



# Online Study Problem Survey in Dance Practice Lectures to Support the MBKM Program

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**Abstract.** The problem that is currently happening in the field is that dance practice lecture activities in tertiary institutions are fully carried out online it demands the readiness of human resources and quality artificial resource facilities (learning media devices) so that they can replace the characteristics of dance practice lectures which were previously carried out online. The concept of offline learning switches to the concept of online learning. In this study, explanatory survey research methods were used with a quantitative approach. Primary data was obtained from the results of distributing questionnaires to lecturers and students who carry out dance practice lecture activities at the Dance Arts Education Study Program-FPSD, Indonesian University of Education. Data analysis techniques were carried out in a descriptive analysis manner to obtain a complete picture of the learning problems in practical lectures at several universities in Indonesia. The results of this study show the diversity of student learning problems in participating in online dance practice lectures. The learning problems faced by students are found in several issues including the problem of the availability of learning media devices that are used adequately, interactions in learning, signals during lectures, student understanding in receiving material, and other non-technical problems. The results of the research are expected to obtain complete quantitative data and information so that they can provide recommendations in the form of data contributions to the implementation of practical lectures in higher education, especially for lecturers to find formulations in learning dance practice online in tertiary institutions. That way, the results of this research can be used as a basis for developing various learning tools that have relevance to the characteristics of dance practice lectures in tertiary institutions which are conducted online in the present and in the future.

**Keywords:** Learning Problems · Dance Practice Lectures · Online Learning · MBKM Program

## 1 Preliminary

The trend of online learning in Indonesia and even in the world has occurred simultaneously as a result of the demands of social distancing from the Covid-19 emergency. The conditions of the Covid-19 Pandemic that occurred in various countries in the world

have affected the implementation of learning in schools [1]. This condition also occurs in the learning process in universities in Indonesia. The shift from face-to-face learning (offline) to online (online) learning raises various problems faced by lecturers and students, especially those that occur in the implementation of dance practice lecturers in tertiary institutions. This condition forces lecturers and students to adapt intelligently and quickly to understanding some software and hardware needed by lecturers and students in conducting learning. This dilemmatic condition is one of the factors in the emergency of the Covid 19 pandemic [2] which requires that dance practice courses in tertiary institutions must be carried out online. However, in the implementation process, several problems were encountered by lecturers and students in carrying out practical lectures both in terms of adequate competence of human resources (readiness of lecturers and students) as well as adequate facilities needed in teaching and learning activities in dance practice lectures.

The implementation of online practical lectures in Higher Education forces lecturers and students to maximize technology media devices as a tool that bridges the interaction and communication of lecturers and students in providing material and receiving material. Learning media that are made quality are still far from the quality standards for the needs of dance practice lectures in tertiary institutions because they have not paid attention to pedagogical aspects in detail. As a result, lecturers and students face difficulties in learning and teaching dance practices where in substance the material can be well understood by students to carry out independent learning at their respective study locations. Even the available dance learning media, in terms of the quality of the presentation of images, graphics, and the dramatic structure of the media, have not been able to provide learning and teaching solutions carried out by students and lecturers teaching dance practice in tertiary institutions. Because in a technology-based dance learning media, it is not only enough to present the complete learning dance video material, but must pay attention to detailed pedagogical aspects [3] related to the purpose, depth, and breadth of the material that must be given at each target meeting (adjusted to the syllabus/RPS lectures), teaching methodology (instructional explanations for students), innovative and creative to build students' higher-order thinking skills, the application of an evaluation system but to measure student learning success, especially in dance practice lectures [4].

On the other hand, the readiness of lecturers and students to use technological media has limited space and time in carrying out learning optimally. This condition is influenced by several factors such as the factors of the tools used in learning (computers, cellular, laptops, and the like), the signal strength of each lecturer and student, adequate knowledge to operationalize the learning application system, and the media used., limited quotas or pulses owned by each, as well as the availability of learning media that accommodates the learning and teaching needs of both lecturers and students. All components that support the realization of online learning have not been fully prepared properly, because the concept of learning from dance practice lectures has not been prepared beforehand.

