

Learning Dance Creation Based on Literacy to Increase Student Creativity at Junior High School 2 Katapang

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Abstract—This study discusses literacy-based creative dance to improve student creativity. Through the creation of dance with stimulus literacy can increase student creativity both in terms of cognition, affective aspects and psychomotor aspects, in a balanced and intact manner. Determination of literacy was chosen as a stimulus in creation including: 1. Because various themes are embodied and 2. Material is easily obtained through hard copy or soft copy. The concept of literacy is used by giving stimulus to students by reading and being implemented in the form of motion. The purpose of this study is to improve the skills and creativity of students in learning dance creation by using stimulus literacy. This research method uses qualitative research with the approach action research. Data collection in this study through observation, interviews, and literature review. The research targets are Junior High school number 2 Katapang. The results of research conducted for one semester have been able to increase students' creativity in creating dance with stimulus literacy.

Keywords—*creation based; dance learning; student creativity*

I. INTRODUCTION

Originally the dance existed because it was created by the creative hands of artists who took part. The extent to which their intervention depends on the ideas they are working on can be stimulated from nature, books, reliefs, philosophy and so forth. This study discusses the creation of literacy-based creative dance to increase student creativity. In accordance with Rohidi's statement in Hidajat the purpose of art education is (1) a strategy or way of fostering, developing sensitivity and creativity, (2) giving opportunities as wide broadly to students for expression, and (3) developing children's personal direction towards the formation of a whole and complete personality, both individually, socially and culturally [1].

Through the creation of dance with stimulus literacy can increase student creativity. Literacy is defined as the ability to use language and images in a rich and varied form to read, write, listen, speak, see, present, and think critically about ideas [2]. Literature in addition to a work of art that has mind, imagination, and emotion, as well as creative work utilized as intellectual and emotional consumption. That is to do through thoughts, ideas and emotionally in literacy. Creativity is the

ability of a person to give birth to something new, both in the form of ideas and real works that are relatively different from what was before [3]. Also in the creation of the *Kalakay* Katapang dance there were new findings such as property and dance costumes. creative is a human being who is living and carrying out his absolute freedom [4]. Humans are free to create and express their ideas through works. Both in terms of cognition, affective aspects and psychomotor aspects, in a balanced and intact manner. literary learning can affect students' emotional, imagination, creativity and intellectual abilities so that they develop optimally [5].

In its development, literacy is quite helpful as a stimulus for dance creation. With the frequent reading of simple sentences and reasonable grief, it will increase poignancy and increase the speed of reading. The reason the author chooses the topic of creative processes is the creation of dances through literacy, namely to develop or explore abilities. Each student has diversity both physically, psychologically, intellectually, attitudes, interests, talents and so on. This is a challenge that must be faced with all efforts and perseverance and maximum patience. Through the creation of dance with stimulus literacy can increase students' creativity both in terms of cognition, aspects of affection and psychomotor aspects in a balanced and intact manner.

The creative process is divided into several phases, namely:

- Sensing (feeling)
- Feeling (living)
- Imaging (imagining)
- Transforming (manifesting)
- Forming (giving shape) to

Realize a dance work. This journey as a process of "seeing, deepening, and realizing" [6]. Creative Dance Learning to Increase Understanding of the Love of the Environment in Early Childhood. Students learn to dance in preparation for performances at children's art and creativity degree programs which are usually held every two years, coinciding with farewell activities. Creative approach and subject of early

childhood research that has several characteristics such as unique, spontaneous, active and energetic, egocentric, explorative, short attention span.

II. METHOD

This quantitative research method uses action research methods. The theme of the research highlights the problem of the realistic class. Data collection in this study through observation and interviews. The research targets are SMP. This study uses a quantitative paradigm with classroom action research methods. The class action research model uses the Kurt Lewin model, namely:

- Planning
- Acting
- Observation (observing)
- Reflection (reflecting)

The type of classroom action research conducted is a type of participant class action research where participant PTK research is if the person who is conducting the research must directly involve in the research process from the beginning until the research in the form of reports. The location of the study, population and samples was conducted in a junior high school number 2 Katapang, Katapang District Bandung Regency. Researchers chose at Katapang junior high school number 2 Katapang because student saw the problems of from multi-intelligence through dance learning. Research Population of the 6th grade students of Katapang State Middle School with 5 classes. The researcher chose class VII because there were problems in increasing students' creativity. Research Samples There were 26 students in VIID class consisting of 12 men and 14 women. The sample technique taken using random sampling is said to be simple because it is done randomly. Sampling in VIID class is the initial stage of students entering adolescence.

III. RESULTS AND DISCUSSION

Dance is an attempt to realize beauty through the arrangement of motion and rhythm in units of composition of motion to convey certain messages [7]. Seen in the dance composition of Soeted Jaya to get good work in structuring dance works there are thirteen elements of composition in dance that must be considered: 1). Dance movements, 2). Floor design, 3). Top design, 4). Music design, 5). Dramatic design, 6). Dynamics, 7). Group composition, 8). Theme, 9). Cosmetology, 10). Fashion, 11). Dance property, 12). Staging or stage, 13). Lighting or lighting. Choreography is a dance record while the choreographer is a person who creates dance, choreography is a product of human creation that is used to interact both in relation to his God, with the environment, and other humans. Another thing that concerns a process is the act of carrying out a creative process [8].

