

Creation Dance Learning through Project Based Learning to Build Students Characters

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Abstract—This study aims to improve the character of students of SMAN 1 Garut, especially in respect, creative and confident through creation dance learning using project-based learning. In the implementation process, used the steps of composition theory such as exploration, improvisation, evaluation and composition. The learning method that is implemented at each meeting uses a project-based learning by the steps start with the essential question, design a plan for the project, create a schedule, monitor the students and the progress of the project, and evaluate the experience. The research method used is an experimental method with a quantitative research paradigm. The results of this study prove the hypothesis that the learning of creation dance using project-based learning can build the character of students of SMAN 1 Garut to respect each other, creative, and confidence. Obtaining a pretest score of 67 and increase after being given treatment obtained a posttest score 81. The results of this study are expected to be a reference for the use of dance learning methods and materials in high school education, and can be an idea of developing art learning methods dance for further research.

Keywords—creation dance; project based learning; character

I. INTRODUCTION

Creation dance is an art expression that is not always patterned on a tradition movement, but it can develop by a lot of movements idea. A competency in dance education for high school level, one of them is making dance creations based on local regions. High school students in West Java will make Sundanese creation dance, as well as high school students in other regions will create creative dance based on the region they occupy. Application of Creation Dance, students will learn to explore in producing dance. Creative Dance is expected to stimulate students in building character such as respect, creativity, and confidence. To achieve the learning objectives, need a strategy to reach it. One of them is project-based learning methods. According to Suandani project-based learning is one of the right strategies to make students creative in solving real problems in their lives by designing, planning, organizing and implementing the learning process [1].

Based on observations of researchers as a teacher at SMA Negeri 1 Garut, the character of students that needs to be built are respect, creativity and confidence. This is in accordance with the advice of all teachers, especially in the field of student affairs to improve the positive character of students in all three aspects of the character. Some of the problems that arise,

including first, students whose attitude is not polite, do not respect the people around them, lack confidence, so it is difficult to process ideas and imagination. Second, some students are still ignoring of mutual respect that must be done to their friends or the community in the school, such as giving positive responses, giving advice, and giving praise. Third, there are also many students who are not confident if they have to face several people, present at a discussion forum. There are also many students who do not attempt to devote their ideas to making work, or completing assignments. Ideally, high school students have equal opportunities in thinking, attitudes and actions that should be utilized properly distributed. Based on the situation, creation dance is one of alternative to increase creativity and students character that is suitable by Nalan, creative dance is a dance created based on thoughts or ideas related to a particular theme. In its creation, a choreographer needs good creativity in realizing his dance work. In this case, creation dance made by students [2].

II. RESEARCH METHODS

The research method used in this study is an experimental method with a quantitative paradigm. According to Hadi, an experimental activity, which aims to find out an influence that arises, as a result of certain treatments. A special example of experimental research is the existence of certain treatments. A special feature of experimental research is the trial or trial. This experiment is in the form of treatment or intervention on a variable [3].

According to Sugiyono in Educational Research Methods, the quasi-experimental design of time series group design used for research cannot be chosen randomly [4]. Before being treated, the group was given a pretest in order to determine the stability and clarity of the group's condition before being treated. Furthermore, given treatment or treatment. This research design uses only one group, so it does not require a control group.

TABLE I. QUASI PARADIGM OF TIME SERIES DESIGN EXPERIMENTS

Pretest	X	M	Y Posttest
O1 O3 O5 O7 O9 O11	Creation Dance	Project Based Learning	O2 O4 O6 O8 O10 O12

Information:

- O1, O3, O5, O7, O9, O11 = Pretest value before being given treatment
- X = Treatment
- M = Project Based Learning
- O2, O4, O6, O8, O10, O12 = Posttest value after treatment

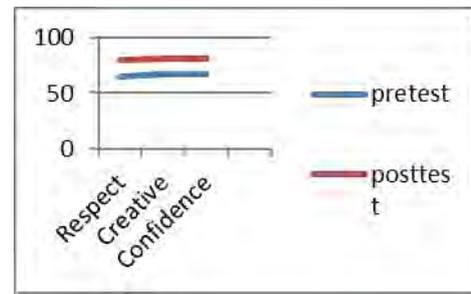


Fig. 1. Comparison of pretest and posttest character students.

