

Improving Creativity Through Development of Dance Learning Models for Teachers in Junior High Schools in Bandung

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ABSTRACT

The empathy and seriousness of the teachers in Junior High Schools in developing the creativity of Dance Education in particular is felt to be lacking. In general, teachers tend to have difficulties in developing innovative learning concepts. Traditional learning becomes a dominating habit. As a result, learning is less meaningful. Understanding in learning is neglected. There were no learning innovations that stimulated students to think creatively and innovatively, which ultimately led to the low quality of learning outcomes. This research stimulates the ability of teachers to develop their creativity in designing innovative, creative and fun learning. Specifically, to explore the ability of Dance Arts teachers to organize the ability to teach dance creations, starting from the preparation of learning scenarios, developing models, based on comprehensive reference sources. This study aims to develop a learning model for dance education through creativity applied by junior high school teachers. This research is expected to help teachers gain experience in designing dance learning models that can be used in the learning process in their respective schools, which has an impact on students' creativity. The formulation of the learning model based on the creativity of the teacher is expected to foster various aesthetic and cultural sensitivities that function to assist the development of students in terms of intellectual, emotional, and spiritual.

Keywords: *Dance learning model, Teacher and Student creativity.*

1. INTRODUCTION

Improving the quality of education can be started by improving the components of education. Components that can contribute to the quality of education include at least teachers and other education personnel, students, facilities and infrastructure, supporting teaching and learning processes, assessment systems, guidance and program management education [1].

The learning component is closely related to the ability of the teacher as the spearhead in curriculum development in the field. The curriculum is very dependent on what the teacher does in the classroom. Thus, it plays an important role in the Curriculum. Teachers are the main actors in every learning activity in schools [2].

The criticism that often comes to the surface in connection with the learning process of Dance in Junior High Schools, teachers tend to have difficulty in developing a concept in learning. In other words,

lectures become a continuous habit and become a teacher's habitual learning method. As a result, learning is less meaningful. Understanding in learning is neglected. The learning model does not stimulate creative and innovative thinking, which ultimately leads to the low quality of learning outcomes.

Various efforts have been made by teachers to improve students' learning abilities, starting from the preparation of the syllabus, the preparation of comprehensive reference sources. However, these efforts are still limited to the interests of the teacher's duties as teachers, not on optimizing student activities as learning parties. Therefore, efforts are needed to direct learning models that motivate students to achieve optimal results.

The development of dance learning models for dance teacher creativity in junior high schools throughout the city of Bandung aims to develop a learning model for dance education through creativity applied by junior high school teachers throughout the

city of Bandung. This research is expected to help teachers gain experience in designing dance learning models that can be used in the learning process in their respective schools, which has an impact on students' creativity. The formulation of the learning model is expected to foster a variety of aesthetic and cultural sensitivities that serve to assist students' intellectual, emotional, and spiritual development.

The problems studied in this study were formulated in the form of questions, namely: How is Teacher Creativity in Developing Dance Learning Models?

In detail the research questions are as follows:

1. What is the relevant dance learning model for dance teachers in junior high schools in Bandung?
2. How is the process of implementing the Dance Learning Model for teachers in junior high schools in Bandung?
3. What are the results of the implementation of the Dance Learning Model developed by teachers in junior high schools in Bandung?

2. THEORETICAL REVIEW

In essence, education is a process of interaction between humans and the environment that can be characterized by a balance between the subject of students and the authority of the teacher, and through education efforts can be made to prepare students to face and play a role in the community's living environment which is always changing rapidly following the times. The teacher has an important role in this regard, namely as the spearhead and determinant for the survival of students in the future, so that the teacher can be said to be the center of learning activities, guidance and or training, teachers are required to know a lot, be creative, sensitive, wise, clever, skilled, quick to take an attitude, mature in thinking, good and also must be able to give examples to respect the abilities and opinions of students.

Speaking of education, this area emphasizes the field of learning, which is a process of growing and developing the behavioral abilities of students. The task of the teacher is usually to be able to create situations and condition the situation of a comfortable education or learning process, which allows students to develop smoothly without students feeling their soul. pressured or forced. In this regard, education is an embodiment of idealism that needs to be done with full awareness, patience, responsibility, maturity of thought and sacrifice. Education is not only science and technology but also arts, culture, and morals which can not only be seen with ratios, healthy thoughts, but also with feelings.

