Application of Activity Oriented Design (AOD) in the Development of E-Learning *Tari Daerah Malang*

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ABSTRACT

Tari Daerah Malang is a compulsory course in the Dance and Music Arts Education Study Program of the Faculty of Letters, Universitas Negeri Malang. The description of the course is to instil knowledge about the concept, structure of Malang traditional dance movement; training of the structure of Malang traditional dance movement, training of various types of Malang traditional dance. Thus far, the learning process was conducted offline and lecturers became the main sources of the knowledge. There has been a shift in the teaching and learning processes during the COVID-19 pandemic, where learning process must be done online. It is expected that the online learning process will still provide meaningful learning experiences for students. This situation surely poses some challenges for lecturers. They are expected to be more creative in packaging learning so that learning objectives can be achieved and students can learn independently. This research aims to develop an activity-oriented design (e-learning media) in Malang dance courses. The type of research is Research and Development (R&D). R&D procedures involve 4Ds, namely define, design, develop, and disseminate. Data collection techniques with observations, interviews, and questionnaires. The resulting media contains Malang area dance materials, including *Grebeg Jawa* mask dance and *Grebeg Sabrang* dance. Each learning process in the media will be adjusted to the stages in activity-based learning so that students will remain active in following each learning process.

Keywords: Tari Daerah Malang, Activity Oriented Design.

1. INTRODUCTION

Learning process has changed drastically since the coronavirus outbreak hit almost all countries around the world. Indonesia is no exception. All means are done by the government so that the spread of coronavirus is immediately resolved. Various policies are issued by the government and are enforced in all fields, including in the education field. The Ministry of Education and Culture (MoEC) in its circular No.1 of 2020 regulated universities to conduct online learning and prohibited face-to-face (conventional) learning.

Online learning needs to be designed to the maximum in order to keep the learning process running smoothly and learning objectives achieved. One of them is by implementing an active learning strategy. Active-based learning is a strategy that starts with confronting students to real daily problems (authentic) or simulated problems, so that students are required to think critically and put students as problem solvers, in the process is clearly required good reasoning in solving the problems

faced [1]. Active learning strategies in higher education are further improved in the 2020-2021 school year, especially in the delivery of learning materials. O'Connor [2] states that the application of creative and varied active learning in tourism high schools can maximize learning opportunities. Active-based learning allows to increase students' activities in the thought process so as to produce good reasoning power. In the context of contemporary higher education, active learning is designed to provide students with a quality experience, transforming passive students into active [3], [4].

However, it is understood that students' learning styles are different from student to student. There are students with visual, auditory, and kinesthetic learning styles or perhaps a combination of two or more learning styles. The educational practices and activities are expected to be able to accommodate students' individual differences. The importance of recognizing the learning style of students so that teachers can vary the teaching style, a suitable learning method applied in the learning

process [5]. Creative educators will create ideas in designing new learning systems. The creative ideas will be able to make students achieve their learning goals with satisfaction.

Courses in the *Pendidikan Seni Tari dan Musik/* PSTM or Dance and Music Arts Education Study Program consist of 40% practical courses and 60% theory courses. Malang Regional Dance is a compulsory course in the Dance and Music Arts Education Program of the Faculty of Letters,Universitas Negeri Malang (UM). At the time of online learning today, practical courses are in desperate need of a suitable learning strategy. Thus, the practical materials presented can be accepted by students to the maximum. One of the practical courses that must be followed by 3 concentrations is Malang Regional Dance This course must be taken by 3 concentrations, namely dance concentration, music concentration and drama concentration. The description of the course is to instill knowledge about the concept, structure of Malangese traditional dance movements, training of the structures of Malangese traditional dance movements, training various types of Malangese traditional dances. Malang Dance Course has a practical course with 2 credits. Based on the observation, the dance learning process in Malang in PSTM study program is still using conventional learning methods. In the conventional methods, lecturers' play significant roles as they become the only learning resources. The lecturers' activities include (1) directly convey the purpose of learning, (2) provide material by aligning motion, and (3) ask students to imitate.

Some resources to learn about Malang dance that can be used by students is through a video on YouTube. Media development about Malang mask dance has been made by using interactive multimedia using teilering approach [6], but the media is intended for junior high school students, so the depth of the material is still lacking. In addition, the packaging of Malang dance has shown results in shortening the dance of Malang area in terms of motion and time to make it easier for the students to learn [7].

One method that can increase student activity is to use the Activity Oriented Design (OAD) method. OAD is a solution to create an adaptive learning environment for students, where student activities will be directly used as a benchmark when developing an application. OAD is one of the many methods used by many developers in analyzing the attitudes, behaviors and emotions of users when using a product, system or service when developing an appropriate product in order to meet the elements of user experience, among others effectiveness, efficiency, satisfaction, memorability and learnability [8].

