

Learning of Hands *Saperarian* Motion with Demonstration Method to Class V SD Muhammadiyah 5 Palembang

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Abstract—Learning of Basic Hand Dance with Demonstration Method to Class V Students of Muhammadiyah 5 Elementary School in Palembang. The problem in this study is the fifth-grade student of Muhammadiyah Elementary School 5 Palembang. The method used is descriptive qualitative. The method used for this study was to find out the process of learning the basic dance movement with a demonstration. The research subjects at the University of Muhammadiyah are 5 students from Muhammadiyah 5 in Palembang 2016-2017 with a total of 32 students consisting of 15 male students and 17 female students. Data collection techniques, observation, and interviews with data analysis techniques, namely analysis techniques of observation data, documentation of data analysis techniques, interview data analysis techniques. The results showed that the learning of basic hand dance performance with the demonstration was a method of the fifth-grade students of Muhammadiyah 5 Elementary School in Palembang, which had been prepared previously, the implementation phase namely the initial activities, core activities, activities end and evaluation. As well as the value stage with the average value of motion engineering by 27.7, the average value is 25.6 and the average value in the aspect is 26.7 so that the overall final score is obtained by students that are 80.

Keywords—*basic motion learning, handkerchief dance, demonstration method*

I. INTRODUCTION

According to Sagala in [1], education is all learning experiences that take place in all environments and throughout life. That is, the purpose of education is a combination of goals that are personal capacity development with the first and foremost social purpose subsystem in improving the quality of education is a teacher factor. In the hands of teachers, learning outcomes which is one indicator of the quality of education more determined, which is both good and valuable learning as an empowering ability (ability) and ability (combability) learners. Education in schools functions to foster, grow and develop all potential students optimally in order to form basic behaviors and abilities in accordance with the stages of development and to have readiness to enter higher education in achieving national education goals.

According to Sagala in [1], learning is to teach students to use the principles of education and learning theory which are the main determinants of educational success. Learning is a process of two-way communication, teaching is done by

the teacher as an educator, while learning is done by students or students.

Learning is a human need. Through learning, humans can live their lives. When there is interaction between one person and another person, then the person gets a change, then learning has taken place.

Cultural arts and skills is one of the subjects in school that have an important role in preserving culture. One branch of art is dance, dance includes movement skills that use human body movements as a means of expression in dance, human body movements are used as a means of expressing ideas, feelings and experiences. In learning arts and culture in elementary schools, there are many aspects that must be taught by the teacher, one of which is dance. Dance learning in schools is given because it can provide learning experiences to children in accordance with their development. The learning of dance in school basically strives to provide opportunities to develop basic attitudes and abilities in creativity and sensitivity to taste. Dance learning as an experience in a child's life which has important meaning in his life in the future. This is because learning dance is a process of changing children's attitudes and behaviour. Dancing experience will bring children skilled in dancing.

Based on the interview with Mrs. Laila I Hartika, S.Pd learning Cultural Arts and Skills (SBK) Muhammadiyah Elementary School fifth grade V in particular Palembang. D natural process of learning basic movement t ari Handkerchief, take place optimally, due to a high enough student interest in the subject is n follow the material. Thus, increasing student achievement in learning basic motion t ari Handkerchief. Based on the description of the background above, the researchers are willing and interested in conducting research with the title "Basic Motion Handkerchief Learning with Demonstration Method to Class V Students of Muhammadiyah 5 Elementary School Palembang."

The rest of this paper is organized as follow: Section II presents theoretical background. Section III presents research method and its procedure. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. THEORETICAL BACKGROUND

The literature review is the process of reviewing the theories or results of previous. In this section, it will describe the literature review which contains theories that are relevant to this research as well as relevant previous studies.

The term learning comes from the word "learning". According to Sumiati in [2], learning is a process of behavior change, due to the interaction of individuals with the environment. So behavior change is the result of learning. That is, someone is said to have learned, if he can do something that cannot be done before. According to [3], learning is a complex action and student behavior. According to Slameto in [4], learning is a business process carried out by someone to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment. According to Aziz, *et al.* in [5], learning is a process of change in personality in the form of skills, attitudes, habits, and intelligence. These changes are permanent in behavior that occur as a result of practice or experience.

