The Development of Storytelling in the Dance Learning Strategies and Its Impacts on Students

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ABSTRACT

This study aims to 1) improve the quality of learning in dance education courses, 2) determine the impact of storytelling methods for Dance Education students. This research is a classroom action research (CAR), with a storytelling approach. The research sample is the students of the sixth semester (class of 2015), the A-class, a group of 40 students. Stages of the study began with pre-test, then the application of storytelling in dance learning strategy courses in 2 cycles. Each cycle consists of 8 meetings, in order, 1) planning, 2) implementing actions, 3) reflection and discussion, 4) determining actions. The target of this research is to reach a national journal. Dance Learning Course aims to provide competencies for students to understand, criticize, and provide examples of applications of learning theories and models of dance learning. Learning topics consist of factors that influence dance and dance learning theory. Lectures are carried out with lectures, assignments, and class discussions, and final semester exams.

Keywords: *storytelling, learning strategy, dance, impact.*

1. INTRODUCTION

1.1. Background

Research on the storytelling learning model has been conducted multiple times in the field of dance education. One study, for instance, was conducted on the Dance Education Assessment course in the odd semester of the 2016-2017 academic year. The results show increased student achievement in conducting daily assignments. One of them included making a 5-minute video recording limited to one topic of discussion, which was successfully completed by students in a satisfying result as the content was interesting, and the subject material was covered.

The recent quality of teachers in Indonesia is under scrutiny. Based on the record of the Human Development Index (HDI) in Toharudi (Pikiran Rakyat, 24 October 2005) 60% of elementary school teachers, 40% of junior high school teachers, 40% high school teachers, and 34% of vocational school teachers are considered unsuitable to teach at their respective levels. On a related note, the quality of Indonesian human resources ranks 109th out of 179 countries in the world [7]. These data ultimately suggest that the quality of teachers in Indonesia is still far from expectations. All stakeholders in the field of education need to conduct self-reflections to continuously develop their competence in order to make a maximum contribution to improving the quality of education in Indonesia.

In that regard, Yogyakarta State University also has the same task, as the institution is mandated by the government, specifically the Department of Dance Education, to produce teachers. This task is summed up in the vision and mission of the Department of Dance Education. Competency is a set of knowledge, skills, and behavior that must be possessed, internalized, and mastered by teachers or lecturers in delivering their professional duties. Teacher competency is defined as the complete mastery of knowledge, skills, and behaviors in the form of intellectual and responsible actions in conducting duties as learning agents.

1.2. Literature Review

Learning process always involves two subjects or parties, i.e. the teacher and student or lecturer and student. This process ideally results in a transformation in the student as a result of the learning activity. The variety of changes in a student as a result of the learning process may be categorized into output and outcome [3]. Output is the student's abilities that can be immediately identified after a series of learning process, and is sometimes referred to as the learning outcome [4]. Learning outcome involves the achievement of the cognitive, affective, and psychomotor domains.

1.3. Literature Review

How can learning quality in the Dance Learning Strategies course be improved?

2. RESULTS AND DISCUSSION

This study is a Classroom Action Research with students of the Dance Learning Strategies course in the fourth semester as the research participants. There are 36 students taking the 3-credit course in the academic year 2017/2018. There are two cycles (Cycle I and Cycle II) in this study, where each cycle consists of four face-to-face classroom meetings as required in the semester lesson plan.

In Cycle I, students are divided into groups and asked to choose the learning materials they want to present using storytelling. In this case, students are expected to produce a learning design which integrates and harmonize sound, motion, media, and acting. Following the discussion session, students present their topic before the other groups verbally, including a short explanation on their lesson plan.

On the other hand, Cycle II consists of the selection of the dance learning model, the discussion on the learning model and method, the learning model for processing information, the discussion on the methods material, learning model and learning strategies, as well as the posttest.

The pretest is held at the beginning of the meeting when the lecturer discusses the outline of the semester lesson plan and the classroom contract. The abilities that are expected in this context include mastering the lecture method (explaining certain concepts, principles or procedures), the demonstration method (performing a certain procedure based on standards), and the presentation method (performing certain skills). Next, students are expected to master the discussion method (analyzing and solving problems), the independent study method (explaining/applying/analyzing/synthesizing/evaluating/conducting either cognitive or psychomotor activities), and instructional activity method (explaining programmed concepts, principles, or procedures).

Other methods include peer practice (practicing a skill), simulation (explaining/applying/analyzing certain concepts, principles, and procedures) and brainstorm (analyzing or solving problems).

In the case study and incidental method, students are expected to master the abilities of analyzing/solving problems, while in the computer-assisted learning method, students must be able to explain, apply, analyze, synthesize, and evaluate.

Another set of teaching methods include the practicum (practicing a skills), project (conducting an activity and making a report of the activity), and role play (applying a concept, principle, or procedure) methods, as well as

seminar (analyzing and solving problems), symposium (analyzing problems), and tutorial (explaining, applying, analyzing a concept, principle, or procedure).

Lastly, students are expected to master the deductive and inductive methods. Deductive method includes the ability to explain, apply, and analyze a concept, principle, or procedure while the inductive method means the ability to synthesize a concept, principle, or behavior.

All students are expected to explain the choice of methods in teaching and their reasons, which are then discussed in front of the class.

All of the above materials are taught to the students, and the students apply one of the methods in their learning strategies.

The results obtained indicate that the storytelling method can improve student learning achievement in the Learning Strategies course, as shown in the graph of the mean evaluation comparing the pretest and posttest results below.

Figure 1 Mean Evaluation Graph

Tugas = Assignment

UTS = Mid-term Examination

UAS = Final Examination

Nilai Rata-rata = Mean Score

Nilai Maksimum = Maximum Score

Nilai Minimum = Minimum Score

The graph shows that there is an upward trend in each cycle, even though there is almost no improvement happening in Cycle I. However, despite its various challenges, there is in fact a significant increase in Cycle II.

Another indicator that can be used to examine the success of the storytelling method is the comparison between the pretest and posttest results, as seen in the following graph.

Figure 2 Pretest and Posttest Evaluation Graph

In general, students are satisfied with the storytelling method used by the lecturer in the delivery of Dance Learning Strategies learning materials.

From these results, it can be concluded that the storytelling method can be used to improve student achievement in Dance Learning Strategies course.

3. CONCLUSION

1. The storytelling method can be applied in the Dance Learning Strategies class, which is a 3-credit theory-based course.
2. The results of Cycle 1 show that students clearly accept lecture materials given by the lecturer using the storytelling method, as shown by the increased results from the pretest in Cycle 1.
3. The results of Cycle 2 suggest an increase or improvement, indicating that the storytelling method applied by the lecturer is proven to be a success.
4. There has been an increase in results, in this case the student achievement in the Dance Learning Strategies course, from the pretest to the posttest of the final examination. This suggests that the students have a good, clear understanding on the learning materials.

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