

Online Learning Methods for Learning Dance at School

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ABSTRACT

The art of dance is a combination of expression learning, where each student not only learns about a movement, but also the philosophy of motion and expression displayed in the dance. The details of movement and expression in a dance must really be conveyed so that the message of the dance appears and is in accordance with the underlying philosophy. Where the learning pandemic is more frequent – even always done with online learning. This is an effort to prevent the spread of the Covid-19 virus. In learning dance, which requires detailed movement and expression, it seems that it will be very difficult if it is done with online learning. But increasingly advanced technology can be a solution to these problems. Therefore, this study aims to analyze and describe online learning methods for dance subjects at school, where this method inevitably must be used during a pandemic that is limiting people's movements. The research method in this study is a descriptive qualitative method, with an analysis of the phenomena found in online learning in dance subjects. This research was conducted in a junior secondary education institution.

Keywords: *Art of dance, Online Learning, Learning Dance at School.*

1. INTRODUCTION

One of the educational contents in educational institutions is dance learning. Where the art of dance is a space to convey information and become an interpretation of the movement of human values. Educational institutions providing dance curricula are none other than an effort to maintain ancestral values and traditions, which today's globalization movement has really limited space to realize the importance of ancestral heritage. Therefore, it is necessary to have an interesting method in learning the art of dance, so that students have an interest in the art of dance. An object that attracts students' attention will affect the formation of students' mindsets to become adult humans. Likewise, the cultivation of values or character through various ways (including through dance), is most effective if it starts from an early age, from adolescence to adulthood [1].

At Junior High School, West Kabaena Regency, Southeast Sulawesi, dance lessons are not fully followed by all students. Disinterest and awareness of the importance of learning dance seems to be a problem for students. Therefore, learning dance art must use dancing methods, such as showing examples of dance movements through contemporary audio-visuals. This is in accordance with the objectives of dance education, namely: Art education aims to: (1) gain art experience in the form of art appreciation experience and artistic expression experience, (2) acquire art knowledge, for example art theory, art history, art criticism and others [2]. Dance education also instills a beneficial effect of

creative dancing activities on the formation of students' personalities, not for creating dances for performance [3].

During the Covid-19 pandemic, people's movements and even education were very limited, therefore most of it was done online. Likewise, in education. The dance learning model that is carried out using an online or online system must be supported by various things, including a strong signal, the availability of media such as laptops, cellphones, projectors, and other supporting media. Therefore, learning the art of dance at Junior High School is done online.

Associated with the problem in learning the art of dance is not all students follow the lesson. In addition to the problem of interest, dance learning is only followed by those who have a talent for dance. Especially during the pandemic, which must use an online system, students who follow must practice what they see online. This is also a significant problem in online learning, especially dance. Because the potential for saturated students is very large, it is different from face-to-face learning. Therefore, this study aims to analyze and describe the dance learning model at Junior High School Kabaena West Sulawesi which was carried out in a discussion material about *Paddupa* dance that was delivered online.

The obstacle in online learning at Junior High School Kabaena is that students must go to the beach area to get a signal. So, the art teacher is Mr. Dedy who facilitates them a place for dance practice and an internet network. This is because the location of the school is on a mountain

but there is no internet network. On this island, it is known that there are still many schools that are lagging in terms of technology and information development. Dance learning is also only carried out in even semesters, so that it coincides with the COVID-19 pandemic, which of course makes learning more online. However, the existence of online learning is also an influence for students, including they know information or knowledge through you tube, so dance learning can also be balanced with materials from YouTube.

According to [4] influence is an inducement or encouragement that is forming or becoming an impact. In online learning for dance learning, it is sought to have an influence and impact on the students who follow. If the problem above is about saturation and not optimal, then the online learning model must be done with the discovery learning model, which must be based on audio-visual. Therefore, to determine the effect and results of online learning on dance learning at Junior High School Kabaena, it is necessary to use an experimental method in this study as an approach to determine the effect of intervention on controlled conditions [5].

From the problems presented above related to interest, boredom, online models, and details that cannot be measured optimally, the researcher will analyze the results of online learning in dance learning at Junior High School Kabaena. This aims to find out the results of online learning on *Paddupa* dance material, then become an evaluation study for both educational institutions and related parties.

2. METHODS

This study uses a qualitative approach with a descriptive method. According to [6], descriptive research is research that is used to describe events that occur, in the form of man-made or natural events. These phenomena can be in the form of activities, relationships, forms, characteristics, differences, and similarities between events [7].

Sources of data in this study consisted of primary and secondary sources. Primary sources, namely data sources in the form of the learning process at Junior High School (SMP) (covering material, teacher abilities, student behavior and learning media), related documents, and key informants deemed relevant to the research problem. Secondary sources, namely other data sources that support primary data, including: literature or related documents, resource persons who are expected to be able to provide information about the problem under study.

The data analysis used in this study includes two things, data reduction and drawing conclusions. Component analysis activities are carried out in an interactive form with the data collection process as a cyclical process [8].

3. RESULTS AND DISCUSSION

The 2020/2021 academic year at Junior High School Kabaena has implemented an online learning model. This refers to government regulations related to the COVID-19 pandemic. Which should do online learning. So that students do learning from home. Likewise, students who follow dance lessons. Therefore, dance learning is carried out using an online learning model.

Of the 26 students, only 4 people participated in online dance lessons at Junior High School Kabaena. It is influenced by interest, saturation and talent as conveyed in the background. Other students think that learning dance art if delivered online makes them bored, and chooses to learn face-to-face.

