

## The Using of Dance Studio as Social Studies Learning Resources in Knowing Local Culture at Padepokan Surya Medal Putera Wirahma

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**Abstract.** This research is motivated by the findings of the researcher that social studies learning leaves less room for culture-based learning resources. Moreover, the researcher only came across research references regarding social studies learning that raise the issue of internet or museum and the use of a dance studio in introducing the local culture as social studies learning resources is yet to be found. The purpose of this research is to explore the utilization of Dance Studio in Padepokan Surya Medal Putera Wirahma of Gegerkalong, Sukasari district, Bandung city as social studies learning resources. This research uses a qualitative approach by collecting specific data from the participant, through observation in the dance studio as well as interviews with the dance trainers, the course participants, and the parents of course participants which are supported with documentation. Other than that, the researcher adds expert opinion to strengthen the analysis of the researcher. The research results show that a dance studio plays a role in introducing, strengthening, as well as preserving regional dance. The activities in the studio contain values in the dance, attitudes, and behaviors such as discipline, togetherness, channel interests, motivation, creativity, and the love for the local culture which can be used as learning and be reflected in daily life. The studio that is used as learning resources is quite relevant with the social studies material of Junior High School regarding Culture Diversity, Social Institutions, and Efforts to Face Cultural Globalization through visits, observations, and interviews and then the results are made in the form of a report. The use of Padepokan Surya Medal Putera Wirahma may be considered with the driving factors in terms of human resources, studio management, facilitating creativity, as well as support from other parties. Meanwhile, it is important to note that the studio facilities and the timing need to be well-designed so that there are no obstacles in using it as learning resources.

**Keywords:** Dance Studio, Local Culture, Social Studies, Learning Resources, Padepokan Surya Medal Putera Wirahma

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### A. INTRODUCTION

Learning resources as one of the components in learning are everything that exists that can be utilized from the aspects of human life itself, even all the contents in the universe. According to Association for Educational Communications and Technology (AECT) and Bank, learning resources are everything that can be used by teachers, both separately and in combined form, for the importance of learning with the purpose of increasing the effectivity and efficiency of learning purposes (in Komalasari, 2014, p. 108).

Learning resources have six functions, including first, increasing the productivity of learning, by accelerating the pace of learning and helping teachers to use their time in a

better way and reducing the burden on teachers in presenting information, so that they can spend more time in guiding and developing the passion for learning; second, providing the possibility of individual learning by lessen the rigid and traditional control of teachers as well as offering chances to students to develop according to their abilities; third, providing a more scientific basis for learning, through the design of more systematic learning program and the development of learning materials based on researchers; fourth, strengthening learning by more concretely increasing the ability of learning resources, information and material presentation; fifth, enabling instant learning, which reduces the gap between verbal and abstract learning and

concrete reality, also providing direct knowledge; and sixth, allowing extensive learning presentation by providing information that is able to cut through geographical boundaries (Sudrajat, 2008, p. 12).

The six functions of learning resources will be more beneficial if learning is not conducted merely in the classroom. The achievement of learning objectives will not be easily obtained if students are fixated only on the teacher's material. The space limit that only exists in the classroom is what makes learning becoming rigid and somehow boring, thus students lack direct knowledge from the community. There need to be other variations, such as experience in the field, the surrounding environment as the learning resources of students so that comprehension and experience reinforce each other to achieve the expected goals as well as making learning more meaningful. The more meaning learning can be directly linked to the problems in this era of globalization. The actual condition of what students are going to face must be directed towards them. One of the problems faced by society today is a cultural crisis. Coming from the writing of Susetyo (2018, p. 5), it is stated that the existence of people and culture in today's era of globalization is like at a crossroads. As happened in Javanese culture, the values of Java culture in various indications have faded. Along with the changing times, Javanese cultural values that underlie every movement of Javanese behavior began to be abandoned by the Javanese themselves. People might be lazy to come into contact with Javanese culture because it might not be relevant to everyday life.

As quoted by Abdul Hadi WM, the cultural crisis has long affected the lives of our nation. The signs appear mainly in the decline in value and the excessive worship of things that are physical and material among the wider community. Therefore, like other crises, it should be made as homework that is discussed and solved together by our people (in Sulardi, 2016, p. 73).

Being aware of the enormous magnitude of cultural issues, thus one of the learning resources about the local culture that can be utilized is dance studios. A dance studio is a place or facility used by a community or group of people to dance or learn and teach dance. Through dance studios, students can take an example of the value of the local culture preservation existing in the community, students are encouraged to know more than just the culture, but also efforts to appreciate and love the local culture. Social studies learning is contained in the social life of a community which cannot only be taught in the classroom but also shown in the real environment of the community. Social studies learning must facilitate students related to the introduction of the local culture as a part of meaningful learning.