Based on some of the opinions that have been raised can be concluded that learning is a change in behavior to gain knowledge, insight, and the ability skill, and attitudes so that they can develop. According to Sagala in [1], learning is to teach students to use the principles of education and learning theory which are the main determinants of educational success. Learning is a process of two-way communication, teaching is done by the teacher as an educator, while learning is done by students or students. According to Sagala in [1], learning is programmed teacher activity in instructional design, to make students learn actively, which emphasizes the provision of learning resources. According to Aziz, *et al.* in [5], learning is a process of interaction between children and children, children with learning resources, and children with educators. According to Sagala in [1], learning is a systematic process through the stages of design, implementation, and evaluation.

From the understanding of learning above, so learning is something experienced by students or a response to all the learning methods programmed by the teacher.

According to Bahari in [6], art is a skill obtained from learning experiences, or observations. According to Pamadhi *et al* in [7], art is an expression of the soul contained in various forms of art. According to in Pamadhi *et al.* in [7], art is all human actions that arise from the life of his feelings and are beautiful, so they can move the soul of human feelings.

So art is a human copyright that has aesthetic and human values as modifiers and connoisseurs and can influence others. One of the coverage of art is dance.

According to Wahyudiyanto in [8], this is a powerful material moving in space with a measure of time. A powerful material is good, with good power management will result in the achievement of a good space too.

According to Soedarsono in [9], dance is the urge of human feelings about "something" that is channelled through beautiful rhythmic movements. Dance in children is the same as in dance in general, formed from the elements of motion and other elements. The difference is in the quality of the resulting motion and function and the expected goals of the

activities of the dance, the movements of the dance is very simple produced according to the ability of motion hatched k children, while his dance moves more varied and more complicated.

So it can be concluded that dance is an expression or expression of the human soul which is poured through motion so that it forms a beautiful unity of motion .

Handkerchief Dance is a traditional dance that originated from Melayu North Sumatra. The values contained in this dance are togetherness. This dance illustrates the wisdom of a sense of togetherness and how traditional communities work together in mutual cooperation. Togetherness be the most important values in this dance because it underlies all movement value in it.

This dance has the mark Mak Inang or moderate, which is 2/4 but a little faster. This dance is similar to the Kaparinyo dance from Minangkabau or Kapri dance from Central Tapanuli, this dance uses handkerchiefs in all dance movements, from beginning to end. This dance depicts the habits and receptions of rural communities that are full of sense of family and have a high mutual cooperation spirit, such as during activities after harvest.

The description of the dance story in Handkerchief dance is:

- Describing community activities after the harvest, which is processing rice into rice which is carried out collaboratively by neighbours . The crowd flocked to the place as they were made.
- Describing rice has been harvested is collected, then the grain was threshed with a struck-floor so that grain fell, then separate the grains with a vacuum.
- Describing rice, sifted and ground by using a mortar Indic, namely long antannya dimples located at the end of a lever. To lift the antenna, the base of the lever is stepped on and released.
- The basic handkerchief dance movement consists of (1) step by step, (2) left / right attack, (3) step threshing, and (4) brood movement .

According to Wahyudiyanto in [8] motion in dance is a kinaesthetic expression that contains the value of the values of a culture of its people. According to Catterall in [10] motion is the basis of learning dance. Children generally like to move. When children move while dancing, it is a pleasant experience for them. Moves while dancing will help both teachers and children to back a motion integrated in the dance. The study shows that when children move, they can, linking content in dance to other fields, children understand the awareness of motion designed for the benefit of learning. Dance can help children recognize the knowledge of how to internalize the experience of motion, how to spontaneously create motion. In learning dance they are able to use movements to convey something. Motion provides anta ra cognitive understanding of ideas, movements, intentions, results or solutions.

So it can be concluded that motion is the main element in dancing, which is gesture given a touch of art according to the beat.

III. RESEARCH METHOD

This section will explain the operational definitions, research subjects, research methods, data collection techniques, and data analysis techniques.

A. Operational Definitions

The operational definition is an explanation of specific terms listed in the thesis title. In order to avoid misunderstanding of understanding, it is necessary to have an operational definition. The operational definitions of this research variable are as follows:

1) Learning

Learning is programmed activities of teachers in instructional design, to make students active learning, which emphasizes the provision of learning resources.

2) Basic Motion

Basic Motion is pure movement that developed as needed, which is influenced by the motion of matter, energy, space, and time. The basic motion is motion which is the basis of the variant / subsequent dance movement.

3) Sniffer Dance

Handkerchief dance is one type of dance in North Sumatra. This dance illustrates the wisdom of a sense of togetherness and how traditional communities work together in mutual cooperation.

