



Dance Learning Model Using Stories in Elementary Schools

A Yuliasma^{1*}, Nerosti², Afifah Asriati³, Desfiarfi⁴ 

^{1,2,3,4} Universitas Negeri Padang, Indonesia

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ABSTRAK

Pembelajaran tari di Sekolah Dasar mulai terabaikan, bahkan ada sekolah yang tidak mengajarkan tari terutama dalam bentuk praktik. Hal ini disebabkan guru mengalami kesulitan dalam memilih model pembelajaran tari yang sistematis dan mudah digunakan. Tujuan penelitian ini untuk menganalisis kevalidan, kepraktisan dan keefektifan model pembelajaran TAGUNTA (Tari menggunakan Cerita) di Sekolah Dasar. Penelitian ini merupakan jenis penelitian pengembangan (Research and Development). Mengikuti langkah-langkah pengembangan produk yang dikemukakan oleh Borg & Gall. Teknik dan instrumen pengumpulan data penelitian berupa data kualitatif dan kuantitatif yang terdiri dari data studi pendahuluan, uji kevalidan, uji kepraktisan dan uji keefektifan produk. Untuk melihat kelayakan model dilakukan uji validitas oleh empat orang ahli, uji kepraktisan oleh guru dan siswa serta uji keefektifan melalui tes hasil belajar siswa. Hasil penelitian ini menunjukkan bahwa Model Pembelajaran TAGUNTA di Sekolah Dasar yang peneliti kembangkan teruji dapat mengatasi masalah pembelajaran tari di sekolah dasar. Kelayakan model pembelajaran TAGUNTA ini dibuktikan dengan hasil uji validitas dengan nilai rata-rata keseluruhan yang berada pada kategori sangat valid, uji kepraktisan dengan nilai rata-rata keseluruhan yang berada pada kategori praktis, dan uji keefektifan dengan nilai rata-rata keseluruhan yang berada pada kategori sangat efektif. Dengan demikian, dapat disimpulkan bahwa Model Pembelajaran TAGUNTA yang peneliti kembangkan ini valid, praktis, efektif, dan layak digunakan pada pembelajaran tari di sekolah dasar.

ABSTRACT

Dance learning in elementary schools is starting to be neglected, there are even schools that don't teach dance, especially in the form of practice. This is because the teacher has difficulty choosing a dance learning model that is systematic and easy to use. The purpose of this study was to analyse the validity, practicality and effectiveness of the TAGUNTA learning model (Dance using Stories) in Elementary Schools. This research is a type of development research (Research and Development). Following the product development steps proposed by Borg & Gall. Research data collection techniques and instruments in the form of qualitative and quantitative data consisting of preliminary study data, validity test, practicality test and product effectiveness test. To see the feasibility of the model, validity tests were carried out by four experts, practicality tests by teachers and students and effectiveness tests through student learning outcomes tests. The results of this study indicate that the TAGUNTA Learning Model in Elementary Schools that the researchers developed has been tested to be able to overcome the problems of learning dance in elementary schools. The feasibility of the TAGUNTA learning model is evidenced by the results of the validity test with an overall average score in the very valid category, a practicality test with an overall average score in the practical category, and an effectiveness test with an overall average score in the category very effective. Thus, it can be concluded that the TAGUNTA Learning Model that the researchers developed is valid, practical, effective, and appropriate for use in teaching dance in elementary schools.

1. INTRODUCTION

Learning the art of dance in elementary schools is not focused on dancing skills, but through dance learning students are taught how to experience beauty/aesthetics through creative movement, both individually and as a group. The role of the school is to instill and enrich spontaneous movements in children, and make them aware of the principles of these movements (Helsa & Hartono, 2011; Huang et al., 2022; Temple et al., 2020). To achieve this, the development of children's artistic interests should not be directed to the ability to make movements perfectly, but to the creative movements themselves and the benefits that can be obtained for the children's personalities. There are many benefits that students get when participating in dance lessons in elementary schools, such as: (1) developing and improving higher-order thinking skills; (2) developing kinesthetic intelligence; (3) communicating through rhythmic and beautiful movements; (4) cooperate; (5) respect; (6) responsible and disciplined; (7) instill social values, mental and creative behavior (Cheung, 2010; Spanaki et al., 2010). The explanation above shows the

*Corresponding author.