A. Research Implementation

This study lasted for six meetings. At each meeting the stages of project-based learning were applied, including start with the essential question, design a plan for the project, create a schedule, monitor the students and the progress of the project, assess the outcome, and evaluate the experience. In addition, students will make creative products in the form of group dance using dance composition stages, such as exploration, improvisation, evaluation and composition. There are additional stages in this learning design, in the first meeting is an appreciation activity. The second meeting is exploration. Third is improvisation. The fourth, evaluation. Fifth is compositions. The sixth meeting was held by presenting students' creation dance to be watched by all students in the class and practicing respect and confidence in students. All of learning steps are very important to build a character based on Lickona, character is a transformation values of life that can increasing in their life [5]. Composition steps implemented in every learning meetings, according to Hadi such as wholeness, variation, repetition, transition, sequence, and climax [6].

B. Research Finding and Discussion

Based on the results of the implementation of creative dance learning using a project-based learning model, the value of each meeting is increasing. Selection of teaching materials and learning models is quite effective in improving positive character for students. This has also been proven in previous research, according to Lestari that learning dance using project-based learning that produces dance works serves as an ingredient to test students' competencies in their ability to process ideas and thoughts in dance work [7]. Students have a precious experienced valuable creative process in their learning activities. This proves students are able to increase their creativity.

C. Creation Dance to Improve a Character

In addition, project-based learning implemented in dance learning will develop collaborative aspects between individuals and groups. In the process, students will have a lot of experience opinion sharing activities, experience differences in thinking and how students solve problems. The product of dance work that has been created has become an honor for students individually or in groups. Individually, students will feel satisfaction and belonging of the work they create. This is relevant to what was expressed by Widoretno that the level of student confidence will increase along with the contribution of students while working on a dance project [8]. Project based learning can be used in dance learning to achieve educational goals in general, as well as improve the ability to create creative works through projects and improve positive character.

D. Creation Dance as a Creative Product

The results of research on creative dance learning using project-based learning produce a creative dance in groups with Nusantara dance themes. Students consists of six groups producing dance works that are different in their regional themes. Starting from the Sumatra, Jakarta, Java, Bali, Sunda to Papua. The theme of various regions can make students in conducting stages of exploration, improvisation and evaluation of dance. Student's ideas and ideas develop and are able to be expressed through new choreography or from the development of regional choreography according to their groups. In addition, this dance learning aims to improve students' respectful, creative and confident character.

In the pre-test that was carried out before using the project-based learning model, the average value of the aspect of the character (respect, creative and confident) students in the range of 64-68 were still in the unfavorable category. This value is obtained from researcher's observations of the predetermined indicators. After treatment with creative dance learning using the project-based learning model at each meeting. After a post test, the student character shows significant positive changes. The average score of students in the 81-82 range is in the very good category. Based on the improvement of respecting, creative and confident characters, the research conducted by researchers has succeeded in proving the hypothesis, that learning creative dance using project-based learning can build the character of students of SMAN 1 Garut which has been proven by various assessment indicators.

III. CONCLUSION

Creation dance learning design applies the theory of dance composition stages including exploration, improvisation, evaluation and composition. The learning method applied uses the steps of project-based learning. The design compiled by the researcher is the addition of composition stages, namely at the beginning and at the end of learning. There is an appreciation activity as a first step for students to get a general information related to creative dance. At the end of learning after the composition stage there are additional activities, namely presentations. Presentation activities are aimed at students to train students' self-confidence to be able to show the creation of dance work in front of their friends, and train other friends who witness to give appreciative attitudes by giving praise or responses related to the appearance of dance work displayed to train mutual respect.

Project based learning is very effective in achieving educational goals. Based on Margaret W. Gredler the method of thinking hypothetical deductive reasoning), is a way of thinking by taking a problem, then taken an guess and then tried to be solved systematically according to the scientific method [9]. Learning methods will make it easier for teachers to teach and can be accepted by students well. For students, learning dance is easy, systematic and also meaningful. The experience of doing this research is to prove that the project-based learning model is easily implemented and has real benefits. Hopefully, it can implemented for the teachers as model references to increase quality of learning according to Mulyasa, learning methods can make a teachers to teach easily and can reach a learning goals [10].

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