A. Design of Karawitan Dance

Election working on *karawitan* to support the dance choreography is based on various considerations and conformity with the needs, because not every music is suitable for dance needs. In addition, music in dance works has dual functions, namely; parallel / linear movement and music that serves as an illustration and enlivens the power of the atmosphere in building the dramatic rhythmic structure of dance. *karawitan* dance music will use a set of p / s (*pelog / salendro*) verses coupled with *jaipongan kecrek* drums, fly and flute, fiddle, and vowels as illustrated music in some scenes that need to be strengthened.

B. Artistic Design of Dance

The artistic design of dance is divided into two aspects, namely; fashion makeup and property.

1) *Fashion makeup*: makeup that is used is beautiful makeup as with thickness and color using the color of stage makeup while the clothes used will not be separated from the concept of tradition that will be developed into something unique.

2) *Property*: property in the creation of the dance work "Kalakay Katapang" uses costumes that are made from recycled material, the purpose of which is to use materials that are already unused can be made as the material used in dancer's costumes, namely skirts. And making proferti large leaves in the form of kalakay from sponges and used plastic packaging made for the purpose of lifting the local name of the area, namely the sub-district of Katapang.

This research was conducted at Junior High School number 2 Katapang. This research is appropriate to be conducted at this school because it is to increase the creativity of students at school. Because the school has a geographical background in the village which is a marginal school because students make this school a 'second choice'. Students who have not been accepted into a new public school will make their choice in this school, so that the attitudes of students in this school are less responsive to learning in school. This is what makes this school a less creative school in the learning process. However, there are actually many amazing things that can be done by them, the students at this school. Nowadays in learning still using learning methods that are less explored in expressing ideas and creativity, especially in the arts. Cultural arts subjects at Junior High School number 2 Katapang are given to 7th grade students.

In this study two cycles were carried out in cycle 1, activities are carried out: reading human story books (*wayang*), summarizing, making scenes, making choreography, looking for music, making makeup and clothing and property, showing dances. Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

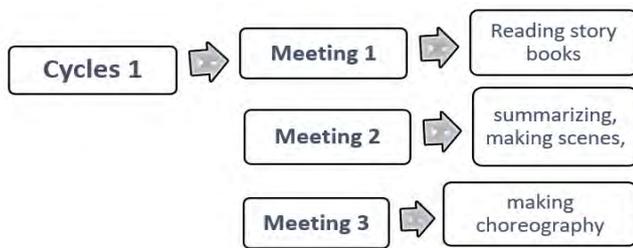


Fig. 1. Syntax learning cycle 1.

In cycle 2 activities are carried out Reading a story book, (humans, animal stories, stories of plants and natural stories around), Summarizing, Making scenes, Making choreography, Searching for music, Making makeup and clothing and proferti, Showing dances.

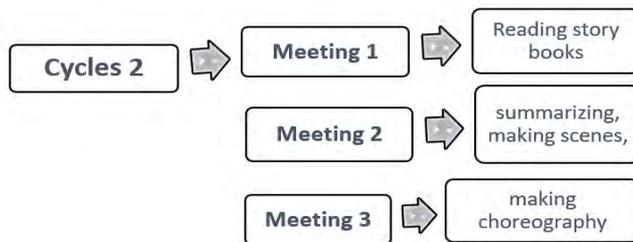


Fig. 2. Syntax learning cycle 2.

The creation of a dance work is indeed not as easy as reversing the palm of the hand, of course it takes a maximum working process, which is combined with ideas and creativity and is innovative and contains distinctive features. In the creation of the dance work "Kalakay Katapang" which raised the local name of the region and empowered recycled material for its property, it took time and the level of maximal thinking and its purpose was as an appreciation for the creation of a dance work associated with literacy which is now smothering. to motivate the creation of a dance work. Indeed, it is not easy for many things to be carefully considered. According to Alma M. Hawkins, namely: Creativity is the heart of dance. People are given special abilities to create, they can incorporate ideas, symbols and objects [9].



Fig. 3. Process creating dance.

The creation of a dance work like any other art in education has a role as a media or learning vehicle, which is to prepare students to become human beings who have a balanced mental attitude between physical and psychological and direct students

unconsciously familiar with the components of art: music, form and motion.



Fig. 4. Process creating dance.

Learning dance with stimulus literacy in Junior high school 2 Katapang uses creative methods. This method is used to improve the creativity of students and students able to create dance and students are given a place to process creatively after a stimulus literacy is carried out.

IV. CONCLUSION

Research by providing literacy stimulus to students by implementing the action research learning model aims to increase students' creativity in creating dance and dance learning shows an increase in student learning outcomes on each indicator. in the first cycle of course the results have not been maximal and not achieved, with the second cycle all indicators are reached and give results to increase student creativity. This proves that stimulus literacy can increase students' creativity in making dance. Increased student creativity is also supported by increasing student learning outcomes. The results of student creativity can be beneficial for students and schools.

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