E-mail addresses: yol.yole@fbs.unp.ac.id (Yuliasma)

importance of learning dance in elementary school because learning dance does not only develop motor skills, but students get many benefits, especially in improving thinking skills, developing kinesthetic intelligence, instilling a social sense and student sensitivity (Becker, 2013; Nita et al., 2017). Therefore, the experience of learning dance in elementary schools is very strategic in developing the three domains of learning objectives, namely cognitive, affective and psychomotor aspects (Asrial et al., 2022; Zitomer, 2016). In addition, learning the art of dance in elementary schools can also develop students' psychological emotions which have an impact on students' abilities to control themselves and self-actualization. Therefore, learning dance in elementary schools should be taught starting from low class to high class.

From the results of the analysis of the needs of the dance learning model, which is used by the teacher in teaching dance in class, the student's ability is only limited to the level of imitating the movements shown in the student book without manipulating it. The achievement of basic competence (KD) from the dance sub-material is far from expectations because students only imitate without any effort to improve their ability to express, let alone be creative. The lack of information from teachers about how to dance properly and beautifully results in a low understanding of students about dance which also has an impact on their low desire to learn dance. This problem must be overcome so that efforts to develop the potential of students in elementary schools are directed and planned in order to improve the quality of continuous learning. Therefore, we need a learning model that is valid, practical and effective, so that it can be used by teachers to overcome difficulties in learning, especially for low grade elementary school students. The TAGUNTA learning model (Dance using stories) can overcome problems in learning dance, because the model developed is the result of a needs analysis, both in terms of teachers and students to dance (Sani & Yuliasma, 2022; Smith et al., 2022). The success of students in producing expressive movements in learning dance is shown by the increased creativity of students in exploring. Students are able to produce expressive movements as a statement of themselves, through stories the teacher motivates students to find personal movements as a response to their creative imagination. Furthermore, the teacher guides in creatively composing the dance, and the students are able to display a series of beautiful movements in front of the class.

Professional teachers always find solutions to solve all problems and always strive to improve the quality of education, including efforts to increase the role of students in the learning process. With regard to the efforts that teachers can make in teaching dance creatively, previous study argues as follows: (1) providing opportunities for students to develop an understanding between students' personal movement abilities and practical experience in expressing movement expressions; (2) introduce students to a wide range of experiences regarding the expression of feelings through motion; (3) growing students' courage in trying their ability to explore ideas of motion and use the results of their exploration as a basis for composing a series of dance moves; (4) Provide opportunities for students to work together in discovering dance moves (Raheb et al., 2019; Rosala & Budiman, 2020; Wijayanti & Andriani, 2020). The TAGUNTA learning model was developed from the results of previous research, namely the creative dance learning model (Ros, R., & Demiris, 2013). On that study produced three models namely; (1) general methodology; (2) sequence-based models; (3) concept-based model. The general methodology consists of the following stages: (1). Warm-up: the teacher begins the session with slow, smooth movements to stretch and strengthen the body. These stages gradually increase the dynamics of the movement to really warm up the body; (2). Exploration, the teacher explains the concept of movement when students practice; (3) Creation and appreciation, individually or in groups. Meanwhile previous study state that TAGUNTA Learning model has fulfilled the merits of a model that has syntax, reaction principles, support systems and instructional and accompanying effects (Sani & Yuliasma, 2022). Thus the purpose of this development research is to obtain a valid, practical and effective dance learning model in elementary schools.

2. METHOD

This research is a type of development research (Research and Development). Following the product development steps consists of 10 steps (Gall et al., 2003; D. D. Putra et al., 2020). The form of activities carried out in developing the TAGUNTA learning model for third grade elementary school students. The stages of developing the TAGUNTA learning model are pre-survey, development, field testing, and dissemination. The research subjects were teachers who taught in class III SD Negeri 11 and SD Negeri 38 Lubuk Buaya Padang as users of the TAGUNTA learning model and students from SD Negeri 11 and SD Negeri 38 Lubuk Buaya Padang to see the effectiveness of the model. Research data collection techniques and instruments in the form of qualitative and quantitative data consisting of preliminary study data, product validity test. Product practicality test and product effectiveness test. Preliminary study data collection is an instrument used in the form of observation sheets, interview guides, and documentation. The instrument grid at the preliminary study analysis stage can be seen in Table 1.

