

Developing Student Creativity in Creating Environmental-Based Dance

Sella Yuliana Anugerah^{1,*} Juju Masunah¹

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author. Email: Sellayuliana22a@gmail.com

ABSTRACT

This study aims to describe the learning process of environmental-based creative dance in self-development activities at SMP Pasundan 4 Bandung. This type of research uses a qualitative paradigm with descriptive analysis method. The participants were 12 students, then they were divided into 2 dance groups. Learning is carried out in several stages, namely using the zoom application as material delivery, determining the type of dance, improvising movements, evaluating student body movements improvisation, selecting and smoothing student movements. The results of this study indicate that the participatory environment-based dance training in self-development activities at SMP Pasundan 4 Bandung is implemented with two dance creations, namely a dance with the theme of prohibiting littering and a dance with the theme of greening. This environment-based creative dance learning shows the results of students' creativity in exploring dance moves. The creation of this dance work is one of the efforts to save the environment and sustainable development as well as to win the "Adiwiyata School" award at SMP Pasundan 4 Bandung.

Keywords: *Dance learning, Themed dance, Student creativity, Environment.*

1. INTRODUCTION

Formally, art education in schools is developed through local content with cultural arts subject matter, which is divided into 4 aspects of learning, namely the fields of visual arts, music arts, theater arts, and dance which have their own characteristics in accordance with their respective scientific rules. Art activities must accommodate these peculiarities which are contained in the provision of experiences in developing conceptions, appreciation, creation, and expression. All of this is obtained through an effort to explore the elements, principles, processes, and techniques of creating works in the context of diverse cultures of society.

The Ministry of National Education [1] conceptually art education is (1) multilingual, namely the development of the ability of students to express themselves creatively in various ways and media, by using visual language, word language, sound language, motion language, role language, and the possibility various combinations of them. The ability to express oneself requires an understanding of the concept of art, the theory of artistic expression, the process of art creation, artistic techniques, and the value of creativity. Art education is (2) multidimensional, namely the development of various competencies of students about

the concept of art, including knowledge, understanding, analysis, evaluation, appreciation, and creation by harmoniously combining elements of aesthetics, logic, and ethics. Art education is (3) multicultural, namely developing awareness and ability of students to appreciate various cultures of the archipelago and abroad. This is a form of forming a democratic attitude that allows students to live in a civilized and tolerant manner towards differences in values in the life of a pluralistic society. This attitude is needed to form students' awareness of the various cultural values that live in society. Art education plays a role in developing (4) multi-intelligence, namely the role of art in forming a harmonious personality according to the psychological development of students, including intrapersonal, interpersonal, visual intelligence. This is a form of forming a democratic attitude that allows students to live in a civilized and tolerant manner towards differences in values in the life of a pluralistic society. This attitude is needed to form students' awareness of the various cultural values that live in society. Art education plays a role in developing (4) multi-intelligence, namely the role of art in forming a harmonious personality according to the psychological development of students, including intrapersonal, interpersonal, visual intelligence. This is a form of

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One of the Basic Competencies (KD) for learning dance art for grade 8 in the cultural arts syllabus is dance creation. For this reason, the creative power of teachers is required to produce creative and innovative dances. One of the steps that can be taken by teachers is to make the coronation of the Adiwiyata school a source of ideas and inspiration in working on a dance. Because ideally students are able to give birth to motion if the motion is the result of imitation of motion that is close to their environment and can shape the character of students to be more refined at heart. The teacher in learning art and culture explains about expressive activities. Therefore, from the point of view of expressive activity, a person relates to his environment through dance works. Through the body, humans think and feel the tensions and rhythms of the natural surroundings, and then use the body as an instrument. Humans express their feelings to the natural surroundings and can be implemented by creating dances, so that humans can relate to each other and the world. The problems of expressive activities taught by teachers in intracurricular can also be developed and realized in self-development activities. Based on observations on cultural arts learning at SMP Pasundan 4 Bandung that, dance self-development provides a presentation that is truly intended to shape students' abilities to become good dance exhibitors. The goal is that students are able to increase motivation and interest in dance and master a number of dance skills, even at some point they are expected to be able to take part in competitions. The teacher uses dance learning methods by teaching local dance materials, such as jaipong dance, peacock dance, kandagan dance etc. This actually stifles students' imagination and creativity. Students are required to memorize the dance movements of the predetermined forms, those who memorize them will get good grades. The impact if students' creativity is hampered is that students are less able to develop movement motifs, students feel cornered and not confident if they are not able to imitate the movement techniques taught by the teacher, and students are not free to explore and express themselves. The birth of a dance is very dependent on one's creativity. The dance that the researcher means here is that the teacher is required to develop the creativity of students in producing imaginative and innovative dances. So that students' creativity is not hampered. Based on the