Art education is an educational effort that is directed to the formation of the behavior of students who have knowledge, attitudes and skills in the field of art. Art activities can assist efforts in the introduction of the nation's cultural values, and help instill a person's attitude and personality, because art is closely related to the sense of beauty and human awareness in doing or making something, because art education is very close to creativity, taste sensitivity, beauty, skill, cooperation, patience, and discipline.

The process of implementing art education is different from the field of general learning, art education has specific characteristics, because in its communication it uses sense communication, and each branch of art has a different medium of expression. In art education there are theoretical learning materials that are informative about various scientific concepts related to the arts being taught, and practical learning materials that are skills, useful for improving the abilities and skills of students in practicing the arts.

In the 1994 curriculum the art of dance was included in the field of learning Handicrafts and Arts (KTK), whose implementation of learning theory was dissolved in practical activities. This means that the purpose of this learning is to be able to develop students' attitudes and abilities to be creative and appreciate handicrafts and arts. This expression illustrates that art education learning activities are student-centered (Learned-centered-teaching). The teacher or teacher must be a motivator to explore the creativity of students. It is clear that the activity is learning that uses creative strategies.

In line with the main basis of competency-based education, namely education that focuses on certain competencies possessed by students. The characteristics of education like this are the application of the concept of complete learning, namely growing and developing the abilities and talents of each student. Regarding competence, it can be explained that it is a combination of behavioral skills or complex knowledge that can be demonstrated by students who are obtained from conceptualizing the desired learning outcomes.

Based on these characteristics, learning the educational dance model must be a process, continuous, and always departs from the world or environment of the child that he likes the most. Therefore, dance learning must be a process that takes sufficient time, is always continuous, and always departs from the closest learning environment, and every art learning must begin with works that are realized in the form of practical activities, while theoretical elements are dissolved in practical activities.

Art education learning in addition to applying the development of affective aspects, also acts as a learning media which contains elements to be conveyed in learning models, learning strategies and teaching

resources. The elements of art education are applied through cognitive aspects, and psychomotor aspects, namely skills related to skill development. The development of the skills aspect in learning requires different learning strategies from other aspects, both in the approach, methods, sources, and media used.

The creative method is a method that can help the formation of a child's personality, because learning activities in this method are student-centered. By applying this method the elements of courage, honesty and spontaneity can be grown. Through creative methods, students can channel the expression of their souls and desires. Simultaneous fulfillment of desires will involve the presence of psychological elements and physical elements in a totality.

The primacy of the educational dance learning process for junior high school age, is that the majority refers to playing activities. Playing activities can cause feelings of relief and release that are buried in the conscience. Based on the results of their research, regarding playing in children, Rost and De Groos in Masunah proves that [3]: "playing can advance aspects of motor development, creativity, social skills, cognitive, and also the development of motivation and emotion". This expression is in line with the statement quoted by the Jakarta Culture Service that every game has positive aspects for the development of students.

The basis of good creativity is a process of personality development, which is expected to take place optimally and more meaningfully. In art education learning activities, creativity development should support all activities. The range of creativity levels starts from simple expressive creativity to complex creativity. Creativity in this type of education that can be fostered is ranging from artistic artistic creativity to scientific creativity (scientific). The scope of creativity in educational dance learning includes all creative endeavors that initially prioritized the freedom of forms and materials used, as well as being able to develop sensitivity to taste and sensory-creativity skills in the arts.

3. RESEARCH METHODS

This research is intended to increase the creativity of teachers in developing dance learning models in junior high schools throughout the city of Bandung. From the methodological aspect, this research uses research and development methods (Research and development) through a qualitative approach. Brog and Gall [4] stated "a process used to develop and validate educational products". The steps in this research lead to a cycle based on studies and research findings, then a product is developed based on the findings of a preliminary study, tested in situations and revised on the test results until

finally a model (product) is obtained that can be used to increase yield.

As a basis for consideration of the use of research and development, among others, this approach can develop and validate educational products and is a strategy to improve education. Thus, this method is very suitable and appropriate to be used for teacher creativity research in developing Dance Learning Models in Junior High Schools in Bandung.

4. DISCUSSION

The learning model is a pattern that can be used in designing learning in the classroom. Joyce et al., each model used guides us in designing learning to help students achieve various goals [5]. The learning model, especially in dance learning, is very important to use because it is something that is mandatory when the teacher is doing learning. Seeing the current conditions, the New Normal Era has been implemented for more than a year so that learning has changed which was originally done face-to-face, now it is done from home, namely through online media.