Table 1. Preliminary Study Phase Instrument Grid

No	Analysis Aspect	Collection Data Technique	Source	Observed aspect
1	Learning model analysis	Observation	Teacher at SDN 11 Lubuk Buaya Padang	<ul style="list-style-type: none"> a. Learning steps b. Method used c. Learning activities
2	Analysis of student characteristics	Observation	Grade III students at SDN 11 Lubuk Buaya Padang	Student's body movement abilities include: <ul style="list-style-type: none"> a. Head b. Torso c. Arm d. Foot Student dance abilities include <ul style="list-style-type: none"> a. strong motion, b. Weak motion c. Gentle motion
3	Learning Device Analysis	Documentation study	<ul style="list-style-type: none"> a. Syllabus b. RPP c. Teacher's Book d. Student Book e. Model book f. Assessment instrument 	The availability of the learning tools used by the teacher

To obtain data on the results of the validation instrument assessment, the TAGUNTA learning model validation instrument was distributed to three validators. While the practicality data of the TAGUNTA learning model were obtained from the teacher's response questionnaire to the learning tools and the learning model implementation questionnaire. The teacher's response questionnaire and the learning implementation questionnaire were filled in by the teacher as the treatment giver as well as the observer during the learning process. And to obtain data on the effectiveness of the TAGUNTA learning model, it was done by looking at student activities and learning outcomes. Data on student activity was obtained through observation sheets of student activity which were assessed by observers during the learning process. While the data on dance learning outcomes were obtained through a post-test using the psychomotor assessment rubric given after using the developed model. Before the questionnaire was used, the validity instrument and the practicality instrument were validated by experts.

The data analysis technique used in this study is a validation analysis of learning tools for all aspects assessed, presented in tabular form. Then look for the validity of the score using the formula proposed to find out the alignment of the assessment by the experts, the researchers used the Kendall's Concordance Coefficient Test with the help of the Statistical Package for the Social Science (SPSS) version 20 program. Then a practicality test analysis was carried out. : The rating score for each indicator has a range of 1 to 5. In order to see the accuracy of the data on students' dance learning outcomes, the assessment of dance learning outcomes was carried out by three assessors namely; 2 alumni of the dance skills ballet and one class III elementary school teacher. Furthermore, to determine the level of effectiveness of the TAGUNTA learning model, the interpretation criteria for the value of effectiveness.

3. RESULT AND DISCUSSION

Result

The product development process begins with needs analysis activities, analysis of student movement characteristics and analysis of learning tools. The following results from the initial analysis stage (pre-survey) can identify problems that still need to be addressed, including: 1) Learning is more dominant following the steps listed in the student book / textbook. 2) Learning activities are more dominated by teachers who use conventional models. 3) Students make moves according to the examples in the student book and all students make the same moves. 4) Students can imitate the movements of objects in the reading as many as four movements, but there is no attempt by the teacher to string the four movements together, they do it intermittently. 5) There is no teacher's effort to motivate students in developing expressive movements as an expression of their feelings. What students know is that dancing imitates the movements of plants and animals found in student books. 6) In general, students are enthusiastic in learning dance, but dance learning has not been fully carried out as it should be dancing. 7) The dominant movements made by students are hand movements, while the foot movements have not been processed and have not been

refined into dance movements (stillized). 8) Students have not been able to distinguish between strong movements, weak movements and soft movements. 9) The learning activities carried out by the teacher are not related to learning dance movements, the emphasis on learning motion is more dominant on balance movements 10) Class teachers have not fully implemented integrated learning between subjects, especially for dance material which is carried out separately from other material. 11) Lack of references about dance makes it difficult for teachers to teach dance in practice.