Based on the explanation described above, the researcher is interested in focusing on a study entitled the Use of Dance Studio in Knowing the Local Culture as Social Studies Learning Resources at Padepokan Surya Medal Putera Wirahma. In this research, Padepokan Surya Medal Putera Wirahma of Gegerkalong, Sukasari District, Bandung City.

## **B. METHODS**

The design in this research is the use of a dance studio in an effort to introduce the local culture using a qualitative approach. Qualitative research facilitates the researcher in studying a phenomenon that occurs in the environment of the dance studio as cultural learning resources for students. The qualitative research seeks to collect data or information from sources, critically analyze, and conclude based on the found facts. In this research, the researcher intends to be able to understand the situations and conditions in the field concerning the roles and functions of the dance studio that can be used as social studies learning resources. The researcher can study the research subject in depth so that the obtained information is more accurate.

Sukmadinata (2011, p. 60) provides a definition of qualitative research as research that emphasizes description in various aspects. He explained that, "Qualitative research as research is to describe and analyze phenomena, events, social activities, attitudes of beliefs, perceptions, individual or groups thinking". From this understanding, it can be understood that qualitative research is a process of inquiry to describe various things about phenomena that come in contact with certain individuals or groups of community, such as activities, attitudes, opinions or perceptions and researchers are the key instruments. In relation to the research of a dance studio as learning resources, the researcher sought to find data in the field, describe, and analyze activities in the relevant dance studio environment to be used as social studies learning resources that are of quality in recognizing the local culture.

Participants in the research of Dance Studio in Knowing the Local Culture as Social Studies Learning Resources are the dance trainers, the dance course participants, and the parents of course participants in relation to doing activities in the dance studio and other supporting factors in knowing the local culture. The participants were chosen as subjects who play major roles in various activities in the studio so that the data and information that they have are relevant to support the use of a dance studio as social studies learning resources. The participants were chosen to deepen the discussion related to the learning resource itself and the role of the dance studio which is used as social studies learning resources by gathering specific data from the participants, in the form of observations at the dance studio and interviews to the dance trainers, the course participants, and the parents of course participants as interviewees in interpreting the meaning of the data equipped with documentation. In addition, the researcher adds *expert opinion* to strengthen the analysis of the researcher. The location of this research is in Padepokan Surya Medal Putera Wirahma, Gegerkalong Girang street, Geger Suni alley, Gegerkalong sub-district, Sukasari district, Bandung city with the aim

of obtaining data derived from the research subjects. The location is selected because Padepokan Surya Medal Putera Wirahma routinely carries out Sundanese traditional dance practices so that the researcher can correlate with social studies learning about knowing the local culture, and its role as learning resources. In addition, the location of Padepokan Surya Medal Putera Wirahma is in the environment of Gegerkalong community and its position is close to the environment of formal education, thus it is used as learning resources in knowing and preserving the local culture.

## C. RESULTS AND DISCUSSION

### 1. The Values in Padepokan Surya Medal Putera Wirahma Which Can Be Used as Social Studies Learning Resources in Knowing Local Culture

The results show that Padepokan Surya Medal Putera of Gegerkalong, Sukasari district, Bandung city plays a role in introducing, strengthening, and preserving the art of regional dance. This is seen as based on the findings of the researcher which are as follow:

Dance studios are one of the classifications of community learning resources that are available and need only to be used. The use of the dance studio must be designed so that students can take values for learning and becoming meaningful experiences to students.

Value, as one of the dimensions in social studies, is a set of beliefs or behavioral principles that are part of a person. In this case, the researcher believes that the intended values if implemented in the understanding of students who learn about culture are the beliefs or principles that students have regarding the local culture in their environment which are derived from family education. Furthermore, they will see a broader understanding when they study in the environment of formal education by using the community environment as social studies learning resources.

