

The Tryout of Dance Teaching Media in Public School in The Context of Appreciation and Creation Learning

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Abstract

Dance learning through appreciation and creation approach is considered important in public school. This study is aiming at realizing dance media to be used as a tool to educate students as formulated in the school curriculum. Specific target to be accomplished in this study is the realization of dance learning media as one of appreciation and creation educational tool in public school. Further, this study employed developmental research method. The tryout of the product was done to measure the effectivity and creativity of students while the media is implemented in dance learning. The product's trial result showed that the use of dance learning media that was designed specifically for appreciation and creation approach has successfully driven the students to be more active and creative. Teacher assistant was less needed by students whenever they have problems related to the dance learning.

Keywords: dance; appreciation; creation; learning; media

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INTRODUCTION

Dance learning in public school needs to be done in accordance with the purpose of art education written in a curriculum, that is as an appreciation and creation educational tool. The first phase of research done by researchers (Malarsih, et al., 2015) has produced dance learning media product as appreciation and creation educational tool. In line with the first phase of research, the researcher believes that product produced by the first phase of research needs to be tried out to the practitioners before being used in the actual teaching and learning. It is hoped that after the tryout, a product can be maximally used to achieve the aims of learning. Dance education curriculum in In-

donesian public school, in fact, is created and revised based on the policy that the government has. As a result, the curriculum changes every time the government has a new education policy. However, the role of dance is remaining the same; that is as an education tool. When art is taught as an education tool, the output is the skill of a process which contains a considerable number of educational values, specifically one related closely to character education.

Previous research entitled "The Enhancement of Student Creativity in Dance Learning by Cooperative Learning in Public School" by Dian Trisna Mustika, et al. (2013) is employed to support this study. It tells about the lack of students' creativity in learning school subjects. The result shows that cooperative learning is consi-

derably beneficial in enhancing students' dance creativity, though the result has not been significant enough to support the study.

Second supported study is entitled "The Dance Subject: Image and its Contribution in Shaping Children's Character" by Kuswarsantyo (2012). The research was conducted in public school in primary, secondary, and high school level in Yogyakarta province. The problems discussed in this study are related to the image of dance from textual to contextual understanding. Results show that changing the students' perspective about dance from textual to a more contextual understanding is influential towards the students' attitude in appreciating social life as one of art education implication at school.

In addition to this is a research entitled "Learning Lampung Creation Dance through Choreography in Senior High School 5 Bandar Lampung" by Adzan (2014). The problems raised in this study is related closely to how the process of dance creation learning is held in Senior High School 5 Bandar Lampung. Research result shows that the process of dance creation learning is initiated by the activity of understanding the conception of the dance, that is then followed by introduction of choreography using audiovisual media. Starting from the activity of introducing through audiovisual media, students can explore and improve further. The enhancement of creativity after the use of audiovisual media is the shift of students' attitude to be more active and creative.

The three previous studies employed in this study are all related to dance learning in public school, ranging from primary, secondary, and high school. Even so, all studies conducted before this have not conducted any trial or tryout in the actual field related to the usefulness of in-house dance teaching and learning media in senior high school to optimize appreciation and creation learning. Thus, research statement in this study is how dance teaching media product can be used as a model for dance learning that employs appreciation

and creation approach in public schools of high school level.

METHOD

This study implemented developmental research. Developmental research is a study in which product demanded by research subject produced at the end of the study. Further, this study adopted and developed a theory from Borg & Gall (1983). In detail, setting and object of the study, data analysis technique, and research steps are explained as follows:

Setting and Object of Study

This study was conducted in both Semarang City and Regency. Specifically, the subject of the study was Senior High School involving teachers and students in a specific context which was dance learning process. The object of the study, however, was related to the tryout of dance learning media product in order to support the appreciation and creation learning to dance in public school. In accordance with the object of study, components of appreciation and creation became important as components used in learning media to activate and push students to be creative during the learning process.