Learning process by utilizing media or electronic equipment is expected to improve the effectiveness and efficiency of learning activities. The use of information and communication technology in the teaching and learning process is one of the e-learning models. E-learning systems are built with the same elements as building information technology or computers. With these elements, the e-learning system can run well so that it can support the learning process [9]. This e learning-based learning media is valid, practical and effective as a learning medium [10]. E-learning is also expected to make students more active and independent learning [11], [12].

The reasoning ability of students whose learning is obtained from activity-based learning models is better than learning in the usual way. In addition, most students positively think about the implementation of activity-based learning models [1], [13]. Creativity is a buzzword that is considered one of the important competencies both to live in today's knowledge society and to build a "better future" and for this reason the education system has begun to invest in the development of students' creative abilities and skills [14].

Various forms of application of learning models that have been carried out previously and previous research, the development of Activity-oriented design models in Malang Regional Dance has never existed. Based on the above background, this study aims to develop an AOD model on the learning of Malang Regional Dance. Malang Dance is a compulsory course taken by students in semester 1. Malang Dance Courses are given to provide provisions to students to have insights and skills about traditional or typical Malang dances. Mask dance material presented in Malang dance courses are *Beskalan* dance, *Remo Malang* dance, *Grebeg Sabrang* mask dance and *Patih* mask dance.

2. METHOD

The research method used is Research and Development (R&D). The method is a way that is used to help understand something that cannot be seen or experienced directly. The research and development method used in the research is 4D: define, design, develop, and disseminate. The 4D development method is one of the development methods proposed by Thiagarajan, Semmel, & Semmel [15]. The 4D research and development method is also used for the flow of instructional development. This is basically intended for teacher training (teacher training), for children with special needs (exceptional children), and the emphasis is on the development of teaching materials (material development) [15]. The 4D model can also be used as a source of ideas and development procedures for developing learning tools and their dissemination in other fields. Thus, the 4D model can generally be viewed as a model for instructional development (a model for instructional development).

3. FINDINGS AND DISCUSSION

Application of AOD model on learning Dance Malang area refers to the stages or steps of the model of 4D device development which include: define, design, develop, and disseminate. Define or define the steps taken by researchers is done by analyzing the beginning, the learners, the task, the concept and the learning objectives. Design includes the preparation of test standards, media selection, format selection and initial

c. Working in study group dominated the activities in the classroom
d. Exploring actions and their consequences in study group during their learning activities

Here are some examples of learning planning of Malang Regional Dance for meetings 1 to 4:

In principle, students can complete and finish learning one dance in three meetings. Meetings 1 and 2 are used to observe the basic motions from an

Table 1. Learning Activities Table

Meeting	Material	Learning Activities
1	Submission of learning plan for one semester	• Teacher and students discuss and have question and answer session • Students convey basic knowledge about Malang Regional Dance which is known in the form of writing that is then delivered in class.
2	*Grebeg Sabrang* Dance Basics 1	• Students seek information about Soldier Grebeg's character • Students watch some basic motions of Grebeg Sabrang Mask Dance from an instructional video. They have to watch motions number 1 to 16 without music • Students practice motions number 1 to 16 with music then describe the motions using their own words.
3	*Grebeg Sabrang* Dance Basics 2	• Students watch basic motions learning video of Grebeg Sabrang Mask Dance from an instructional video. They have to watch motions number 17 to 30 without music • Students practice motion number 17 to 30 with music and then describe the motios using their own sentences
4	*Grebeg Sabrang* Dance Evaluation	• Students practice the motions of *Grebeg Sabrang* Mask Dance from motion number 1 to 30 with music. • Students submit their responses or comments orally about the dance they perform.

design. The develop or development stage includes expert assessment and development trials and the latter is the dissemination stage.

In the first stage, define researchers conduct analysis of the learning model conducted so far by lecturers in providing materials dance Malang. Researchers analyzed related learning objectives. The purpose of Malang Dance Learning should be that students can practice and analyze 4 dance materials, namely *Sekartaji* Mask Dance, *Gunungsari* Mask Dance, *Grebeg Sabrang* Mask Dance and *Patih* Mask Dance. However, in practice, lecturers only deliver 2 materials only. Thus, it is necessary to design learning planning for 1 semester that consists of 16 meetings, so that the material of 4 dances can be delivered all. At this stage, researchers have determined the learning tools that will be designed, namely the learning planning of Malang Regional Dance for 16 meetings and learning media of Malang Regional Dance based on activity-oriented design in the form of learning videos.

