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Property Utilization in Creating Creative Dance

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ABSTRAK

Properti tari berperan penting dalam membantu penari untuk bergerak bebas. Hakikat tari perlu dikembangkan dan diketahui oleh siswa dalam pembelajaran karena sangat penting dalam pembelajaran seni tari. Tujuan dari penelitian ini adalah untuk membandingkan pemanfaatan properti tarif dengan dua indikator yaitu dukungan pesan dan nilai tambah seni di tingkat sekolah dasar. Metode penelitian ini menggunakan penelitian kuantitatif dengan teknik pengambilan sampel yaitu total sampling dengan populasi sebanyak 68 siswa di empat sekolah dasar. Jenis Instrumen dalam penelitian ini menggunakan jenis instrumen angket. Teknik analisis data yang digunakan dalam penelitian ini adalah uji statistik deskriptif dan uji inferensial berupa uji asumsi dan uji hipotesis. Berdasarkan hasil penelitian dapat diketahui bahwa terdapat perbedaan dan perbandingan yang signifikan dalam pemanfaatan sifat tarif pada indikator pesan pendukung dan tambah nilai seni pada keempat sekolah di tingkat sekolah dasar. kurangnya properti tari di sekolah. Sehingga perlu adanya pemerataan properti di berbagai sekolah untuk meningkatkan keindahan tarian yang dibawakan oleh siswa. Implikasi dari penelitian ini adalah mengetahui pentingnya pemanfaatan properti tari akan berdampak pada penambahan nilai estetika siswa tari di tingkat sekolah dasar.

ABSTRACT

Dance properties play an important role in helping dancers to move freely. The nature of dance needs to be developed and known by students in learning because it is very important as in learning the art of dance. The purpose of this study was to compare the utilization of tariff property with two indicators, namely messaging support and add artistic value at the elementary school level. This research method uses quantitative research with a sampling technique that is total sampling with a population of 68 students in four elementary schools. Types of Instruments in this study using a type of questionnaire instrument. Data analysis techniques used in this study are descriptive statistical tests and inferential tests in the form of assumptions and hypothesis tests. Based on the results of the study it can be seen that there are significant differences and comparisons in the utilization of tariff properties on the messaging support and add artistic value indicators in the four schools at the elementary school level. lack of dance properties in the school. So it is necessary to equalize property in various schools to increase the beauty of the dance performed by students. The implication of this research is knowing the importance of utilizing dance properties will have an impact on adding aesthetic value to dance students at the elementary school level.

1. INTRODUCTION

The progress of the nation is determined by the success rate of education (Arifin, 2022; Hidayati, 2016; Mantiri, 2019). The quality and quantity aspects of education implementation are still the most prominent problem in every effort to reform the national education system. Various efforts made by the government in overcoming the problem of education. For example, improving the curriculum, updating the learning process, improving teacher quality, and various other efforts that lead to the achievement of learning outcomes. The achievement of learning outcomes carried out by the government can be seen from the learning content that has been implemented in schools in the learning content of Cultural Arts and Crafts (SBDP), one of which is dance (Hanif, 2020; Rama & Antara, 2022). Art content included in the curriculum aims to meet individual, social, and cultural needs that cannot be met by other learning. Dance art learning for the elementary school level is emphasized on creative dance learning, because it can

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provide freedom of expression. Creative dance is a form of activity that uses dance as a tool to develop children's creativity (Setiawan et al., 2022; Sutini et al., 2021). Creative dance learning can give a pleasant impression to children by making learning fun with the help of a media or property so that the learning process becomes fun and children will tend to repeat the activity (Lestariani et al., 2019; Veliyanti & Sasmoko, 2022). To develop children's creativity in moving, they must be able to make children's movements not difficult, namely with dance properties. Dance property is a tool or media to help create the desired role so that it becomes a creative dance (Ferawati et al., 2020; Jayanti, 2020; Sibuea, 2022) The use of property in dance is expected to be an alternative in stimulating students to be more active and creative without any limitations. The use of property in learning the art of dance is very important because it is used as a stimulus for children to develop ideas that are poured into a movement (Carr et al., 2021; Hartono, 2010) The use of properties in dance learning can help develop students' imagination and creative power.