Social studies in the educational program has a vision of delivering the next generation of the nation to be knowledgeable, cultured, good and functional in their lives and ready to face

real life now and tomorrow (Djahiri, 2007, p. 12). Therefore, the values found in the dance studio as one of the centers of art and culture provide the opportunity for students to obtain as much information as possible to get to know their culture as a part of their identity so that they do not forget their cultural roots. In an effort to introduce the local culture, the values in Padepokan Surya Medal Putera Wirahma should be able to reinforce the reasons and benefits that knowing the local culture is a must for students as the sons and daughters of the region, so they know their identity and can preserve the culture. In order to take lessons from Padepokan Surya Medal Putera Wirahma as a cultural center, especially in the field of traditional dance, Koentjaraningrat (1987, p. 85) explains the components in cultural values. He explains that the cultural values consist of conceptions which live in the minds of most citizens on matters that they consider noble. The existing value system in a community is used as orientation and reference in acting, namely social value, religious value, knowledge value, and art value. As explained by Koentjaraningrat, that cultural values are part of good behavior in people's lives. This means that Padepokan Surya Medal Putera Wirahma, as learning resources which are available in the community, will provide clear instructions regarding behaving, interacting, and doing cultural activities so that it can be learning as well as a direct experience for students.

Social studies teaching is delivered in ways that reflect an awareness of personal, social, and cultural experiences and the level of student development (Sapriya, 2015, pp. 7-11). Through the use of Padepokan Surya Medal Putera Wirahma as social studies learning resources, it is expected to support the development of student awareness in their socio-cultural experiences. Based on field observations, Padepokan Surya Medal Putera Wirahma as a dance studio has various components that contain values in it, such as the traditional dance that are being taught and the individual behavior who are active in the studio which is regulated by the

rules of the studio. These components are associated with the relevance of social studies learning material of junior high school. The following is the elaboration of various components in Padepokan Surya Medal Putera Wirahma with the values contained therein:

a) Traditional dance

Padepokan Surya Medal Putera Wirahma has several main materials for traditional dance training, including *kawit* dance, *tani* dance, *jaipong* dance, *sulintang* dance, *gawil* dance, *merak* dance, *cangkurileung* dance, and *candagan* dance. Each dance has a synopsis that describes a short story and has a meaning or direction to life. Therefore, taking part in the dance practice can be an experience and the synopsis of the dance can be learning material. Traditional dance trained at Padepokan Surya Medal Putera Wirahma contains artistic value and a form of learning.

b) Attitudes and Behavior

Padepokan Surya Medal Putera Wirahma implements cultural attitudes and behaviors that contain good values for learning. If it was to be described in an environment, Padepokan Surya Medal Putera Putera Wirahma contains a lot of human activities in an effort to introduce, strengthen, and preserve culture. Based on the field observations conducted by the researcher, by seeing the research subjects in various cultural activities in the studio, including introducing culture as parents do by bringing their children to channel and develop an interest in traditional dance which indirectly invites their children to love the local culture, as well as trainers who utilize their ability to meet economic needs and their important role in facilitating the course participants to get to know traditional arts. The course participants are important subjects whose role is to pass down the local culture to the next generation.

The following attitudes or behaviors that reflect universal values in the studio environment which can be used as learning:

c) Discipline

Padepokan Surya Medal Putera Wirahma makes rules that must be obeyed. Based on the results of interviews with dance trainers at Padepokan Surya Medal Putera Wirahma which stated that effective activities at the studio are carried out every Wednesday, Saturday, and Sunday with details on Wednesday starting at 14.00 until 18.00 WIB, while Saturday and Sunday starting at 11.00 until 15:00 WIB. Sometimes the study time span will be longer on Saturday because the day is devoted for private study or practices for competition.

The time discipline is shown by the course participants, some of them even come 15 minutes early to the studio to tidy up the training room at that time. In addition to the course participants, sometimes the trainers come first to tidy up the practice room. When the practice time starts, participants in the course readily position themselves in a line, stretch out their arms and begin warming up with the help of one of them giving out directions. The researcher witnesses their independence in practicing because they are accustomed to discipline in each stage of their practice, from warm-up, joint dance, dance per group, to final combined dance so that participants become organized in their training activities in the studio. According to Handoko (2001, p. 208), "Discipline is a management activity to carry out organizational standards" which means that discipline as good behavior can be applied in life and discipline is part of social values that are useful in building order in society.

#### d) Togetherness

The togetherness shown at Padepokan Surya Medal Putera Wirahma can be seen from the association and interaction of the parents, the course participants, and the trainers. This is consistent with the research results of the phenomenology-hermeneutic on public space conducted by Rahaju and Nuryanto (2012, p. 7) that space, time, and activity are components which form events space.

Padepokan Surya Medal Putera Wirahma is an available space for practicing dance, there are training activities at the scheduled time for the course participants

and the parents' associations, thus the researcher sees the preservation of the local culture at any moment. In addition, parents can exchange ideas about dance competitions and the development of their children. The intensity of the activities in the studio can indirectly be perceived as a form of cultural reinforcement, especially in the traditional arts of West Java.