Based on the data obtained from the needs analysis stage, several problems were found that needed to be corrected, for this reason the researcher planned by formulating goals. The goal to be achieved is through stories students are able to develop their dance movement abilities as far as their creative imagination. Stories are used as a tool to motivate students to produce expressive movements, which are the first steps for dancing. To achieve this goal, students are given the knowledge and skills to dance through the TAGUNTA learning model. The TAGUNTA learning model was developed based on the results of the analysis at the stage of conducting preliminary research (pre-survey). Furthermore, these products are documented in the form of model books, teacher books and student books. First, model books. Model syntax are warm up, motivate by using stories, doing exploration, find motion, composing a dance, and display tari. Second, teacher books. Developed according to Kurtilas Core Competency (a) Accept, carry out and respect the religious teachings of students, (b) Demonstrate honest, disciplined, responsible, courteous, caring and confident behavior in interacting with family, friends, teachers and neighbors as well as love for the motherland. (c) Understanding factual and conceptual knowledge by observing, asking, and trying based on curiosity about himself, God's creatures and their activities, and the objects he encounters at home, at school, and on the playground. (d) Presenting factual and conceptual knowledge in language that clearly reflects healthy children, as well as in actions that reflect the behavior of children of faith and morality.

Third, student books. Developed according to Kurtilas Theme 8. Adapted to the steps of the TAGUNTA learning model. Through the warm-up stage, students get to know the body parts that produce motion, and through the warm-up movement the teacher understands the characteristics of student movement. Through warm-up movements accompanied by music rhythms help students be sensitive to musical rhythms. Displaying interesting pictures, motivating students to try to move according to the instructions. Observing pictures of fishing villages, students can determine strong, soft and weak forces, and determine the activities contained in the story. Students try to imitate the movements contained in the student book and determine fishing activities and write down the energy used. Students practice with the group in developing motion. The teacher guides students in composing the dance. Students practice adjusting the motion to the rhythm. Students perform dance with the group. Students give an assessment of the performance of each group/appreciation activity. Initial trials carried out by: (a). conduct Focus Group Discussion (FGD) and; (b) validation carried out by experts consisting of: (1) learning technology experts; (2) language experts; (3) dance lessons and (4) visual communication design experts. This activity aims to obtain input that will be taken into consideration in revising the model. Recapitulation of the distribution of answers validating the assessment of the TAGUNTA learning model in elementary schools for learning tools can be seen in [Table 2](#).

Table 2. Recapitulation of Validator's answers

Aspect	Recapitulation of the average validation answers					Average	Description
	Validation type	FA	KH	YA	NK		
Sylabus	V1	4.70	5.00	4.70	5.00	4.80	Very valid
	Vk	4.80	5.00	5.00	5.00	4.90	Very valid
	Vb	4.00	4.00	4.00	4.30	4.10	Valid
RPP	Vi	4.70	5.00	4.90	4.90	4.90	Very valid
	Vk	4.70	4.20	4.50	4.60	4.50	Very valid
	Vb	4.00	4.00	4.00	4.00	4.00	Valid
Teacher Book	Vi	4.30	4.80	5.00	4.90	4.80	Very valid
	Vk	4.80	4.80	4.80	4.30	4.80	Very valid
	Vb	4.50	4.30	4.00	4.30	4.30	Very valid
Student Book	Vi	4.50	5.00	5.00	5.00	5.00	Very valid
	Vk	3.80	4.40	4.60	4.60	4.40	Very valid
	Vb	4.50	4.00	4.00	4.80	4.30	Very valid
Instrument	Vi	4.50	4.80	4.80	4.80	4.70	Very valid
	Vk	4.80	4.50	4.00	4.50	4.40	Very valid
	Vb	4.30	4.30	4.60	4.60	4.40	Very valid

The results of the calculation of the Kendall Concordance coefficient on expert judgment regarding the learning tools developed can be seen in [Table 3](#).

