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## Implementation Of Thengul Dance In Class Iv Natural And Social Science To Improve Social Skills In Elementary Schools

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### ABSTRACT

*This study aims to describe the implementation of Thengul Dance in Natural and Social Sciences (IPAS) learning on the theme of Indonesian Cultural Wealth at SDN Sumberjokidul, Bojonegoro Regency, and to examine its impact on the development of students' social skills. Using a descriptive qualitative approach, data were collected through classroom observations and documentation involving 13 fourth-grade students. The findings show that contextual integration of Thengul Dance effectively enhances students' social skills. Observation results illustrate improvements across four indicators of social skills: togetherness (high), communication (high), cohesiveness (moderate), and participation (moderate). For example, students demonstrated stronger collaborative behavior during group dance practices, and more than half of the students began actively expressing opinions and giving feedback during discussions compared to the early observation sessions. The implementation also aligns with Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities), by strengthening cultural literacy and promoting the preservation of local cultural heritage. Overall, Thengul Dance serves not only as a cultural medium but also as an effective ethnopedagogical approach that supports character-building and meaningful learning in elementary schools.*

**Keywords:** *Thengul Dance, IPAS, Local Wisdom, SDGs*

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### ABSTRAK

Penelitian ini bertujuan untuk menggambarkan penerapan Tari Thengul dalam pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) pada tema Kekayaan Budaya Indonesia di SDN Sumberjokidul, Kabupaten Bojonegoro, serta menelaah dampaknya terhadap perkembangan keterampilan sosial siswa. Penelitian menggunakan pendekatan deskriptif kualitatif dengan teknik observasi dan dokumentasi yang melibatkan 13 peserta didik kelas IV. Hasil penelitian menunjukkan bahwa integrasi Tari Thengul secara kontekstual terbukti mampu meningkatkan keterampilan sosial siswa. Berdasarkan hasil observasi, indikator kebersamaan dan komunikasi berada pada kategori tinggi,

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sedangkan indikator kekompakan dan partisipasi berada pada kategori sedang. Misalnya, selama kegiatan latihan tari, sebagian besar siswa menunjukkan peningkatan kemampuan bekerja sama dan lebih dari separuh siswa mulai aktif menyampaikan pendapat maupun memberikan umpan balik dibandingkan pada awal pembelajaran. Penerapan Tari Thengul juga selaras dengan Tujuan Pembangunan Berkelanjutan (SDGs), khususnya SDG 4 (Pendidikan Berkualitas) dan SDG 11 (Kota dan Komunitas Berkelanjutan), karena mendorong literasi budaya serta pelestarian warisan budaya lokal. Secara keseluruhan, Tari Thengul berfungsi tidak hanya sebagai media budaya tetapi juga sebagai pendekatan etnopedagogi yang efektif dalam membangun karakter dan menciptakan pembelajaran bermakna di sekolah dasar.

**Kata kunci:** Tari Thengul, IPAS, Kearifan Lokal, SDGs

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## INTRODUCTION

The Independent Curriculum emphasizes the importance of contextual learning that links science to students' social and cultural lives. One form of this integration is the introduction of local wisdom in Natural and Social Sciences (IPAS) learning in elementary schools. This approach aims to help students understand scientific concepts while fostering a love of regional culture. The integration of local wisdom in IPAS learning has been proven to increase the relevance of learning and build students' social character (Kustyamegasari & Subrata, 2025).

Bojonegoro Regency is rich in cultural heritage, one of which is the Thengul Dance, a traditional dance derived from the Thengul masked puppet comedy character. This dance was created by local artist Joko Santoso in the early 1990s as a form of preserving the social values of the Bojonegoro community, such as hard work, mutual cooperation, and humor (Sevtiana et al., 2025). In an educational context, the Thengul Dance has great potential as a medium for IPAS learning. Dance movements depicting everyday human activities can be used to explain the concepts of energy, motion, and balance, while their social values can strengthen students' understanding of social interaction and cultural diversity (Kurniawan & Suprayitno, 2024).

