# Online Learning Design in Dance Studios as Anticipation of Social Distancing in the Pandemic Era

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**ABSTRACT**

The lockdown policy is considered to be an important thing and should be done during the pandemic, after being implemented in many developed and developing countries including Indonesia. This condition affects dance training and education activities in the studio which are carried out online through various conference applications, such as the Zoom Meeting learning application. The purpose of this paper is to provide an overview of online dance learning and teaching activities carried out at the Traditional Dance Studio. The case study method is used in this research in a qualitative research paradigm. Data was collected by observation, interviews, and questionnaires. The data is presented descriptively through coding the sub-themes of the problem to explain in detail the process of implementing online learning activities carried out in one of the traditional dance studios in West Java, Indonesia. The results showed that traditional dance practice learning activities held in dance studios had the concept of online learning using learning tools such as zoom meetings. Teachers and students optimize learning interactions in the concept of distance learning. The results of this study are expected to contribute to the development of scientific pawn groups in the Dance Study Program in finding new concepts and theories that can be implemented in various learning activities at the Dance Joint Study Program. In addition, these findings will be a new recommendation in producing the concept of online dance lessons that can be carried out in non-formal education environments.

***Keywords:*** *Dance studio, Community art education, Non-formal education, Online learning.*

## 1. INTRODUCTION

The shift from offline to online learning modes in the pandemic era does not only occur in the formal education environment, but also occurs in non-formal education environments such as the implementation of dance education and training in studios [1]. Non-formal education or community education is a systematic organized activity, outside the school system that is carried out independently or is an important part of a wider activity, which is intentionally carried out to serve certain students in achieving their learning goals [2]. Non-formal education can be in the form of play groups, study groups, course institutions, training institutions, organizations, studios, and art groups/art studios [3]. In this path, art education can be developed based on community needs, the curriculum is flexible, integrated with various other development activities such as life skills, and is not limited to age (early age to adulthood).

Non-formal education programs or community education implemented by dance studios need to be studied more deeply through research to find out the diversity and entities of the dance studios themselves. Several relevant research results have been carried out by several previous researchers. Tomlinson, researched the influence of art learning on the socio-cultural life of the people who participated in art learning activities [4]. Monika Novosad in her research results explains the impact of non-formal education on society and the younger generation [5]. Ozudogru examines the problems faced by learning in the pandemic era [6]. However, not many researchers have focused on the problem of non-formal dance learning activities, especially in studios in conducting online dance practice lessons.

Dance education in the studio is one form of community education program that organized by the community to meet the needs of dance education in a non-formal environment. The existence of dance studio education in this community is to accommodate the learning needs of the community in the field of dance. Although in other activities, art studios that develop in

the community have different dimensions of the function of art organizations, one of which is as a gathering centre for artists and art performers in developing and preserving works of art. In other activities, there are studios in the community that function for business activities in the arts sector, such as one of them as a centre for developing makeup and fashion studios. Meanwhile, dance education in the studio is more focused on organizing dance learning which is followed by various age groups ranging from children to adults with different learning objectives such as to improve their dancing talent, channel their interest in learning to dance, and channel their hobbies. dance, and so on.

Recent years, learning activities in dance studios was vacuum in routine dance training and offline education activities. This condition is caused by the fear of the students and their parents of pandemic in involving their children for dance practice in the studios. In addition, the implementation of the government's social distancing policy that prohibits and requires each individual to stay at home and always maintain a distance from other individuals during the Covid-19 pandemic emergency situation is resolved. Social distancing is one of the steps to prevent and control Corona virus infection by encouraging healthy people to limit visits to crowded places and direct contact with other people [7]. Now, the term social distancing has been replaced by physical distancing by the government.

When implementing social distancing, a person is not allowed to shake hands and maintain a distance of at least 1 meter when interacting with other people, especially with people who are sick or at high risk of suffering from COVID-19 [8]. In addition, there are several examples of the application of social distancing that are commonly carried out, namely: b, and studying at home online for school and university students. This social distancing condition is not only applied in formal schools, but also in non-formal schools such as dance studios. This step is taken to prevent the risk of spreading Covid-19.

