motion on plants, animals and the surrounding environment.

In the book *Anthropology of Dance*, by Anya Peterson Royce, translated by F.X. Wildaryanto, discusses the meaning of dance, symbols and styles, structure and function,

dance morphology, history, and all knowledge related to dance. The book also explains how to express a dance work through the meaning and symbols of movement. "Dancing can reveal all the mysteries hidden in music" (quoted in Beaumont, 1934: 16 in the book *Anthropology of Dance*).



Figure 1. Main research roadmap

The figure above is an explanation of the stages of the research roadmap. The research roadmap regarding the use of the trance method in exploring students' dance talents at SD 2 Baubau will involve several stages that need to be carried out to achieve the research objectives.

METHOD

This research uses an ethnographic approach with a qualitative research type. Qualitative research is research based on experience or reality when conducting research in the field in a planned, organized manner and following applicable guidelines used to draw conclusions (Nurina & Indrawati, 2021). The method used in this research is the trance method. The trance method is one of the effective methods in exploring students' dance talents. In this method, students are invited to enter into a trance or trance state. This is done with the help of music and repetitive movements. Through trance, learners will more easily enter their subconscious and explore their hidden dance potential.

This research was conducted at SD Negeri 2 Baubau for a period of 2 months with the first meeting conducted for 2 times, and the second meeting conducted 3 times. This activity was carried out from June to July, with the object of this research being the students of class IV and class V elementary school. The procedures carried out in this study are; 1) Observation of 4th and 5th grade students, researchers observed the students' body movements in dancing to what extent, taking into account the elements of dance, 2) Analyzing dance talent in students, selecting between students who are able to explore themselves and those who are less capable, 3) classifying students, making groups between skilled and less skilled students, 4) Implementing the trance method, using the trance method by playing music that describes life in nature, and students are expected to make movements according to what is heard and what is felt, 5) Developing the creativity of students' movements, the trance method allows students to develop creativity in expressing dance movements. Learners are given the freedom to create new movements that are unique and in accordance with the interpretation of the exploration results. 6) Recording the results of motion exploration with the trance method, by documenting, researchers can see which students have succeeded in carrying out this method.

The trance method also helps learners to control their emotions. Through trance, they learn to control their feelings and express them through body movements. The use of the trance method in exploring learners' dance talents at SD Negeri 2 Baubau provides very significant benefits. This method not only helps learners to develop their creativity in dance, but also helps them to recognize themselves. Thus, the trance method is a very effective method in developing and supporting learners' dance talents in elementary schools.

FINDINGS AND DISCUSSION

This research uses experimentation by exploring learners' changes in their ability to apply the trance method. The research was conducted over 5 days at SD Negeri 2 Baubau involving 20 students in grades IV and V who were selected by the class teacher based on their hidden artistic talents. The results showed several findings that are relevant to the research objectives. Some important points in the discussion are:

Effectiveness of Trance in Reducing Mental Barriers

Dance learning is learning that can invite students to play and learn. In addition, it can help the formation of motor skills in high school students (Siswantari, 2021) and can reduce children's mental. In addition, trance can also help students enter a state of deep relaxation, so that they can reduce shyness, fear of failure, or fear of negative judgment. This is in accordance with the theory that trance states can access the subconscious, where creativity is more free to flourish (Roberts, 2016).

Identification of Natural Dance Talent

As many as 30% of fourth and fifth grade students are able to show innate in understanding and exploring music so that they can create harmonious movements, for example in the musical instrument "nature" 30% of students are able to move like trees blown by the wind, this shows the ability of students to interpret the theme given. Meanwhile, around 45% of fourth grade students whose potential was previously invisible, especially in expressing emotions through dance movements with this method can increase self-confidence.



Figure 2. (Dance Talent Identification Documentation, 2024)

Increased Movement Creativity

Creativity is divided into two, namely experience and knowledge, experiential creativity is intuition, imagination, perception, intellect, with awareness of form. While the creativity of knowledge itself includes the creative process through compositional elements, aesthetic elements then become a development that has elements of exploration, improvisation, and composition (Sela et al., 2023).



Figure 3. Dance Movement Creativity

Trance creates conditions that can support students to think freely without fear of being wrong. On day 5 of the trance method process, students were encouraged to dance without direct guidance which led to the creation of new movement variations. Most students were able to create unique movements, such as hand movements symbolizing birds or other animal movements. According to Roberts (2016), trance helps to free the mind from rigid rules, by allowing innovation in movement.

CONCLUSIONS

The trance method is an effective approach for exploring and developing the dance talents of 4th and 5th-grade students at SD Negeri 2 Baubau. The method enhances students' creativity and skills, fostering self-confidence and freedom of expression in their dance movements. Participants demonstrated the ability to create diverse and personalized dance expressions, aligning with their unique potential. By engaging students emotionally in the learning process, the trance method deepened their appreciation of movement and music. Overall, this research highlights the potential of the trance method as a valuable and innovative strategy for nurturing students' creativity and talent in dance education.

REFERENCES

- Dewi, A. P. (2019). Implementasi metode kreatif dalam pembelajaran seni tari di sekolah dasar. *Jurnal Pendidikan Seni Tari*, 5(1), 10-21.
- Hodgson, S. (2015). Trance and creativity: Unlocking subconscious potential in the arts. *Journal of Creative Studies*, 28(4), 325-341.
- Roberts, L. M. (2016). Innovative movement: The role of improvisation in dance education. *International Journal of Performing Arts*, 12(3), 112-129.
- Santoso, R., & Pratama, D. (2020). Pengaruh lingkungan belajar terhadap pengembangan bakat seni siswa. *Jurnal Pendidikan dan Kebudayaan Indonesia*, 13(2), 78-90.
- Saputra, F. I., & Wulandari, T. (2022). Metode trance dalam meningkatkan ekspresi tari tradisional. *Jurnal Studi Seni Pertunjukan Indonesia*, 9(1), 32-48.
- Widyastuti, E. (2018). Peranan ekspresi emosi dalam seni tari tradisional Indonesia. *Jurnal Seni dan Budaya Nusantara*, 7(2), 45-56.
- Nurina, A. D., & Indrawati, D. (2021). Eksplorasi Etnomatematika Pada Tari Topeng Malangan Sebagai Sumber Belajar Matematika Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 09(08), 3114-3123.

<https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/42329>

- Sahria, S. (2022). Meningkatkan Minat dan Hasil Belajar Seni Tari Melalui Pendekatan PAIKEM Berbantuan Metode Demonstrasi Semester 2 Siswa Kelas VII-3 SMP Negeri 5 Penajam Kabupaten Penajam Paser Utara Provinsi Kalimantan Timur Tahun Pelajaran 2019/2020. *Journal on Education*, 4(3), 861-872. <https://doi.org/10.31004/joe.v4i2.498>
- Sela, W., Kurnia, M., & Sari, D. R. (2023). Proses Kreatif Penciptaan Tari Lime Gades Rengkek. *ANTHOR: Education and Learning Journal*, 2(6), 800-804. <https://doi.org/10.31004/anthor.v2i6.230>
- Siswantari, H. (2021). Pelatihan Kreativitas Gerak Tari dengan Tema Lingkungan bagi Guru PAUD. *Jurnal Abdidias*, 2(2), 245-252. <https://doi.org/10.31004/abdidias.v2i2.255>