Seeing from the perspective of problems that needed to be solved –specifically about appreciation and creation– therefore, the teaching and learning media also had to be filled with appreciation and creation approach. The media of appreciation focused on the introduction of text and context of dance. The text and context of dance then had to be understood, interpreted, innated, and internalized before being evaluated after that. The teaching media of creation were developed from appreciation media that was filled with dance material that was expected to be developed by students, either from the point of view of its movement ideas or its ability to connect and construct all elements, before being arranged into a new creation of appreciation media.

Data Analysis Technique and Steps of Study

The data analysis technique was related closely to the data collected from the subject of study. Data in this study was all related to the dance appreciation and creation, dance learning, and ways in developing teaching materials. Data was collected through observation, interview, and documentary study. The data analysis technique employed here had been adjusted to the characteristics of data and its usage in this study. The following explanation presents steps of research in all phases in relation to the tryout of teaching media product for appreciation and creation learning.

First was delivering information about the purpose of dance teaching and learning. Second, conveying the manifestation of teaching media in relation to dance learning. Third, explaining the necessity of using teaching media to raise creativity in dance. Fourth, implementing the teaching media to attract students' interest in dance subject. Fifth, observing responds from students on the use of the tried out teaching media. Sixth, asking responds from students verbally regarding the teaching media used during the process of teaching and learning dance.

RESULT AND DISCUSSION

In this part, steps in trying out the research product that is packaged in a form of dance appreciation and creation learning media will be described. The product's try out is done qualitatively in collaborative work between teachers and researcher. Here, the teacher's role is to apply the tryout in classroom learning process and the role of the researcher is to observe students' activity in appreciating and creating the dance.

Students' Activity in Appreciates the Dance

As written in the method of the study, the first step of media's try out is conveying information about the purpose of learning dancing. Thus, learning dancing

for students in public school is aiming at teaching students to appreciate others' work in the context of dance. Appreciation can be identified as a process to interpret meanings contained in an artwork (Bahari, 2014). The definition literally means as the meaning of a meaning (Pradopo, 1999). Specifically, in arts, meaning can be understood as whether the art (1) is enjoyable or not, (2) is sensible or not, (3) is imaginable or not; and (4) embodies a cultural value or not (Sedyawati, 1995).

Up to this stage of learning, it was found that students had not understood the meaning or definition of art appreciation itself. The considerably easiest way to teach the students about appreciation is to explain appreciation as an appraisal or recognition. In other words is to recognize the existence and value of certain dances. Getting students to be able to appreciate dance is indeed not a simple thing to do. There is a set of process that needs to be passed by students to be able to appreciate a dance. The first process is to identify dance from the perspective of text and context. Second is to understand the dance from the perspective of text and context. Third is to interpret the meaning of dance from text and context perspectives. The fourth is to be able to value or evaluate the dance from the perspective of text and context. This model of appreciation departs from art critic thought pattern that claims to be able to make students appreciate art well and correctly (Wadiyo, 2012); Ispahami, 2011, p. 27-28).

After getting students prepared with the ability of appreciating art, the next step was the implementation of the teaching media in the learning process. The media itself is considered as a learning source component or physical medium that contains instructional material related to the students' environment that is expected to be able to stimulate the desire of students to study. Meanwhile, teaching media itself is a medium that brings messages or information aiming at an instructional purpose of teaching. Learning or teaching media encompass tools that are physically used

to deliver the content of teaching. Several examples of teaching and learning media are booked, recording tape, cassette, video, film, slide, picture, graph, television, computer, etc. (Hamdani, 2010). For the tryout purposes, the teaching media in this context is created in a form of visual audio containing dances that are set exclusively to stimulate students to be able to actively participate in appreciation activities with explanations and assistance provided by teachers.