Based on the results of the study, it was obtained an overview of the learning system during the pandemic in several schools at the junior high school level in Bandung using three learning models, namely CTL, discovery-inquiry, and Blended Learning. Preparation and learning planning begins with the teacher preparing the Learning Implementation Plan first, the RPP used is the emergency curriculum or one sheet RPP and before starting the lesson the teacher explains the syllabus in advance to inform the basic competencies and core competencies as well as a one-year lesson plan Implementation of the learning model that applied by art and culture teachers in the New Normal Era, namely teachers applying the CTL learning model, Discovery-Inquiry, Blended Learning or sometimes classical and non-classical models, teachers can combine several of these models according to the needs or materials used.

The learning model applied to dance learning, for example, is Discovery-inquiry. The teacher uses this learning model through the scientific method by doing 5M, namely (observing, asking questions, gathering information, associating and communicating), for example, students observe one element of dance that he observes then will ask the element of the dance if nothing is understood, after that the participants Students collect information about what dance elements are in the dance, after collecting information students process the data they have obtained, then students communicate or convey what they have obtained through writing or in the form of a resume. This learning model also requires students to think critically and analytically, in this learning model the teacher only provides a stimulus to students then students look for problems and solve the problem themselves, the

discovery-inquiry learning model also cannot guarantee the smoothness of dance learning in students. The New Normal era is due to the limitations experienced by teachers and students.

However, using these models is not necessarily able to facilitate learning activities because of the limitations of learning activities that are applied to the New Normal Era. Evaluation of learning is carried out through assignments, daily tests, meetings, and questions and answers.

Seeing from the results of interviews and observations, it can be said that the learning outcomes of students in the New Normal Era have decreased, this can be seen through the average value and understanding of students. Learning in the New Normal Era will be effective if the models are combined and supported by the facilities provided and teachers can find appropriate learning models as a form of improving learning outcomes. Learning evaluation is carried out through assignments, daily tests, meetings, and questions and answers. Learning in the New Normal Era will be more effective if the models are combined and supported by the facilities provided and teachers can find the right learning model to improve learning outcomes. The implications of this research have an impact on the dance learning model in the New Normal Era to get results regarding what impacts occur in applying the learning model in the New Normal Era, these impacts have positive and negative impacts on teachers and students. This is expected to have implications for changes in teacher thinking patterns in developing appropriate variations of learning models in the New Normal Era so that students can better understand learning and provide convenience to teachers when teaching and learning activities become smoother and learning outcomes are likely to increase.

Learning activities must always end with an evaluation, especially in dance learning, this is done by the teacher to find out the extent to which students' understanding during learning is carried out. According to Grolund evaluation is a systematic process of collecting, analyzing and interpreting information or data to determine the extent to which students have achieved learning objectives. Through several times the evaluation of learning that has been carried out by the resource persons said that the learning outcomes of students, especially in dance learning, decreased due to the number of students who could not understand the material or assignments given, this can be seen from several factors including the limitations of students in doing learning, namely the difficulty of accessing learning, the lack of existing facilities such as gadgets and quotas, the lack of understanding of students because they do not pay attention to the teacher when teaching.

Evaluations carried out by art and culture teachers, especially in dance learning, if learning theory, then evaluation is carried out through daily tests through google classroom or through the school web, if practical learning is evaluation carried out by collecting videos and then sending them to the teacher or uploading them to the internet, but not all students collect assignments and take daily exams that the teacher has given this is because students who have started to feel bored with learning that continues to be done online and are only given assignments, students begin to lose interest in learning or enthusiasm to learn.

5. CONCLUSION

Basically, teachers pretty much have the same understanding that every teacher needs to develop themselves in terms of increasing creativity and innovation in carrying out learning activities. The development of learning models must continue to be pursued so that learning is always maximal and achieves the expected goals. In fact, the process of improving the ability of teachers has been able to develop optimally through CTL improvement activities, discovery-inquiry, base learning projects and Blended Learning. Efforts to increase creativity and innovation in learning for teachers need to be supported by broad knowledge and good skills by participating in various education and training. This of course will produce teachers who are professional and able to answer the problems faced in the classroom.

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