Table 3. Results of Expert Assessment of TAGUNTA Model Learning Devices

Aspect	N	Kendall's	Chi Square Hitung	Chi Square Tabel	Df
Syllabus	4	0.929	7.429	5.990	2
RPP	4	0.900	7.600	5.990	2
Teacher Book	4	1.000	8.000	5.990	2
Student Book	4	0.750	6.000	5.990	2
Instrument	4	0.813	6.500	5.990	2
Model Book	4	0.819	8.329	5.990	2

Based on [Table 3](#), it shows that the TAGUNTA learning model learning tool The calculated chi-square value is greater than the table chi-square. This means that there is harmony in the assessment between experts on the TAGUNTA model learning tool. The practicality test was obtained through teacher assessment sheets regarding the implementation of learning with the TAGUNTA learning model in elementary schools. The practicality test results can be seen in [Table 4](#).

Table 4. TAGUNTA Model Practicality Test Results

No	Aspect	Average	Description
1	Syllabus	3.75	Practical
2	RPP	4	Practical
3	Teacher Book	4	Practical
4	Student Book	4	Practical
5	Assessment	4	Practical

Base on [Table 4](#) show the product of the developed TAGUNTA learning model is categorized as practical. So, this model can be used by teachers and students in learning dance because it makes it easy to use. To see the effectiveness of the post-test. in the form of a psychomotor learning outcome test. Data on students' dance learning outcomes were obtained through individual test scores and group test scores. The sum of the two tests is worth 100 with a breakdown of 50 for individual test scores and 50 for group test scores. Individual tests were assessed using indicators of movement development (score 20), originality of movement (score 15) and fluency of movement (score 15). As for the group test, the indicators chosen were: suitability of motion (score 20), memorized motion (score 15), and cohesiveness (score 15). Assessment data for student dance can be seen in [Table 5](#).

Table 5. Results of the Effectiveness Test of Using the TAGUNTA Model

No	Observer	Average	Category
1	Observer 1	85.35	Very Effective
2	Observer 2	85.53	Very Effective
3	Observer 2	85.63	Very Effective

Based on the results of the assessment contained in the [Table 5](#), it can be concluded that the use of the TAGUNTA learning model is very effective in learning dance which is applied to elementary school students.

Discussion

The TAGUNTA Learning Model meets the characteristics of a valid product because it is supported by relevant theories and consistent product components, which relate one part to another as stated by previous study that the characteristics of a product that are said to be valid are if it reflects knowledge (content validation) and the components of the product must be consistent with one another (construct validity) ([Aka, 2019](#); [Akker et al., 2013](#)). Another argument that supports the results of the validity test in this study is the results of data analysis which shows that the research product in the form of the TAGUNTA learning model has fulfilled the basic assessment aspects in the development of the learning model, namely the existence of logical consistency between the expectation model and the reality model ([Sani & Yuliasma, 2022](#)). This is in accordance with the opinion of previous study who says that the learning model designed

must show a logical consistency between the expected model and the reality model (Plomp, 2013). The expectation model means that the learning model should be used, and the reality model means that the learning model can be used. In addition, the TAGUNTA Learning model has fulfilled the merits of a model that has syntax, reaction principles, support systems and instructional impacts and accompaniment effects.

The results of the practicality test illustrate that the practical quality of the TAGUNTA learning model has been fulfilled because the teacher can carry out his functions as a motivator, facilitator, demonstrator, and evaluator in the learning process properly. As a facilitator the teacher must facilitate learning activities by choosing contextual story themes that are related to the social life of the community such as farming, fishing, gardening, batik, field trips, my cat and others (Lykesas et al., 2014; Rahayuningsih, 2020; Yamin et al., 2021). The theme used in research activities is the theme of the social environment related to fishing village activities. This activity can open opportunities for students to express opinions in determining the content of dance. Activities can be selected by students according to the theme. The activities of listening, seeing, and responding to ideas can provoke students' creative imagination by exploring movements until they find dance moves. This is in accordance with what was stated by previous study that practicality aspects can be seen from; (1) whether experts and practitioners are of the opinion that what has been developed can be used under normal conditions; and (2) does the reality show that what has been developed can be applied by teachers and students (Plomp, 2013).