observations of researchers at Pasundan 4 Middle School in Bandung. The researcher observed that the students had great enthusiasm in terms of learning the art of dance. In addition, SMP Pasundan 4 Bandung has not yet received an award as an Adiwiyata School. Adiwiyata is a program that aims to create good conditions for schools to become places of learning and awareness for school residents (teachers, students, and other workers), to encourage efforts to save the environment and sustainable development, which in turn can realize school institutions that care and are environmentally cultured based on the norms of togetherness, openness, honesty, justice, and the preservation of the environment and natural resources [2]. Based on the observations of researchers at Pasundan 4 Middle School in Bandung. The researcher observed that the students had great enthusiasm in terms of learning the art of dance. In addition, SMP Pasundan 4 Bandung has not yet received an award as an Adiwiyata School. Adiwiyata is a program that aims to create good conditions for schools to become places of learning and awareness for school residents (teachers, students, and other workers), to encourage efforts to save the environment and sustainable development, which in turn can realize school institutions that care and are environmentally cultured based on the norms of togetherness, openness, honesty, justice, and the preservation of the environment and natural resources [2]. Based on the observations of researchers at Pasundan 4 Middle School in Bandung. The researcher observed that the students had great enthusiasm in terms of learning the art of dance. In addition, SMP Pasundan 4 Bandung has not yet received an award as an Adiwiyata School. Adiwiyata is a program that aims to create good conditions for schools to become places of learning and awareness for school residents (teachers, students, and other workers), to encourage efforts to save the environment and sustainable development, which in turn can realize school institutions that care and are environmentally cultured based on the norms of togetherness, openness, honesty, justice, and the preservation of the environment and natural resources [2].

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Therefore, the researcher's idea arose to offer a learning model in self-development activities at SMP Pasundan 4 Bandung. The material for the art of dance

is creativity in creating dances with environmental themes.

2. LITERATURE REVIEW

Art learning is a business process carried out by a person to obtain a change in attitude and behavior as a result of artistic experience and interacting with environmental culture to achieve goals [3]. The purpose of learning is to direct changes in attitudes and behavior as a result of learning art, while art learning materials are expected for students to have learning experiences.

Conceptually, learning aspects of dance creation in education to students is a process of practicing learning the sources of ideas and how to generate ideas, learning how to express ideas that are historically oriented, understanding dance forms and presenting dance works which are manifested in the results of creating dance works with a number of processes during learning. Through learning at school, it will help someone to be motivated to create works of art with aesthetic value as the basis for their creation. With this study, it will be studied how the stages of creation through the learning process during this process take place in the classroom and appreciate the surrounding natural environment including social media.

Hawkins [2] reveals that the necessary conditions for creativity are an environment that allows a person to discover and explore his or her unique responses, and the drive towards creativity must be nurtured in a distinctive way. The release and development of creativity can be analogous to solving a light problem about a frightened animal coming out of a deep hole, you can't demand and push. No one creator can be pushed or pushed, creativity strengthens as he is ready to create. The soul of the creator arises from the process of finding creative ideas that arise and the need for execution, discovery arises by itself from what has been processed in the mind. The findings came at the choreographer's own will, if the feeling of desire wants to be done then the creative process will happen by itself. The impetus for the findings comes from the process of thought and desire from within the choreographer or dancer in carrying out the creation process.

3. RESEARCH METHODS

This type of research uses a qualitative paradigm with a descriptive analysis method conducted at SMP Pasundan 4 Bandung on Jl. Kebonjati No.31, Kb. Jeruk, Kec. Andir, Bandung City. Participants in this study were students who took part in dance self-development activities. The type of data in this study consists of primary data, secondary data. Data collection techniques through several stages, namely: literature study, observation, interviews and documentation studies.

4. RESULTS AND DISCUSSION

In the project-based learning model, students are invited to surround and pay attention to the natural environment at school. After that, the teacher and students are invited to discuss the concept of determining the theme of a dance work by determining the location, story theme, storyline, and character distribution. The application of the project based learning model is expected to increase students' creativity. As seen from the results of research conducted by experts, it shows that the project based learning model is a learning model that prioritizes student experience in relation to the natural environment, so that students can easily understand the content of the material presented. The environment as the basis for teaching is a conditional factor that influences individual behavior and is an important learning factor. The learning/learning/educational environment consists of the following: (1) The social environment is the community environment, whether large groups or small groups; (2) The personal environment includes individuals as a person who influences other private individuals; (3) The natural (physical) environment includes all natural resources that can be empowered as learning resources; (4) The cultural environment includes cultural and technological products that can be used as learning resources and which can be teaching supporting factors [4]. (1) The social environment is the community environment, whether large groups or small groups; (2) The personal environment includes individuals as a person who influences other private individuals; (3) The natural (physical) environment includes all natural resources that can be empowered as learning resources; (4) The cultural environment includes cultural and technological products that can be used as learning resources and which can be teaching supporting factors [4]. (1) The social environment is the community environment, whether large groups or small groups; (2) The personal environment includes individuals as a person who influences other private individuals; (3) The natural (physical) environment includes all natural resources that can be empowered as learning resources; (4) The cultural environment includes cultural and technological products that can be used as learning resources and which can be teaching supporting factors [4].