The following is data from students who participate in online dance lessons:

Table 1. Online dance student data

No	Student's Name	Gender
1	Ahmad Taqlibul Khair	Male
2	Ainul Fitriani	Female
3	Aldi Dian Fiqri	Male
4	Alif Aisyi	Male
5	Andi Wahyudi	Male
6	Awal Saputra	Male
7	Dwi Alia Angriani	Female
8	Erna	Female
9	Erwin	Male
10	Helny Rahma Multasyan	Female
11	Irma	Female
12	Manda	Female
13	Muh. Adrian Hidayat	Male
14	Muh. Fauzan	Male
15	Nur Hikma Lestari Abidin	Female
16	Nurfaedah Dedy	Female
17	Ramadana Alwahidin	Male
18	Ridho Budi Pratama	Male
19	Rifqa Zhafira Ramayani	Female
20	Riska Handayana	Female
21	Sri Adelia Putri	Female
22	Suci Bunga Citra	Female
23	Syalsabila Batari Basuki	Female
24	Yayu Rahayu	Female

From the data above, the level of activity is measured through several assessments including: the level of attendance, activeness in online classes and practice. Aspects of ability assessed are:

- a. Aspect of *wiraga* which means being able to master movement techniques

- b. *Wirasa* aspect, which means the dancer's expression in narrating
- c. The *wirama* aspect is dance movements that match the musical accompaniment.

Cultural arts learning materials at Junior High School Kabaena are prepared based on the 2013 curriculum which has been implemented since 2013 until now. And the *Paddupa* dance material is presented in a simple and more practical way. The assignment is also simplified, such as sending videos of dance practice and explaining the various movements in the dance.

The following is the documentation of the learning process.



Figure 1. Students submit assignments given by the teacher.

The 4 students referred to above are Ainul Fitriani, Dwi Alia Angriani, Nur Hikmah Lestari Abidin and Riska Handayani. Of the 4 students, only 2 students

passed. The value obtained by students is very less. Only a small part meets the standards and others. During the delivery of the material the teacher always reminds students to fill in the attendance in the classroom that has been provided. and after the learning process is complete the teacher also reminds students to do the tasks given. Each teacher meeting only gives 1 to 2 types of dance moves with the excuse that if there are too many students it will be difficult to do the task.

The following are the results of online learning in dance subjects:

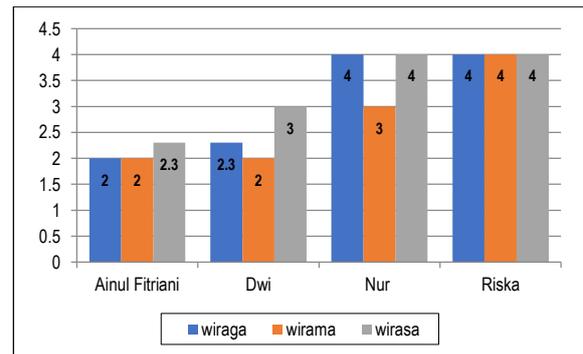


Figure 2. Results of dance learning

Overall, the average score of all students is 45% which indicates that the level of student learning outcomes does not meet the assessment standards. Of the 26 students, only 4 collected the assignments given. Quite a lot of students who do not pay attention to learning. Some only fill in the absences, there are even students who only read the teacher's messages and do not fill in the absences, let alone collect assignments.

The responses and attitudes of students at each meeting decreased, students seemed less enthusiastic in the learning process.

According to [9] learning objectives in addition to realizing effective and efficient learning activities, learning can also improve the skills of students. As is the case with online dance lessons at Junior High School Kabaena. The learning process is also through google meet videos, zoom, and share material via WhatsApp. Some of the applications above are used to realize effective and efficient learning activities.

Although in the aspect of activity, there are still some students who are less active, they are quite happy with learning the art of dance, because before that no one has taught dance. Despite the COVID-19 condition of 26 students, although only 4 students collected assignments and others just listened, some were mediocre, so far, the response received by educators has been pretty good.

3.1. Deficiency and advantages

This online learning model in dance learning has its advantages and disadvantages. The weakness of the online learning model is the effectiveness of the class,

where the material cannot really be measured evenly. even not all students are able to receive the material well. As is the case in Figure 1 where only 4 students out of 26 students collect assignments. This shows that the problems in online learning have a lack of effectiveness.

In addition to the problem of effectiveness, it is also its responsibility to students. Although some students follow well, it is not certain that all students are able to understand well the material presented.

The advantage of online learning in dance learning at Junior High School Kabaena is that the supporting facilities provided by the institution or data package support are an advantage. In addition, educators can send various examples of dance from various sources such as YouTube and so on. This means that material can vary widely when delivered online. In addition, the students were happy because previously there was dance material but no one had taught dance according to their abilities. Although the online conditions of educators that match their expertise provide students with practical material, they can attract students' attention.

4. CONCLUSION

Based on research results. learning carried out online has not yet fully reached the target of the Minimum Completeness Criteria (KKM) as determined. Minimum Completeness Criteria (KKM) is the lowest criterion to declare students to achieve completeness in determining the passing grades of students. To meet the assessment standards students must achieve a score of 5 in each aspect of the assessment. The teacher gives a value according to the student's ability. The value obtained by students does not meet the KKM because students do not reach the assessment aspects that have been provided. In today's dance lessons, students do not pay attention to the dance techniques. Students only dance the dance without the elements of *wiraga*, *wirasa* and *wirama*. This is influenced because they are new to and practicing *Paddupa* dance. Therefore, the problem is that besides being less than optimal when delivered online, the details of movements and aspects of dance are not well absorbed and received.

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