The importance of stimulus in learning dance really helps children in providing their creative ideas so that they easily come up with creative ideas easily. The use of property will provide a stimulus to children and teachers so that creative dance is created (Dewi, 2019; Yulianti, 2016). In the process of learning creative dance the teacher must involve children in creating simple dance movements that are in accordance with the abilities of students because it is a very important process and the teacher must be able to guide children by providing the right materials or media or properties so that children can understand and find creative ideas (Jayanti, 2020; Novitasari & Fitria, 2021). Media is very useful for a teacher as an increase in abilities and skills in developing creativity so that it makes it easier for students or students to understand the benefits of media in dance (Adzan et al., 2021; Hartono, 2010). Media is also very useful for students, because it makes it easier for students to develop their creative ideas to make a creative dance.

This research is in line with previous research on creative dance training using dance properties. The results of the study found that the use of dance properties can foster a creative spirit in dance learning for PAUD teachers in PKG, Plumbon District, Cirebon Regency (Sugiarto & Lestari, 2020; Wahyudi et al., 2022) . However, other research did not conduct research in four schools as was done in this study (Sugiarto & Lestari, 2020; Wahyudi et al., 2022). So that this research is the novelty of this research which is to find out a significant comparison of the utilization of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. Where there is rarely research that examines the use of dance properties at the elementary school level. So that with this research it can be known in more detail and accurately based on the tests that have been carried out by this study. The use of dance properties is very important for students because it can foster a creative spirit in learning dance. The purpose of this study was to compare the utilization of tariff properties with two indicators, namely message support and added value of art at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. By knowing the use of dance properties in each school as stage props, the props help dancers to move freely according to a predetermined storyline. For example properties of trees, buildings, plants, and so on. The implication of this research is that if dance property equipment is evenly distributed in each school, then the use of dance property can be maximized so that it can support students in dancing and performing regional dances and modern dances.

2. METHOD

This study used quantitative research by comparing 4 schools with 17 students per class. So the total number of students is 68 students. Total sampling is a sampling technique where the sample size is the same as the population (Sugiyono, 2015). The reason for taking total sampling is because according to (Sugiyono, 2015). the total population is less than 100, the entire population is used as a research sample. Quantitative method is a research method that uses a lot of numbers. Starting from the data collection process to its interpretation (Kamid, Sofnidar, et al., 2021). While the research method is an in-depth and careful study of all facts. The instrument in this study used a type of questionnaire instrument. Where the questionnaire used consisted of a dance property utilization questionnaire. There are 17 valid statement items on this instrument using a Likert scale. The scale consists of 5 points with a very appropriate score of 5, appropriate is 4, sufficient is 3, inappropriate is 2, and inappropriate is 1. Each statement is a representative of each dance property utilization indicator. The focus of this research is on 2 indicators of environmental care character, namely supporting the delivery of messages and adding artistic value. The lattice of instruments for utilizing dance properties showed in Table 1. The dance property utilization questionnaire uses a Likert scale which consists of 5 categories, there are intervals in each category, and the intervals in each category can be seen in the table below. The description of the category of utilization of the dance properties student showed in Table 2.

Table 1. Instrument lattice of the use of dance properties

Variable	Indicator	No. Statement Items
Utilization of dance properties	Messaging support	1,2,3,4,5,6,7,8,9
	Add artistic value	10, 11,12,13,14,15,16,17
Number of Statements		**17**

Table 2. Categories of student dance property utilization

Kategori	Indicator	
	Utilization of dance properties	
	Messaging support	Add artistic value
Very not good	9.0-16.2	8.0-14.4
Not good	16.3-23.4	14.5-20.8
Enough	23.5-30.6	20.9-27.2
Good	30.7-37.8	27.3-33.6
Very good	37.9-45.0	33.7-40.0

Population The research sample is the research subject whose characteristics and other things will be examined in a study (Budiarti et al., 2022; Ernawati et al., 2021). The population of this study was 68 students consisting of 17 students at SD 34 BTH, 17 students at SDN 64 Muara Bulian, 17 students at SD 14 Sungai Baung, and 17 students at SD 80 Muara Bulian. The sampling technique is total sampling. The reason for taking research subjects from SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian is because these schools have done a lot of learning so that you can see the use of dance properties in elementary schools. Data analysis techniques were carried out by testing descriptive statistical tests and inferential tests in the form of assumption and hypothesis tests. In the assumption test, three tests were carried out, namely the normality test, linearity test, and homogeneity test. The normality test serves to find out whether the data is normally distributed (Ramli et al., 2022; Septi et al., 2022). The linearity test serves to find out whether the two variables have a linear relationship or not significantly. The homogeneous test serves to find out whether several groups of research data have the same variance or not. Then test the hypothesis in the form of a t test and posthoc tukey further test. The t test serves to determine the comparison of dance property utilization variables in each school. Tukey's posthoc test is used to determine whether a school has a significant difference from other schools. after the analysis of variance test was carried out. These tests were then tested using SPSS 26 to obtain accurate results. The research procedure showed in Figure 1.