Based on observations at Sumberjokidul Elementary School, several issues related to students' social skills were identified during the learning process, particularly in Natural and Social Sciences (IPAS). Generally, learning activities are still teacher-centered, resulting in suboptimal interaction between students. This results in students' low ability to collaborate, communicate, and actively participate in group activities. During the observations, it was observed that most students tended to be passive when asked to discuss or express their opinions. Some students were not yet accustomed to working in groups, often relying solely on peers perceived as more knowledgeable. Furthermore, a sense of togetherness and shared responsibility in completing group assignments were still lacking. This situation indicates that students' social skills still need to be improved through a more collaborative and contextual learning approach (Lamadang & Kurino, 2025).

However, previous studies have not specifically examined the use of the Thengul Dance as an instructional medium in Natural and Social Sciences (IPAS) learning in elementary schools. The study by (Fernanda & Widowati, 2025) only explored the role of the Thengul Dance in extracurricular activities, while (Ni'mah & Rachmadyanti, 2025) focused on the development of cultural learning media without integrating dance practice directly into classroom instruction. Other studies on local wisdom primarily discuss cultural or character education, but none have investigated how the Thengul Dance can be integrated to enhance

students' social skills in classroom settings, particularly through four indicators: togetherness, cohesiveness, participation, and communication. This indicates a clear research gap, namely the need for empirical investigation into the integration of the Thengul Dance within IPAS learning on the theme "Indonesian Cultural Wealth" and its contribution to the development of social skills. Therefore, this study is important to fill this void and provide a relevant local culture based contextual learning model for elementary school students.

## **METHODS**

### **Research Approach and Design**

This study employed a descriptive qualitative approach aimed at in-depth descriptions of the process of integrating Thengul Dance into Natural and Social Sciences (IPAS) learning in elementary schools. A qualitative approach was chosen because it allows researchers to comprehensively explore phenomena, exploring meanings, perceptions, and experiences of students during local wisdom-based learning. This type of research emphasizes in-depth descriptions through flexible and interactive analysis to enable researchers to understand the learning context holistically.

In qualitative research, the primary focus is on explaining phenomena, learning activities, attitudes, perceptions, and student responses in the context of Thengul Dance's implementation as a medium for IPAS learning. Information was collected through in-depth observation and relevant documentation, enabling researchers to build a holistic understanding of the learning process. Through repeated stages of observation, explanation, and interpretation, this study produced an explanatory description that illustrates the findings in greater detail.

Descriptive qualitative research in this context encompasses five main stages. The first stage is problem identification, which determines the focus of the research study, leading to the implementation of ethnopedagogy-based IPAS learning utilizing Thengul Dance in fourth-grade students at Sumberjokidul Elementary School. After the focus and objectives were formulated, the research entered the second stage, namely data collection through observation and documentation. This aligns with the view of Bogdan and Taylor in (Fadilla & Wulandari, 2023), who stated that qualitative data consists of written or spoken words and observable behavior.

### **Data and Data Sources**

Observations were conducted during the science and education learning process in the fourth grade of Sumberjokidul Elementary School. During this activity, the researcher observed student engagement, understanding of the Thengul Dance, and how the dance was integrated with the material on Indonesia's cultural richness. The research subjects consisted of 13 fourth-grade students selected using purposive sampling techniques because the students were directly involved in the implementation of the learning.

Data sources were also obtained through documentation, such as photos of activities, field notes, and supporting documents in the form of books, journals, and student presentations. This documentation technique was used to increase data validity by cross-checking various relevant information sources.

### **Data Analysis Techniques**

After the data was collected, the researcher proceeded to the third stage, qualitative data analysis, according to (Sugiyono, 2022). This analysis includes three important steps:

1. Data reduction  
which involves sorting relevant data and simplifying information based on the research focus, such as observations of the learning process and documentation of activities.
2. Data presentation  
which involves descriptive narratives, tables, or visual documentation to facilitate understanding of research patterns and findings.
3. Conclusion drawing and verification  
which involves formulating final interpretations based on data consistency, resulting in an understanding of the effectiveness of implementing ethnopedagogy-based science and science learning using Thengul Dance.