Several studies on the implementation of online learning have been carried out, such as [5] examining the readiness of instructors who must quickly adapt and switch to distance teaching. This condition is because college faculties in the State of North

New York did not have a prior notification that they would be required to teach their courses online after the February 2020 spring break. Chick [6], in his research proposed several innovative solutions including reverse class models, online practice questions, and teleconferences in face-to-face lecture venues. Giatman [7], his research ensured that the implementation of online learning had gone well and was able to meet predetermined learning outcomes (LO). Through the distribution of learning assessment instruments that are circulated using Google-form. Hilmi [8], researching the application of the blended learning model in Aran language learning used in online learning in the pandemic era. However, there are no researchers who have specifically explored potential learning problems in dance practice lectures held in Higher Education. This is important to do to formulate appropriate learning formulations in anticipating various learning difficulties found in dance practice classes.

This online learning trend is also used in the implementation of education in tertiary institutions in the implementation of the MBKM program developed by each university in Indonesia [9, 10]. Aware of the importance of maintaining the quality of education delivery in the MBKM Program in Higher Education, this online learning mode is a choice that is widely used by lecturers in tertiary institutions in serving student lectures in various MBKM programs both offered by the Ministry of Education and Culture and by the universities themselves. The scope of distance and time is one of the reasons why the learning model has become a strategic choice for Higher Education in agreeing to hold various types of lectures online. This condition is put to good use in dance practice lectures at the Dance Arts Education Study Program, FPSD, Indonesian University of Education to encourage students to attend lectures on an inbound and outbound basis. Various offers to organize dance practice from various dance colleges offer the same concept in realizing the implementation of the MBKM program at each tertiary institution, including one of them the implementation of the MBKM program in the Dance Arts Education Study Program FPSD UPI. It's just that some learning problems that are carried out online are often found by students in dance practice lectures.

The general objective of this research is to obtain accurate data regarding the difficulty level of lecturers and students in conducting online dance practice lectures. Want to know how far the difficulty level of lecturers is in carrying out dance practice lectures online? Want to know how far the difficulty level of students is in taking online dance practice lectures? The research data obtained is a good recommendation for lecturers, students, and higher education institutions to find various learning problems in dance practice lectures that are conducted online. So far, various learning problems have been found by lecturers and students in carrying out dance practice lectures online.

## 2 Research Methods

Survey research methods are used to obtain or collect information about large populations using relatively smaller samples. Also, suggests that a survey design is a procedure in which the researcher conducts a survey or gives a questionnaire or scale to one sample to describe the attitude, opinion, behavior, or characteristics of the respondent. From the results of this survey, researchers make claims about trends in the population.

The data presented is quantitative data collection. At each level of the lecture semester, researchers will hold focus groups and interviews for lecturers and students,

observe classroom samples (virtual zoom meetings) to document and triangulate focus group data and interviews, then lecturers and students also complete online surveys via Google Forms to measure how difficult it is to learn to teach dance practice courses they face online. The researcher will use a questionnaire/questionnaire research instrument and an interview instrument. In this study questionnaires or questionnaires were given to lecturers and students who were used as research participants for the level of difficulty in teaching and learning online practical lectures in several Dance Arts Study Programs in Indonesia [11, 12]. Explains that data analysis techniques in survey research can be carried out in two ways, namely through descriptive statistical data analysis and thematic content analysis. Data analysis will refer to some questions and research findings discussed in the research results and discussion chapter [13, 14].