The purpose of this study was to obtain data and information related to online learning in studios that implement social distancing policies from the government in studio policies. The results of this research will be an in-depth reference regarding the implementation of dance education in the studio which can also be done online as a recommendation for dance learning activities in the studio in the future according to the characteristics of the learning in chapter 21. The research study that will be carried out will focus on the problem of studying the implementation of education in online dance studios from the perspective of community education in the arts in the community.

## 2. RESEARCH METHODS

This study uses a case study research design with a qualitative research paradigm approach [9]. The research data are described according to the problem theme that is the focus of the findings. The research data according to the problem theme are coded to distinguish each case of learning problems found in the research process carried out. The location of this research was carried out in one of the traditional dance studios in rural areas in West Java-Indonesia. Participants in this study involved several elements such as dance trainers, dance academics from higher education, and 12 studio students who took online dance lessons. The research data was obtained from the results of observation instruments and questionnaires. The observation instrument is used when the online learning process is carried out to observe the process of learning activities of traditional dance practices carried out online. The questionnaire instrument was conducted to find out the obstacles to online learning and teaching faced by students and teachers. Data analysis was carried out qualitatively with the stages of collecting data or information which became the focus of findings from research problems, reducing data and drawing conclusions from the findings obtained [10-12]. The research data analysis was strengthened from the questionnaire data given to the trainers and students after the online traditional dance practice lectures were completed.

## 3. RESULTS AND DISCUSSIONS

### 3.1. First Meeting Learning

The implementation of learning at the first meeting was carried out on Wednesday June 2, 2022. This learning activity is carried out in the afternoon at 3.00 – 4.00 PM. In this meeting, one of the traditional dance materials was given with the target of learning being to learn the two main movements in the West Javanese traditional dance that he learned.

The learning activity begins with an introduction from the trainer to students regarding online learning during this pandemic, including conveying the rules and procedures for online activities. The activity continued by delivering of material starting with the presentation of a synopsis of the dance material to be studied according to the characters and choreography (see figure 1).

**Figure 1** First time online meeting.

After delivering the material, then the trainer starts with the attitudes and movements in detail about the traditional dance material being studied. This material is delivered in detail by the trainer, so that from our observations students can follow the direction of attitudes and movements conveyed by the trainer.

In this activity the trainer is very detail in delivering the material. Every student is noticed in the ability of every movement. The online activities for the first meeting went smoothly and students were very enthusiastic in participating in the learning activities. The trainers are also very orderly from every step of the learning process from the opening, content activities and closing activities in an orderly manner. There was an obstacle that occurred at the beginning of this meeting, the internet connection between the trainer and students, but these obstacles can be overcome. The attendance at the first meeting was only attended by nine people, because one student had not been conditioned. This first meeting according to our observations has not gone as it should.

At the end of the lesson, each child sends a video of the material being studied starting from the first movement to the second movement without music instrument.

### 3.2. Second Meeting Learning

The second meeting learning was held on Monday, June 7, 2021. The learning at the second meeting was held at 02.00-03.00 PM. The learning media used is zoom meeting. The material for the second meeting continued the material at the previous meeting. At the beginning of learning the teacher repeats the learning material at the previous meeting.

The trainers prepared all the equipment for the implementation of online learning, such as laptops, cellphones and dance properties. The activity begins with opening greetings and greet each student. In this activity, the trainer warmly greets each student, and on

the other hand, every student returns to greet him with a smile (see figure 2).
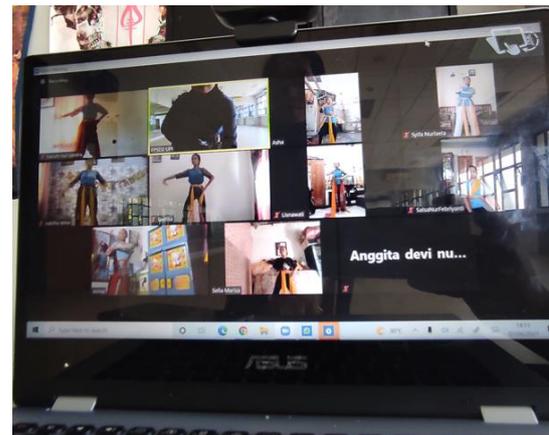


**Figure 2** Online dance practice learning activities for the second meeting.

In this activity, some students found it difficult to receive material, because the material was giving by online. It was not as comfortable as offline learning. However, the trainer patiently delivered the material in detail.