### Data Analysis

Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification. Data validity was ensured through source triangulation, technique triangulation, member checking, prolonged engagement, and peer debriefing.

## RESULTS AND DISCUSSION

### Results

The implementation of the Thengul Dance Ethnopedagogy approach at Sumberjo Kidul Elementary School, Bojonegoro, aims to develop students' social skills through the context of local culture. These social skills were evaluated qualitatively through observations of four key indicators: togetherness, cohesiveness, participation, and communication.

Tabel 1. Indicators

Indicator	Category
Collaboration	Very Good
Cohesiveness	Fairly
Participation	Fairly
Communication	Good

Overall, observations indicated that students' social skills developed well after implementing activities involving group work, dance practice, and group performances. The togetherness indicator showed very strong results. Students were able to work together harmoniously in group practice, supporting each other, and demonstrating a strong sense of belonging. The Thengul dance activity, which requires synchronized collective movement, served as a key catalyst for fostering solidarity among students.

The cohesiveness indicator was found to be in the fair category. Although students demonstrated significant effort in maintaining group rhythm and coordination during the performance, observations revealed that there were still several moments where group movement synchronization was not yet perfect, indicating that aspects of visual and temporal coordination still require further development.

Meanwhile, the participation indicator was also in the fair category. Most students were actively and enthusiastically involved in every stage of the learning process, from group

discussions to dance movement practice. However, observational notes indicate that a small number of students still tend to be passive or require greater encouragement from teachers and group members to participate fully, both in providing movement ideas and in public performances.

Finally, the communication indicator showed positive results. Students demonstrated effective communication skills, both when conveying creative ideas regarding dance movement interpretations and when providing and receiving constructive feedback from peers during practice. The values of politeness and mutual respect, inherent in Thengul Dance culture, also strengthened the quality of communication within the learning environment.



Figure 1. Students Performing Thengul Dance During IPAS Class

## Discussion

### 1. Togetherness

The strong sense of togetherness achieved in this implementation confirms that the local cultural context plays a vital role in instilling social values from an early age. Togetherness, which involves a sense of solidarity and mutual support, is an important foundation for character education (Damanik et al., 2023). This aligns with the view that fostering a sense of togetherness from elementary school age will increase students' tolerance towards others (Alwasi et al., 2023). In the science lesson on "Indonesian Cultural Wealth," this process was realized through group work and Thengul Dance practice. Students collaborated, from discussing various movements to helping group members who had difficulty mastering certain movements. The learning atmosphere created was more engaging and warm, proving that Ethnopedagogy can facilitate optimal social interaction.

### 2. Cohesiveness

The level of student cohesiveness, which was in the "fair" category, indicates that efforts to instill values of tolerance and caring through arts and culture have been successful, although improvements are needed. Cohesiveness in the school context is crucial for fostering tolerance, caring, and motivating others, which are fundamental character values for elementary school students (Rahmawati, 2024). Through Thengul Dance practice, students are confronted with the reality that the success of a collective performance depends heavily on the group's consistent movement and rhythm. This implicitly teaches the values of sportsmanship and teamwork. Although technical cohesion (movement coordination) still requires improvement,

students' ability to accept diverse cultural backgrounds and motivate each other to be open to other regional cultures demonstrates the effectiveness of character value instillation.

### **3. Participation**

Student engagement, rated "fair," indicates that the Thengul Dance Ethnopedagogy learning process has created a dynamic, reciprocal relationship between teacher and students. Active student participation is key to the success of creative and enjoyable learning (Nissa & Putri, 2021). Students fully participate, from observing the movements and recognizing the social values of the dance to providing feedback and completing assignments related to exploring regional cultural information. Although there was slight variation in levels of engagement, the majority of students were able to follow learning procedures that practiced regional culture, ensuring that learning did not become a one-way process from the teacher, but rather a controlled and conducive interactive process.