Further, in relation to learning, the dance appreciation taught through teaching and learning media also has the purpose of making students active in learning dance at the level of passive and active appreciation. According to Wadiyo (2008), passive appreciation happens when an appreciator only has the ability to enjoy the art, while active appreciation takes place when appreciators not only enjoy the art but also do the art even though up to the level of imitation only. Research in this context is employing audio-visual media that allow all students to access and watch it. During the first step of the learning process, students only require watching the video. The next step then gives an opportunity for students to ask and give critic to the video they watch, and finally is a class discussion.

During the class discussion, the teacher's role is as a facilitator that brings freedom to students to give their commentary or responds towards the media used in teaching and learning. According to Tukiran Taniredja, et al. (2014), the class discussion may happen and run well when students have employed a conception or experience regarding the discussed problems. Thus, through appreciation teaching media used in teaching and learning dance, students will have a chance to watch the dance while at the same time develops conception they have already had. Discussion or debate may happen since each student has opinions to be heard. If discussion or debate is taking place, thus, the teacher has been profoundly successful in giving space for students to explore their

ideas and knowledge about the dance that was watched together earlier.

Learning is an effort done by teachers to facilitate students. It can be also understood as an effort done by the teacher to assist students optimally to achieve the desired goal (Gegne and Wager, 1992). Related to the understanding of learning conception, it needs to be understood as well that learning is mainly related to the learning material. Learning material will be delivered well to students maximally if it is supported by the smart use of teaching and learning media (Joice and Wheel, 1986). Therefore, the teaching and learning media are considered important in a certain learning process.

Phenomenon happened in the actual teaching and learning during the tryout process was that students had more confidence in delivering responds towards the media. Besides responding to the media personalities, students were also able to do it in a group that led to a discussion to occur. During the discussion, some students were in fact attempting to imitate the dance shown in the media. The teacher, in this case, gives all opportunities for students to express themselves, even though some students may do this while joking with their friends. It is considerably in line with theory explained before that in the level of active appreciation, students tend to imitate the presentation given by both the teacher directly and through teaching media. The teacher's role was paying attention to the students who gave their active appreciation by imitating the dance. The teacher also gave the right explanation or example regarding the correct movement of the dance. Giving an example by demonstrating in practical learning is usually seen during the classroom teaching and learning. This type of teaching is referred as the demonstration method by Iline (2013).

Moreover to underline the purpose of teaching appreciation in school is that for students to understand dance from the perspective of text and context. The expected outcome is that the ability of students to enjoy or imitate the movement of

dance as exemplified in audio-visual media provided by teachers. At the end of the learning, the teacher will ask for students' feedback either personally or classically at the classroom towards the dance that was previously shown through the audio-visual media. The feedback given by students were vary. However, goals of appreciation learning have been accomplished and may give experiences to students that are hoped to be further developed by them.

Students' Activities in Dance Creativity

The tryout of media to build students' activity in the process of dance creativity is done through several steps, such as, teaching and learning media try out to support the learning of appreciation. The difference is only in the media that being used. During the demonstration of teaching media appreciation, its local traditional dances are used more in the form of solo, couple, and group dance. As for the purpose of testing of teaching media of creation, a dance that is used as a medium for teaching dance are local dance, Indonesian regional (Nusantara) dance, and International dance that had been edited into one package of dancing video. The following paragraphs present the process of media testing and results.

Once the initial pilot test had been done, the information related to the core purpose of the dance was delivered to students. In teaching dance at school, the purpose of the lesson is to teach students to appreciate and create. It is indeed important for students to be creative as well as possible in order to produce the best dance creativity product. However, the more important rather that the product is the process itself. The process is considerably important to train the students to become active and creative to explore their abilities. In this context, however, the product produced from creativity is not a top priority for the outcome of the study.

What is seen as creativity is the ability to think about something in a new way in order to be able to find a unique solution? At least there are two skills that are

involved in creative thinking; the ability of divergent production and transformation. Further, creativity also seems to be correlated with flexibility in the process of thinking, that is the presence of ideas which are more directed to the complexity of thinking. It can also defined that creativity is the thought process that generates new concepts or generate problem solving (Sumaryanto, 2001; Vogel, 1986; Ross, 1978; Lowenfeld and Brittain, 1982; Gomez, 2007; Tsai, 2012). The concept as proposed by the experts were delivered to the students.