In the final activity, the trainer assigns each student a task to send a video as an evaluation material for the trainer. The video is sent to the trainer to be observed and evaluated, the results are presented and discussed at the next meeting. Assignments in the second meeting, each child sent a video of the material being studied as many as 4 main movements with music instrument.

### 3.3. Third Meeting Learning

In the learning activities, the third meeting was held on Tuesday, June 8, 2021, at 02.00-03.00 PM. At the third meeting, the online implementation was technically smoother than the first and second meetings. This seems because it has started to be conditioned. In this meeting, the trainer opened the lesson by greeting all students. The trainer reviews and repeats the material presented at the previous meeting. Some students have the courage to appear to express their opinions and some students seem hesitant and shy.

After the opening, the learning activities continued with the previous material was being studied. In the delivery of this material, at the beginning, the trainer reviews the techniques of these movements in detail so that students can do it. However, students' abilities are indeed different. In this meeting the trainer was a little tired in delivering this material because the movements were a little repetitive with different directions. We could feel how tired the trainer was because the students had some difficulty in learning the material. However, with patience and alertness, the material training can be

delivered even though we have not seen the results optimally yet.

At the end of the meeting, the trainer gave the task to record a video for each student which is sent to the trainer for evaluation, and will be discussed at the next meeting.

### 3.4. Fourth Meeting Learning

The implementation of the fourth meeting learning held on Friday, June 11, 2021, 02.00 – 03.00 PM. At the fourth meeting, the material presented was the addition of new material using dance properties, this movement consisted of War Exercises motif 1 and motif 2. The trainer in this material used the *keris* as a property. This movement requires agility and agility from the dancer.

At the fourth meeting, the material was delivered in detail starting with the movement techniques using dance properties. This movement is done repeatedly which takes a long time. The trainer has a little difficulty because this movement game requires skills that are long enough to practice. Although the results of this material are not optimal, students can do it. In this activity the trainer also provides opportunities for all students to perform individually. This movement continues to be carried out so that students feel motivated to practice.

In the final activity at the fourth meeting, the trainer conducted an evaluation by performing each student, while the assignment was carried out at the end of the closing section, the task was corrected by the trainer at home and will be discussed at the next meeting..

Follow-up at the third meeting includes:

- Each student sends a video of the material being studied, namely the movement using dance property motifs 1 and 2 with instrument.

- Write down the advantages and disadvantages of learning dance through online methods.

### 3.5. Fifth Meeting Learning

This fifth learning meeting held on Monday, June 14, 2021, 02.00 – 03.00 PM. Learning activities are carried out through zoom meetings. The fifth meeting was the last meeting that we observed, because we felt that it was enough to describe how to learn dance in the studio through online. At the fifth meeting, the last material in this dance is the movement of the *Pencak Keris* in pairs of motifs 1, 2, and 3, followed by a closing war.

At the beginning of the lesson, it was like the previous meeting. The trainer prepared the equipment's for online class, through zoom, such as laptops, cellphones, cameras, etc. The activity was continued by

conveying movement material using properties, they dance in pairs with motifs 1, 2 and 3. For this movement, the trainer was assisted by his partner to convey the material because all movements were in pairs to help each other's in movements clearer. This movement is delivered repeatedly so that the students would be skillful. In this activity, students are paired with their friends. The evaluation is done in pairs and after that the trainer gives comments as an evaluation.