### **4. Communication**

Observations that placed the communication indicator in the good category indicate that the Thengul Dance, as a learning resource, focuses not only on physical movement but also strengthens interpersonal skills. Communication plays a vital role in behavioral development and character formation in an educational context (Fitri et al., 2023). Students demonstrated good skills in asking informative questions about regional culture and expressing opinions regarding the values embodied in the dance. The learning environment, facilitated by Thengul culture, which upholds politeness, encouraged students to pay attention, listen, and respond effectively, demonstrating that good communication is key to achieving learning objectives involving social interaction.

Overall, these findings strengthen the theoretical foundation of ethnopedagogy (Puspita et al., 2024). This study demonstrates that the Thengul Dance, as a local wisdom unique to Bojonegoro, functions effectively as a source of character and social learning. This model is not merely a supplementary tool, but a primary resource that provides the content, context, and collaboration mechanisms needed by elementary school students. Thus, this study provides concrete empirical evidence that traditional performing arts are a valid and effective vehicle for implementing science and education, particularly in developing holistic social competencies.

## **The Relationship of Thengul Dance to the SDGs (Sustainable Development Goals)**

The implementation of Thengul Dance in elementary school science lessons is closely linked to several Sustainable Development Goals (SDGs). Through an educational approach based on local wisdom, Thengul Dance not only serves as a means of cultural preservation but also contributes to the achievement of sustainable human development.

### **1. SDG 4: Quality Education**

The integration of Thengul Dance into science lessons supports SDG 4.7, which aims to ensure that all students acquire the knowledge and skills necessary to support sustainable development, including through education in local culture and values (UNESCO, 2019). Contextual learning using Thengul Dance helps students understand science, social studies, and culture in an integrated manner and fosters a love for Bojonegoro's cultural heritage. Pedagogically, this approach can be sustained through continuous incorporation of arts-based learning, project-based cultural exploration, and cross-curricular activities that encourage students to critically analyze and connect local traditions with global issues. Such practices can

also be adapted for other regions by utilizing their respective cultural assets, allowing the model to be replicated beyond the Bojonegoro context.

## **2. SDG 11: Sustainable Cities and Communities**

The preservation and teaching of Thengul Dance in schools supports efforts to maintain the region's intangible cultural heritage. This aligns with SDG 11.4, which emphasizes the protection and preservation of world cultural heritage. Through educational activities, festivals, and arts studios such as the Thengul Dance, the people of Bojonegoro contribute to maintaining the sustainability of local cultural identity amidst globalization (Yasin & Fajrman, 2024). To maintain this relationship pedagogically, collaboration between schools, cultural practitioners, and local communities can be expanded through cultural workshops, local art festivals, and curriculum partnerships. These efforts ensure that cultural knowledge is transmitted across generations while fostering sustainable community engagement. Furthermore, the Thengul Dance model can inspire similar initiatives in other regions, promoting cultural sustainability on a broader scale and reinforcing the role of education in preserving intangible heritage globally.

## **CONCLUSION**

Based on the results of research conducted at Sumberjokidul Elementary School, Bojonegoro Regency, it can be concluded that the implementation of Thengul Dance in science learning with the theme "Indonesian Cultural Wealth" has a positive impact on improving students' social skills. This local culture-based learning makes the learning process more contextual, interactive, and meaningful, because students can link Bojonegoro cultural values with science concepts such as social diversity and human interaction with the environment. The implementation of Thengul Dance also contributes to the achievement of the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities), by fostering cultural awareness and Pancasila character in students from an early age.

The findings indicate that teachers can utilize local cultural elements as effective learning resources to improve students' social skills and create a more engaging learning environment. This model can be applied in other subjects, making learning more relevant to students' daily lives. Schools may also adopt local culture-based programs as part of their identity and as a strategy to strengthen students' character.

This study contributes to the body of knowledge on local wisdom-based learning in science education. The results confirm that cultural integration enhances not only cognitive aspects but also social development, supporting contextual and constructivist learning theories that emphasize real-world experiences as the basis for knowledge construction.

Future studies may expand the scope by examining the influence of the Thengul Dance or other forms of local culture on students' cognitive abilities, creativity, or scientific literacy. Researchers are also encouraged to involve different educational levels or employ broader experimental designs to obtain more comprehensive and generalizable findings.

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