### 3 Results and Discussion

#### 3.1 Student Learning Difficulties in Online Practical Lectures

The answers to the first research instrument ask five questions with each of the seven answer options that students can choose from. In the first question item, ask the question “Online media/applications that are often used in online dance practice lectures?”. The results of student answers 89 (70.07%) answered using the application used by the University, while 38 (29.92%) students often used zoom meetings. Other applications such as google meet, google classroom, Edmodo, whats App, or other conference learning media devices are rarely used in lecture activities in tertiary institutions. The second question is Why do you use the online learning application? Students answered more because they followed directions from the lecturer with almost 100% of respondents answering. The third question item is about media devices that are often used for lectures. Respondents’ answers showed that 67 (52.75%) used laptops, 34 (26.77%) students used mobile phones in attending lectures, and 26 (20.47%) students used other devices such as PCs and tablets. The next question is what obstacles are experienced while attending practical lectures online?, 57 (44.88%) students have difficulty understanding learning material, 34 (26.77%) students cannot focus and concentrate during learning, and 32 (25) .19% found many non-technical disturbances such as power outages, running out of quota and even a sudden loss of signal, while only 3 (2.36%) students gave less interactive reasons for learning dance practice online. In the fifth question, namely “where do you often do online learning?”, 82 (64.56%) studied at each student’s boarding house, 31 (24.40%) studied at home, while 14 (11.02) % students study outside the campus other than boarding houses. The first instrument data shows the diversity of students’ experiences and activities in participating in practical lectures in a relatively diverse way. The tendency of student answers is not the same in every case of learning activities that have been carried out during lectures.

Table 1 data shows that 116 (91.33%) students had experience learning to dance before entering college, while only 11 (8.66%) students had no experience dancing before entering college. On other questions, the data showed that 108 (85.03%) students understood the material presented by the lecturer, and only 19 (14.96%) students did not understand the material presented by the lecturer. Furthermore, 121 (95.27%) students answered that they understood the strategy for delivering dance practice material online

**Table 1.** Student responses.

<b>Aspect Question</b>	<b>Yes</b>	<b>No</b>
Did you ever study dance before entering the College of Dance majors/study programs?	116	11
Do you understand the material presented by the lecturer?	108	19
Have you ever misunderstood the strategy for delivering dance practice material online that was applied by lecturers?	121	6
Have you ever felt frustrated taking dance practice classes online?	124	3
Have you never understood how to do online learning before?	46	81
Until now, are you still confused about finding the right way to learn in online dance practice lectures?	93	34
Do you know how to learn dance material given in independent lectures that are effective for improving your dancing skills?	37	90
Is online learning effective in dance practice lectures?	12	115
Do you understand well how to operate online media/applications in dance practice lectures?	119	8
Have you ever been constrained by not being able to attend dance practice lectures online because you didn't have a quota/credit?	10	117

which was implemented by the lecturer, while only 6 (4.72%) did not understand the dance practice material delivered by the lecturer through the strategy implemented. Question about Have you ever felt frustrated taking dance practice classes online?, 124 (97.63%) students answered feeling frustrated, while only 3 (2.36%) students did not experience frustration in taking online dance practice lectures. The next data is 46 (36.22%) there are still students who have never understood how to do online learning before, but 81 (63.77%) students have understood how to do online learning. 93 (73.22%) students answered that they were still confused about finding the right way of learning in online dance practice lectures, and only 34 (26.77%) were not confused about finding the right way of learning in online dance practice lectures. On the other question, 37 (29.13%) knew how to learn dance material given in independent lectures which were effective for improving dance skills, while only 90 (70.86%) students answered they did not know how to learn dance material given in lectures effective self-defense to improve the ability of dancing skills. The next question is Is online learning effective in dance practice lectures?, 12 (9.44%) answered Yes and 115 (90.55%) answered No. The next data is 119 (93.70%) on the question "Do you understand well how to operate online media/applications in dance practice lectures?" students who answered were not as many as 8 (6.2%). The last question was "Have you ever been constrained by not being able to attend dance practice lectures online because you didn't have a quota/credit?", 10 (7.8%) students answered Yes, while 117 (92.1%) answered No.

## 4 Conclusion

Student learning problems in online learning in dance practice lectures have varying levels of difficulty. Some of the learning problems found by students in dance practice lectures were constrained by two aspects of learning problems, namely technical and non-technical problems in learning. Technical problems in learning are more focused on how students learn in mastering and receiving dance lecture material given by lecturers in online learning mode. Meanwhile, in non-technical learning problems, there are more problems with learning devices used by students and signals or networks used by students during lectures. Information on learning problems is needed to find the right formulation in anticipating learning problems experienced by students in private lectures so that the implementation of dance practice lecture activities in the MBKM program that will be held can be well anticipated.

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