4) Demonstration Method

Demonstration method is a way of presenting lessons by modelling or demonstrate to students a process, situation, certain object that is being studied, whether actual or imitation, which is often accompanied by oral explanations.

B. Research Subjects

In qualitative research, the research subject is the informant (resource person) interviewed or data source [11, 12]. The subjects of this study are as follows:

1) Teacher

In this study the researcher conducted an observation on the fifth grade teacher named Laila Hartika who had experience teaching 7 arts and culture subjects for 7 years.

2) Student

In this study researchers conducted observations on how the basic motion learning process of handkerchief dance to fifth grade students in Muhammadiyah Elementary School 5 Palembang with 32 students.

IV. RESEARCH RESULTS AND DISCUSSION

A. Research Results

In the initial stage of the study on September 8, 2016 to see the whole Muhammadiyah Elementary School 5 Palembang as the research location. The research on the first day was conducted on September 9, 2016 with the number of students 32 people is the first meeting of the basic motion dance learning handkerchief by observing the learning process carried out by teachers and students. In the initial activity the teacher opens the learning process by saying

greetings, the teacher invites students to pray together, checks the attendance of students and the conditions of the class, then the teacher provides motivation about the learning to be delivered and re-describes the previous material. After that the next process is the core activity of the learning process, namely the teacher explains and demonstrates the basic motion learning material of Handkerchief dance .

The second meeting on September 10, 2016 the teacher demonstrated the basic motion learning of Handkerchief dance by demonstrating one by one the various basic movements of handkerchief dance in front of the class after students followed the teacher in dancing a variety of basic movements repeatedly until students were able to perform basic movements of *Sapu* dance Hands.

The third meeting on September 16, 2016, the teacher reviewed the basic motion material of the past dance handkerchief , then the teacher resumed the basic motion material of the handkerchief dance which had not yet been completed with the participation of the students.

The fourth meeting on September 17, 2016 the teacher gave assignments to students by giving an evaluation of performance tests by practicing the basic movements of Handkerchief dance alternately in groups.

The fifth meeting on the 23rd is the final activity carried out by the teacher, namely the teacher continues to evaluate the performance test in front of the class for students who have not appeared before.

1) Overview of Research

The study was conducted on odd semester V grade students in Muhammadiyah 5 Palembang Elementary School 2016/2017 academic year which was conducted on September 9 to September 24, 2016, with 32 subjects consisting of 15 male students and 17 female students. . The research was conducted aimed at knowing the basic motion learning process of Handkerchief dance with the demonstration method to class V students, by observing the learning process of the basic movements of Handkerchief dance conducted by subject teachers in the initial activity process, core activities, final activities and evaluation results.

2) Data Description

Data collection was carried out in class V of Muhammadiyah 5 Elementary School Palembang, which aims to find out how the basic motion learning process of Handkerchief dance with demonstration method was to fifth grade students of Muhammadiyah 5 Elementary School Palembang. The data collection techniques used through the stages of documentation, observation, and interviews.

The results of the documentation obtained in the form of RPP used by the teacher and evaluation results, the research starts from the learning activities process to the evaluation results, then the researcher makes observations in the form of observing the teacher in the process of learning activities in class V for students while following the basic handkerchief dance learning process . The results of the interview are in the form of answers to the questions posed to the Cultural Arts teacher who teaches in class V and students who will be analyzed in order to get the goals to be achieved.

Based on the results of the study, the plan to implement the basic motion learning of Handkerchief dance using the demonstration method to the fifth grade students of Muhammadiyah 5 Elementary School Palembang has been well arranged in accordance with the KTSP of national education standards. This can be seen through the Learning Implementation Plan (RPP) that has been made by the teacher in detail as follows:

1) *Competency standards*

In the RPP prepared by Cultural Arts subject teachers with curriculum used for the 2016-2017 school year that the standard of competence in class V odd semester is: Expressing themselves through dance art. After the author examines the competency standard curriculum used by the teacher in accordance with *PERMENDIKNAS* number 41 of 2007 which contains that the competency standard is a picture of mastery of knowledge, attitudes and skills.

2) *Basic competencies*

Based on the results of observations of basic competencies written in the RPP, they are in accordance with the curriculum, namely:

- Prepare Nusantara dance performances in other regions without accompaniment.
- Demonstrating Nusantara dance in other regions without accompaniment.

3) *Aim*

In learning the basic motion of handkerchief dance the purpose of learning is "Students are able to dance the type of archipelago dance in practicing the basic movements of handkerchief dance" and the researcher adjusts between competency standards, basic competencies are in accordance with the learning objectives.