Based on the results of direct observations in the field to the implementation of the training carried out, this study found 2 components carried out by the teacher in the process of seeing students' creativity in environmental-based dance creations in self-development activities at Pasundan 4 Junior High School Bandung.

4.1. Forms of Dance Creations Based on Participatory Environment in Self-Development Activities at SMP Pasundan 4 Bandung

The form of dance work that has been created is group dance work based on a participatory environment, where the participatory environment means that all school members or school components must participate and are responsible for maintaining and caring for the school environment. This can be realized in various school programs, one of which is the Adiwiyata program which is implemented in self-development activities at SMP Pasundan 4 Bandung.

After conducting research for 2 months, namely 8 meetings, the results were the creation of 2 dance works based on a participatory environment. These two works were created by 2 groups of students who took part in self-development activities, and totaled 25 people, here not all students were involved in the creation of dance works, considering the health protocol that has been regulated by the government to avoid crowds, there are two groups involved in this dance work. Group 1 consisted of 6 people and group 2 consisted of 5 people.

The form of the work produced is divided into 2, namely:

- Group 1 dance work entitled "Sweep Sticks"
- Group 2 dance work entitled "Ngetam Kumbali"

4.2. The Suitability of the Idea with the Form of Dance Work Based on a Participatory Environment in Self-Development Activities at SMP Pasundan 4 Bandung

The idea of this dance work comes from the love of nature and care for the environment. Students go into the field to observe the elements that exist in the environment, then students describe these elements, and imitate dance moves. The suitability of the idea with the form of the dance work is appropriate, this is evidenced by the concept of the dance work which refers to the environment, where in the dance work there is a moral message to be more sensitive and gentle with the environment. The ideas from each group are as follows:

4.2.1. Group 1 Dance Work Entitled "Sweep Sticks"

This dance work tells about the dangers of garbage if thrown in any place, where the impact will be detrimental to oneself and others, such as flood disasters, clogged sewers, the school environment has an unpleasant odor, and provides inconvenience to school residents. This dance lasts about 5 minutes, the

movements in this dance are the result of imitation of everyday movements in schools about cleanliness. Students see that there is still garbage scattered around the school environment, such as in the canteen, in the school yard, and in the classroom. The properties used are broom sticks, buckets, basins, and trash cans.

4.2.2. Group 2 Dance Work Entitled "Ngetam Kumbali"

This dance work tells about reforestation or tree planting. SMP Pasundan 4 Bandung has small gardens, where lots of plants are planted such as medicines, flowers, and trees that make the school beautiful and comfortable. The whole school is tasked with taking care of the plants that are already in the school, but observations found that there are still plants that die and must be replanted and cared for. Thus, students imitate the movements of the reforestation process itself, such as sowing tree seeds, planting trees, applying fertilizer and planting trees. This dance is 4 minutes long. The properties used in this dance are flower pots and flowers.

4.3. The Ability of Students to Bring Dance Works Based on a Participatory Environment in Self-Development Activities at SMP Pasundan 4 Bandung

The students' ability to perform dance works based on a participatory environment is quite good. In this dance training process, students experience development at each meeting, both in terms of creativity, skills, and sensitivity to dance works. At the first meeting the students still looked less active because they did not have experience in creating dance works. In addition, the methods taught so far by art and culture teachers in self-development activities are still in the form of providing local dance materials, such as jaipongan, peacock dance, and kandagan dance etc. This can stifle the imagination and creativity of students, because the system applied is who knows the dance by heart and has the correct technique, it will get good grades. Students are not accustomed to creating a dance, with this training, the level of students' ability to create and perform creative dances has been quite good. This can be seen at the second meeting until the end of the training students have started to look active and participate in training activities enthusiastically. Movement techniques, composition, harmonization of wiraga, wirama and wirasa students in dancing are quite good. The ability of students in each group is different, for group 1 the ability of students is better than group 2, so this affects the form of movement and music. Group 1's movements are more energetic, and are based on Sundanese dance moves, such as jaipongan. While group 2, the movements are softer and lead to the basis of classical Sundanese dance so that the accompanying

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5. CONCLUSION

The results obtained from the environment-based creative dance training to increase the creativity of dance learning at SMP Pasundan 4 Bandung, through the creation of creative dance movements (movement exploration). Students are able to explore an object to get dance movements, with various auditory, visual, tactile, and kinesthetic stimuli. Members of self-development who are involved in the creation of environmental-based dance works actively participate in this learning with a total of 12 students. The development of student creativity begins with the presence of diligent students, so that their activities increase. Through group work in learning, students

work together to find the variety of motion of the object being explored, students are able to combine the results of exploration into a variety of dances and become new works. Increased self-confidence which is marked by the courage of students in presenting the dance work they have made. The creative power of students in producing creative and innovative dances is channeled, with this dance work efforts to save the environment and sustainable development can be helped, as well as to assist the process of assessing the "Adiwiyata School" award program at SMP Pasundan 4 Bandung.

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