#### e) Channeling Interests

Padepokan Surya Medal Putera Wirahma as a dance studio facilitates people who want to channel their interest in dance. Based on the results of the interviews with three junior high school students as the course participants, they stated that they registered themselves as participants in Padepokan Surya Medal Putera Wirahma because they like dancing traditional dances with two among them is because they come from a family of artists, while the remaining person likes traditional dance after seeing her friend who first practiced dance. This is in line with the opinion of Rakhmasari (2015) which states that "Dance studio is a forum for anyone to pour his expression in terms of art which is regulated by a management system of the dance studio that must be followed".

In addition to the explanation of the course participants, the researcher asked the parents of the reason for registering their children as the course participants at Padepokan Surya Medal Putera Wirahma. Out of the five interviewees, four of them mentioned that their son like to practice dance and Padepokan Surya Medal Putera Wirahma was chosen because of its close distance to home, while the remaining person mentioned it is because she likes traditional dance so she recommended it to her child who liked the dance as well. This is in line with the opinion of Crow & Crow (1984, p. 4) regarding the factors that underlie an interest, including internal factor, social factor, and emotional factor.

#### f) Motivation

Through the results of the interview, the interviewees have their own motivation to practice dance at the Padepokan Surya Medal Putera Wirahma. Two of the three interviewees in the course mentioned that they are motivated to practice because they

come from families who are involved in traditional arts so they are interested in learning the arts as well. Meanwhile, one more person is interested because he saw his friend who can dance and practice diligently in the dance studio. The participants like to dance traditional dances and Padepokan Surya Medal Putera Wirahma is in a neighborhood near where they live. This is in line with the opinion of Terry (1996, p. 131) which states that motivation is an impulse that makes people act or behave in motivational ways that refer to the cause of a behavior, such as factors that encourage someone to do or do nothing.

Besides the course participants, the participants' parents had the motivation to register their children in Padepokan Surya Medal Putera Wirahma. Out of the five interviewees, three of them are motivated because they have artist descendants, either from their parents or grandparents. Furthermore, two other interviewees are motivated due to the art performances on the night of August 17. From these motivations, the parents agreed to their children's desire to practice dance in the studio as long as the activity is a positive one. Meanwhile, the trainers explained that their reason for being willing to train aside from their talents is to get the recognition of Padepokan Surya Medal Putera Wirahma party with their talents to train the course participants of the studio.

#### g) Creativity

The creativity at Padepokan Surya Medal Putera Wirahma was explained by a trainer in an interview, he mentioned that he is given the freedom to create dance motions especially in *jaipong* dance. According to him, each studio has a different choreography in *jaipong* dance depending on the creativity of the studio trainer so *jaipong* dance is not only a dance movement that already existed from its original creator, but it can be recreated nowadays. The trainers' creativity is facilitated by the studio to be taught to the course participants. This is in line with Supriadi's opinion in a paper written by Rachmawati and Kurniati (2005, p. 15), which states that creativity is the

ability of a person to give birth to something new, both in the form of ideas and real work that are relatively different from something that already exists.

In addition to trainers, the course participants are given the opportunity to be creative in making dance movements and synopses when they are at the creative class. The creative class is the final development class which is intended for potential course participants who will work inside or outside the studio as assistants/talents/management so that they are eligible to work by themselves.

#### h) Love the Local Culture

To love the local culture can fortify people's awareness in maintaining a part of their identity. Padepokan Surya Medal Putera Wirahma is a place to do dance activities to introduce, strengthen, and preserve regional dances for the participants, the parents, and the trainers who are active in it. These various roles and functions are a part of the process of fostering a love for the local culture. Therefore, the course participants, the parents, and the trainers at Padepokan Surya Medal Putera Wirahma who already have the motivation and for the purpose of channeling their interests, the researcher view it as the basis for achieving a level of love for the local culture.

## **2. The Use of Padepokan Surya Medal Putera Wirahma as Social Studies Learning Resources in Introducing Culture Local**

Based on the opinion of a Social Studies teacher as an expert opinion, it is explained that as social studies learning resources, traditional dances that are taught in Padepokan Surya Medal Putera Wirahma is relevant to the Basic Competencies 3.1 and 4.1 of Social Studies for Class VII of SMP/MTs, more specifically, in accordance with the material of Ethnic and Cultural Diversity, sub-material of Regional Dance. In the material of ethnic and cultural diversity, it is explained about the diversity of the Indonesian people, which is illustrated by the cultures that are the result of various

ethnic groups in accordance with their environment. The diversity of the Indonesian nation is also evident in the art of regional culture in Indonesia, one of which is in the form of dance. The use of Padepokan Surya Medal Putera Wirahma is an example of a place that provides information on several traditional Javanese dances.