From the results of the practicality test on student books it appears that student books are very practical to use because they have several characteristics, namely (1) they are easy to understand, both in terms of instructions, materials, individual assignments and group assignments. Besides that, language and examples of movements that are easy to imitate are tried and arranged as far as the students' creative imagination; (2) having a cover and contents equipped with pictures that are adapted to the characteristics of the movements of low grade elementary school students; (3) learning activities are arranged systematically and efficiently according to the syntax steps of the TAGUNTA model and can be implemented according to the available time allocation; (4) student books are easy to use and very interesting because the problems presented in student books are related to real life, and adapted to students' motor skills so that they are easier to understand and do; (5) the structure of student book writing facilitates meaningful learning experiences which are translated through sub-activities, let's observe, let's do, let's write, let's sing, let's read, let's practice, let's create, let's present.

The TAGUNTA learning model is able to create varied communication and interactions well because the syntax of the TAGUNTA learning model can help students build their own movement abilities and also helps in choosing various movements that arise from their bodies. This developed model can build student-centered learning activities, in accordance with the learning principle of learning by doing. In this case students are more active in learning than teachers because the TAGUNTA learning model developed requires students to be active, creative and appreciative (Hasmalena & Mahyumi, 2017; A. A. G. A. S. Putra et al., 2021; Sembiring, 2017). Stories are used to mobilize student activities in producing motion as self-expression, through stories students hear messages, ideas that are used as the basis for building creative imagination in creating motion which are then arranged or assembled into beautiful dance works as self-expression. Previous research revealed that the creative dance learning model they developed could encourage creativity and processing students' imaginations in producing dance forms or creations and being skilled in expressing them (Destrinelli, 2017; Juniasih, 2015). Likewise with the TAGUNTA learning model which has unique specifications, namely stories are used by the teacher to encourage student activity and creativity. By using the TAGUNTA learning model, teachers can encourage students to learn actively and independently. Initially, students are embarrassed to want to learn dance, those who don't dare to be brave, those who are active become more creative. Because in general students are hesitant to explore, the teacher always gives motivation that there is nothing wrong with moving and expressing, there are only beautiful and not beautiful movements. When is the movement said to be beautiful, that is, when it has been arranged/arranged. Thus this model can build students' perceptions that "Dancing is Easy and Beautiful".

In line with the opinion of previous study which states that instructional impacts and accompanying impacts are related to the results achieved by students after participating in learning. For this reason, this impact can be in the form of direct (direct) and indirect (nurturant) impacts. Implementation of learning with the TAGUNTA learning model has a positive impact on student behavior, both directly and indirectly (Hendrik et al., 2022). Other study found that the direct impact is obtained from student learning outcomes (Sani & Yuliasma, 2022). Before using the TAGUNTA learning model, the average learning outcome was 70.50. After using the TAGUNTA learning model, the learning outcomes increased to 85.37 (direct impact). While the indirect impact was obtained from the observations of researchers during the process of implementing the TAGUNTA model in elementary schools, showing polite behavior 68% curious 94.5%, cooperation 86.84%, confidence 85.96%, and responsibility to students 86.84. The implication of this study providing implementation of learning by using the TAGUNTA learning model has an instructional effect and

an accompanying effect. The instructional impacts of this developed model are: (1) increasing students' understanding of dance, namely that dancing is an organized movement which is an expression of the feelings of a person or group of people which is manifested through beautiful movements; (2) increasing student learning motivation. By using the TAGUNTA learning model, students are motivated to produce expressive movements, so that this creative movement learning experience can increase students' learning motivation from initially shy to being brave, from students who are lazy to learn to want to learn dance. This study is still having limitation lies on scope that very limited. Therefore for future study it is hope can deeper and broadens the scope of research related to dance learning model.

4. CONCLUSION

The TAGUNTA learning model in elementary schools that was developed produced products in the form of model books, learning tools consisting of syllabi, lesson plans, assessment instruments, teacher books, and student books. The TAGUNTA learning model in elementary schools is appropriate for use based on validity tests by experts, practical for use based on practicality tests conducted by teachers and students and effective for use based on effectiveness tests conducted for dance practice learning in class III SD.

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