### 3.6. Questionnaire Survey Data
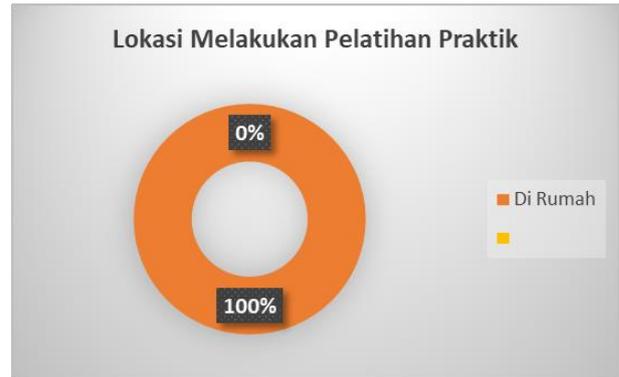


**Figure 3** Practical training location data.

Based on the data in Figure 3 above, it shows that 100% of N=12 learning participants prefer to do learning activities at home. They take advantage of the location of the house as a place to study because secure and safe to avoid crowds and the spread of the Covid 19.
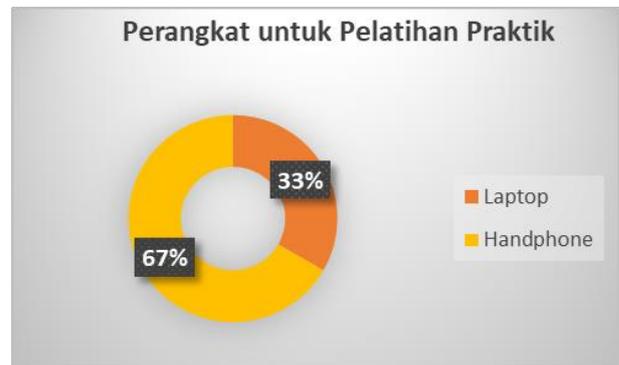


**Figure 4** Device data that is often used when studying by students.

Based on the data in Figure 4, it shows that 67% of N=12 students answered that the device or learning media that was mostly used by students was using each student's cellphone. The tendency to use laptop media is only 33% because most students do not have their own laptops to be used as learning media

**Table 1.** Recapitulation of student responses to a series of dance practice learning activities in online studios

| No | Questions | Yes | No |
|---|---|---|---|
| 1 | Have you ever learned to dance before entering a dance studio? | 3 | 9 |
| 2 | Do you understand the material delivered by the trainer? | 12 | 0 |
| 3 | Have you ever not understood the strategy of how to deliver dance practice material online that is applied by the trainer? | 8 | 4 |
| 4 | Have you ever felt frustrated to take online dance practice training? | 7 | 5 |
| 5 | Have you never understood how to do online learning? | 6 | 6 |
| 6 | Do you know how to learn independently / on your own related to the dance material provided by the trainer? | 12 | 0 |
| 7 | Do you understand well how to operate online media/ applications in dance practice training? | 12 | 0 |
| 8 | Have you ever had problems not being able to take part in online dance practice training because you didn't have a quota ? | 3 | 9 |
| TOTAL | | 63 | 33 |
| AVERAGE | | 7.8 | 4.1 |
| AVERAGE PRECENTAGE | | 65% | 34% |

Based on table 1 data, it shows that students' answers to the question items 65% of students answered "yes", and 34% of students answered "no" to provide answers the 8 questions in the questionnaire using google form. The data provides information and evaluations related to the effectiveness of online learning of dance practice by trainers and students.

Dance learning in the pandemic era requires a proper media so that learning activities can be carried out optimally [13]. This condition is to anticipate various learning problems faced by teachers and students [14–16]. Therefore, the characteristics of online learning will be related to the ability of Human Resources towards technology and the ability of human resources in preparing technological devices that must be prepared in learning [17,18].

## 4. CONCLUSION

The condition of online learning is not only done in formal schools. Learning activities carried out in non-formal schools such as in a dance studio in West Java-Indonesia. The implementation of learning was done in five meetings by observing, they have many problems that faced by students and trainers. However, from the whole dance practices learning activities that are done, basically the learning activity was running according to the previously designed learning scenario. In this pandemic situation, it does not create a passive learning, but the trainers are enthusiastic to continue learning even online through the zoom meeting application, which is indeed a lot of obstacles faced by the trainers, especially the studio manager and obstacles from the students themselves. For online learning in practical activities, there are indeed few obstacles for trainers or practical teachers, because after all, dance practice activities require direct contact. This is used to improve the attitudes and movements of students so that their achievements are maximized. In online activities, it was still found, some students felt confused about the direction they were facing when the trainer explained the demonstration of learning material that was delivered during the lesson. Students sometimes did the opposite movement, which should be done with the right hand, instead do it with the left hand. The strategy is by explaining each movement material in stages and explanations repeatedly, so that students can understand and every material presented by the trainer. As a result, students can follow the instructional directions from the instructor to learn every movement material that the trainer gives at each meeting. These results will be important recommendations in the future in providing information on the dance learning process in the studio that can be done online, although with different characteristics from dance exercises which are usually done in person.

## ACKNOWLEDGMENT

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