Moreover, this dance studio is also relevant to the Basic Competencies 3.2 and 4.2 of Social Studies for Class VII of SMP/MTs Class VII, more specifically, in accordance with the material of Social Interaction and Social Institutions. In this material, it is described that social life through socialization and interaction is in accordance with the applicable values. Middle school as a formal educational institution utilizes Padepokan Surya Medal Putera Wirahma which is a non-formal educational institution as social studies learning resources in introducing culture. Through the dance studio, it can be seen that the activities of the people are to know, strengthen, and preserve the local culture.

In Class VIII, the matters at Padepokan Surya Medal Putera Wirahma are relevant to the Basic Competencies 3.2 and 4.2, more specifically, in accordance with the material of Plurality of the Indonesian Society, the sub-material of the Role and Function of Cultural Diversity that explains the diversity of Indonesian people, one of which related to the role and function of cultural diversity. The material can utilize Padepokan Surya Medal Putera Wirahma as social studies learning resources in terms of training materials regarding traditional dances, its musical accompaniments, and synopses that contain meaning as one of the Indonesian cultural arts.

In Class IX, the existing activities at Padepokan Surya Medal Putera Wirahma are relevant to the Basic Competencies 3.2 and 4.2, more specifically, according to the material of Globalization, the sub-material of Efforts in Facing Cultural Globalization. This material discusses the social and cultural changes of this era. Padepokan Surya Medal Putera

Wirahma can be used as an example of a place to introduce the local culture for young people and to preserve culture for the wider community in an effort to deal with cultural globalization.

### **3. The Driving Factor of Padepokan Surya Medal Putera Wirahma as Social Studies Learning Resources in Introducing Local Culture**

The use of dance studio as learning resources provides a huge learning experience for students and much information which can be captured by their senses. Through the students' eyesight, they can observe various activities carried out in the studio, the students get to recognize the dance accompaniment music as well as the conversation topic of people who are doing activities in the studio through their hearing, the students can try to dance with their limbs, the students can ask various questions to the dance trainers with their curiosity, the course participants and the other subjects in the studio, the students can record and document the various information they get from the studio that is related to the local culture so that the students can develop their own knowledge.

The information in the dance studio can be explored directly by visiting, observing, and interviewing the results which are made in the form of a report. The use of Padepokan Surya Medal Putera Wirahma can be considered with the driving factors in terms of human resources, studio management, facilitating creativity, as well as support from other parties. Meanwhile, it should be noted that the studio facilities and the timing must be well designed so that they do not become obstacles in using it as learning resources.

### **D. CONCLUSION**

First, the values that are formed in Padepokan Surya Medal Putera Wirahma is the behavior of discipline in carrying out activities in the studio, togetherness which is visible from the students and the parents in discussion about the dances, the creativity of the trainers and the course participants in the creation of traditional dances, motivation as seen from the spirit of the course participants in practicing, and the

value of love for the local culture which is reflected in the behavior of the research subjects at Padepokan Surya Medal Putera Wirahma to channel their talents in the field of traditional dance and indirectly teach the course participants to love their the local culture.

Second, the use of Padepokan Surya Medal Putera Wirahma as learning sources which can be done by outdoor learning such as visits, observations or interviews. The surrounding atmosphere, in which the local culture is introduced, provides direct information from the community about regional identity by utilizing the atmosphere and activities in the studio environment as information and learning experiences. Based on the Cone of Experience, if the studio as learning resources is linked with doing real things to the environment as learning resources, then the students' ability becomes very high that is at 90% which allows a lot of information to be captured by the five senses.

Third, the driving factor of Padepokan Surya Medal Putera Wirahma as learning resources is the human resources who are the research subjects that have a number of information or knowledge about their experiences in addressing the local culture, goals as well as the studio management which are excellent in terms of rules, learning systems, training schedules, creativity in channeling dance talents which are facilitated by the studio system for trainers and the course participants on the classification of creative level, the adequate enthusiasm of the surrounding community to support the studio activities as evidenced by the many participants from the surrounding environment of the studio. Meanwhile, the obstacle factors for Padepokan Surya Medal Putera Wirahma that there are not many studio rooms and facilities which allow the use of the Padepokan Surya Medal Putera Wirahma for a visit to be designed more carefully so that this studio can be utilized more optimally for learning, thus it requires the creativity of the trainer in preparing proper lesson plan.

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