4) *Indicator*

In learning the basic motion of Handkerchief dance, the teacher makes an RPP that contains indicators, namely:

- Explain the meaning of Nusantara dance
- Explain the meaning of *Sniffer* dance
- Explain the basic movements of *Handkerchief* dance
- Practicing the basic movements of *Handkerchief* dance

5) *Learning materials*

The teacher chooses the basic motion learning handkerchief dance. This still follows the basic competency and competency standards because Handkerchief dance is one of the archipelago's other dance artworks. Learning materials contained in the RPP are:

- Understanding Nusantara dance especially *Handkerchief* dance
- The various basic movements of handkerchief dance are: (1) Step along, (2) Stunts Steps, (3) Threshing Steps and (4) Missing Motion.

6) *Learning methods*

The method used by the teacher in learning the basic motion of Handkerchief dance is a demonstration method. The researcher obtained the results after observing that the demonstration method was used in line with the learning process of the basic motion of Sniffer dance because it made it easier for students to follow the learning process.

7) *Learning steps*

In the RPP there are learning steps which include:

1. Initial Activity (Introduction)

a. *Introduction:*

In the Introductory activities, before starting the lesson the teacher invites students to pray together, the teacher takes the students to attend, and the teacher checks the class conditions.

b. *Apperception:*

The teacher gives an explanation of the learning material and reviews the past material by relating it to the material to be taught.

c. *Motivation:*

Motivate students on the importance of learning this material well, to help students understand appreciation. The teacher gives an explanation explaining the following:

2. Core activities

In the core activity, the teacher conducts exploration, elaboration and confirmation activities as follows:

a. *Exploration:*

In exploration activities, through teacher explanations using learning approaches and other learning resources, students are invited to understand the meaning of dance and identification of basic movements of *Sniffer* dance in their order.

b. *Elaboration:*

In elaboration activities, the teacher demonstrates the basic motion learning material of Handkerchief dance one by one sequentially followed by students.

c. *Confirmation:*

In the confirmation activity, the teacher asks questions about things that have not been understood from the basic motion material of *Handkerchief* dance.

3. Final Activity (Closing)

The teacher draws conclusions on the material that has been studied and the teacher provides follow-up activities in the form of oral tests and performance tests.

8) *Assessment*

Assessment carried out by the teacher is using a practice test where students demonstrate the basic movements of *Handkerchief* dance that have been studied in front of the class using aspects of the assessment of motion techniques with scores (0-40), expressions (0-30) and compactness (0-30).

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of observations and discussions obtained from the basic motion learning study of handkerchief dance using the demonstration method to the fifth grade students of SD Muhammadiyah 5 Palembang can be concluded as follows: (1) Learning the basic motion of the Handkerchief dance using the demonstration method to the fifth grade students of Muhammadiyah 5 Elementary School Palembang has proceeded in accordance with the applicable KSPSP curriculum. In terms of planning, the teacher has prepared and used a set of learning tools that are in accordance with KTSS which includes syllabus and RPP which contains competency standards, basic competencies, learning objectives, subject matter, time allocation, learning methods, steps in learning activities, learning resources and judgment; (2) In the process of implementing basic motion dance learning, Handkerchief teachers have used the demonstration method quite well seen from the observations that have been obtained, because the methods used by the teacher can be responded well by students with high interest. So that at the time of the evaluation, the final value of the overall evaluation obtained by students with a total value of 2563 with an overall evaluation average of 80, reached above the target of the Minimum Completion Criteria (KKM) set by the school which is 75; (3) However, the barriers remain, although they are not so significant. The obstacles faced by the learning process of the basic motion of Handkerchief dance using the demonstration method to the fifth grade students of Muhammadiyah 5 Elementary School Palembang were some students who did not carry dance instruments, namely handkerchiefs and did not have special means of space for dance learning.

B) Suggestions

Based on existing conclusions, the researcher gives suggestions: (1) *For the teacher*: Teachers are expected to be able to improve learning media so that students can be more motivated in the learning process in order to improve the quality of the learning and teaching process in the classroom and in managing time so that learning activities can take place well; (2) *For students*: Students are expected to be able to better understand clearly the basic motion material of Handkerchief dance learning using the demonstration method; (3) *For school*: Schools are expected to be able to provide space for special facilities for dance learning and teaching aids so that the demonstration method can run effectively and efficiently.

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