After the conception of creativity being delivered in the classroom, the dance creativity teaching media was then shown and introduced to students. The media here is given to be responded by students. This creative teaching media containing local/ traditional, Indonesian, as well as an International dance that has been edited/ merged into one. The students were asked to respond the teaching media as well as to think about new dance that must be created or produced by them later. In the process of creativity, students can later use the sample dance to be combined with physical natural phenomena, and cultural/ or social phenomena. The form of dance can be in the form of the new composition or new choreography of dance (Compare with the research results from Kuswarsantyo, 2012).

In a dance lesson that focuses on the creativity of these students, it is emphasized that the necessity of using audio-visual teaching media is to foster the artful dance creativity. Without the use of audiovisual media does not mean it cannot foster the creativity of the students, but the use of audio visual media can further enable the creativity of students because students may receive guidelines to maintain the dance movement in accordance with the theme, combined with the phenomena of nature, social, as well as cultural condition that are felt by the students. Through audio-visual media, context and concrete example can be seen easily by students. Thus, when students are asked to make creations, they did

not experience difficulties because of existing audio-visual examples can be developed by the students (Compare with the results of Adzan, 2014).

Based on an emphasis by the teacher to the students related to the importance of using audio-visual media to foster creativity during the process of dance creation, teacher has attempted to implement the teaching media to be used in the classroom. What is seen by students in the teaching media is used as guidelines by the students in creative dance. The uniqueness of teaching students to be creative here is that the product produced by them were varied, even though the sample of teaching media they used were the same. Phenomenon happened during the research was at the end in line with the concept of creativity by Starko, 2005 and Kozbelt et al., 2010 in which creative means different with the existed phenomenon, but among those differences lied similar usage.

What was done by the teachers in the tryout of media was to pay attention and gave response to the activity of students during and after the students watched the audio-visual teaching media. From the observation result, it was found that students were initially imitate the movements shown in the video. However, after the video showed more complex types of dance movement with some varieties in it, students began to develop their own creation of dance. Several students created solo dance, others danced it in pairs or groups. All creations here are, in fact, a manifestation of creativity had by students which are resulted from freedom to act and develop.

Definition of dance according to Sachs (1975) is a rhythmic motion or movement. Najamuddin (1983) argues that, in principle, the dance has fundamental elements, namely motion, rhythm, and beauty. Dance can not be separated from the movement. It is because the raw substance of the dance is movement (Soedarsono, 1976; Camp, 1996; Kalyn, et al, 2015).

At the end of the classroom learning, the teacher asked for students' feedback related to the advantages and disadvantages

of teaching media implementation in the classroom. Results indicated that students felt the advantage of the media implementation as it may trigger the students' creativity in creating dance. In general, the students gave positive response towards teaching media and expected the use of teaching media in the form of video to be given at every meeting, especially when the subject is about dance creation. In short, the media were proven to be successfully implemented in the classroom since it may help them in creating dance. The results of the dance creation were varied. Some students preferred to create solo dance, while some other students chose to create the couple and a group dance. Related to this, the creativity of students had successfully brought diversity in the classroom, which means that the goal of creative teaching has been accomplished.

CONCLUSION

Teaching and learning media were profoundly needed in dance appreciation and creation learning in public school. Teaching media in a form of the video had activated the students' interest in appreciating and creating dance. From the study, it was found that the video may trigger students to both passively and actively appreciate the dance. The passive appreciation was seen when students enjoyed the video, while the active appreciation was seen when they were imitating the movements of dance as shown in the video. In addition, the teaching media related to dance creation also had successfully triggered the interest of students in creating the new dance. Products produced by students as a result of creativity were varied from solo to group dance. However, it had been in line with the purpose of teaching dance appreciation and creation at school. The activity of appreciation and creation as explained in this study is hopefully able to place dance as one of education tools in public school.

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