At the design stage, researchers designed the learning process by applying an activity-oriented *design* model on the learning of Malang Regional Dance for 16 meetings. Activities include:

a. Presenting common concepts in study groups
b. Presenting specific information related to concepts received from study groups

instructional video of *Topeng* Dance. The video is a video equipped with a tutorial in performing motions and also motion description. At the first and second meetings, the students also practiced the motions without and also with music. At the third meeting, the students practiced the whole motions from start to end with music.

At the development stage*,* the researchers create learning media that is tailored to the design of learning planning. The learning media used to support the activity-oriented design model in Malang Dance learning is made in the form of learning videos that can be accessed by all students both through laptops and androids. The learning video for each Malang dance material consists of 2 videos. The first video (see Figure 1, Figure 2 and Figure 3) displays the motions of Malang Regional Dance without music. Thus, the video is more about giving the tutorial to do the dance moves correctly. The first video is used for meetings 2 and 3 as in table 1.

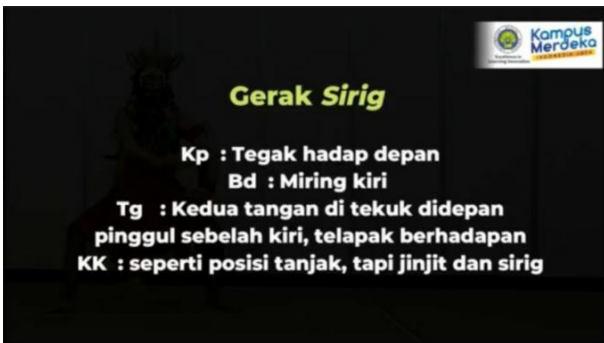**Figure 1** Learning Media Home View

Figure 2 Motion Description View

Figure 3 Model Display Demonstrate Motion according to Motion Description

In meeting 4 (see Table 1), the instructional video used is the second video that comes with music. The second learning video contains the complete dance motions. The video is equipped with dancers wearing the dance attire so that the students also understand about the dance uniform used. The second display of the learning video can be seen in figure 4 as follows:

Figure 4 Cover of the Instructional Video

At the stage of development researchers conduct material expert validation tests and media expert validation tests. Aspects assessed in the material validation test are aspects of material conformity with learning achievements in 1 semester, aspects of accuracy and completeness of materials and aspects of material accuracy. Aspects assessed by the media validation test are image and audio quality, the combination of text color with background and text or text on the video.

One of the goals of the activity-oriented design learning model is to make the teaching and learning process fun and not boring. The application of this activity-based learning will strengthen the stimulus and response of students and help memory so that the expected learning objectives can be achieved optimally.

Each new subject material must be associated with a variety of knowledge and experience that existed before, this is shown in Table 1 of the first meeting, students are asked to convey basic knowledge about Malang Regional Dance which is known in the form of writing that is then delivered in class. New lesson materials are actively provided with existing knowledge. Teachers need to create appropriate strategies so that students can learn actively and have high motivation to learn [16].

Activity-based learning emphasizes the activeness of learners to experience for themselves, to practice, to do activities so that both with their skills, emotional and skills, they learn and practice. Teachers are lecturers are facilitators, who are more not as guidance and directional advisers. While students are students as objects as well as subjects and they together fill each other's activities to learn actively and creatively. When viewed from the learning process, what is done by students is the involvement of both physically, mentally, emotionally and intellectually in each process; learners learn directly; the desire of learners to create a conducive learning climate; involvement of learners in finding and utilizing every learning resource relevant to the learning objectives [17].

Video media learning Dance Malang made with reference to the design of activity-based learning, helping students in achieving learning goals for 1

semester. Each material of Malang Dance, students can complete in 3 meetings as in table 1 at meetings 2, 3 and 4. The first learning video that shows the description of motion and tutorials delivered by the model, will make students faster in learning dance moves. It is as Tarchi conveyed that with learning videos can improve learning outcomes [18]. Even in today's online learning conditions, educators are vying to produce video-based learning materials [19].

4. CONCLUSION AND SUGGESTIONS

Broadly speaking, the results of this study is to produce a learning design that is equipped with learning videos by applying activity-oriented design model. The resulting learning plan refers to the learning of one semester consisting of 16 meetings. The material presented in one semester consists of 4 materials of Malang Regional Dance, namely *Sekarsari* Mask Dance, *Gunung Sari* Mask Dance, *Grebeg Sabrang* Mask Dance and *Patih* Mask Dance. For each dance material, students can complete in 3 meetings. The learning process can be done by students independently, because it is equipped with learning videos. Each dance material contains two learning videos, the first video contains a description of the motion and dance motion tutorials delivered by the model, while the second video contains dance materials equipped with accompaniment music and complete clothing.

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