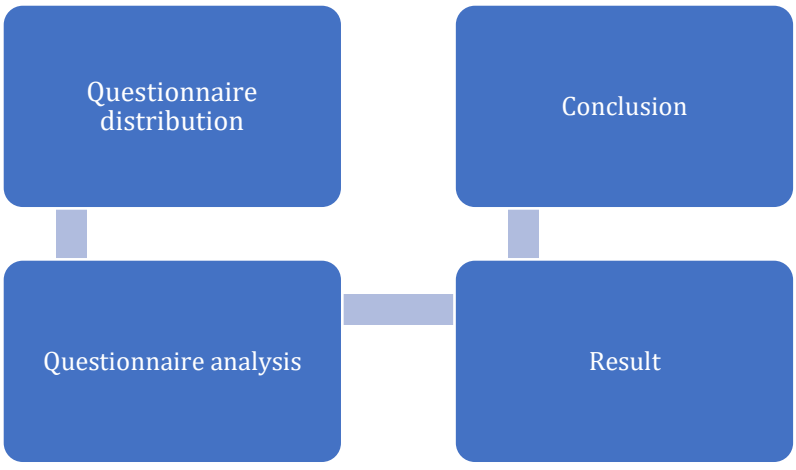

Figure 1. Research procedure

3. RESULT AND DISCUSSION

Result

The following describes the results of the variable utilization of dance properties, indicators supporting the delivery of messages. On the variable utilization of dance properties: supporting the delivery of messages and adding artistic value. The results obtained from distributing questionnaires at

SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. The description of the variable utilization of the dance property as a supporting indicator for conveying the message showed in Table 3.

Table 3. Description of the Use of Dance Property Indicators to Support Message Delivery

School	Categories	Range	F	%	Means	Median	Min	Max
SD 34 BTH	Not Very Good	9.0-16.2	0	0				
	Not Good	16.3-23.4	4	23.30				
	Enough	23.5-30.6	4	23.30	3.4	3.2	2	5
	good	30.7-37.8	4	23.30				
	Very Good	37.9-45.0	5	30.10				
SDN 64 Muara Bulian	Not Very Good	9.0-16.2	0	0				
	Not Good	16.3-23.4	3	17.55				
	Enough	23.5-30.6	9	52.20	3.2	3.1	2	5
	good	30.7-37.8	3	17.55				
	Very Good	37.9-45.0	2	12.70				
SD 14 Sungai Baung	Not Very Good	9.0-16.2	0	0				
	Not Good	16.3-23.4	3	17.55				
	Enough	23.5-30.6	8	47.15	3.3	3.3	2	5
	good	30.7-37.8	4	23.30				
	Very Good	37.9-45.0	2	12.00				
SD 80 Muara Bulian	Not Very Good	9.0-16.2	0	0				
	Not Good	16.3-23.4	4	23.30				
	Enough	23.5-30.6	4	23.30	3.4	3.1	2	5
	good	30.7-37.8	4	23.30				
	Very Good	37.9-45.0	5	30.10				

From the description of the table above, it can be seen that the comparison with the category is sufficient so that it can be said that SD 34 BTH is superior to SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian in the use of dance properties as indicators to support message delivery. Furthermore, the description of the variable utilization of the indicator dance property adds artistic value with the results obtained showed in Table 4.

Table 4. The description of the Utilization of the Indicator Dance Property Adds Artistic Value

School	Categories	Range	F	%	Means	Median	Min	Max
SD 34 BTH	Not Very Good	8.0-14.4	0	0				
	Not Good	14.5-20.8	0	0				
	Enough	20.9-27.2	8	47.15	3.0	3.1	3	5
	good	27.3-33.6	6	35.30				
	Very Good	33.7-40.0	3	17.55				
SDN 64 Muara Bulian	Not Very Good	8.0-14.4	0	0				
	Not Good	14.5-20.8	0	0				
	Enough	20.9-27.2	9	52.40	3.4	3.2	3	5
	good	27.3-33.6	5	29.10				
	Very Good	33.7-40.0	3	17.55				
SD 14 Sungai Baung	Not Very Good	8.0-14.4	0	0				
	Not Good	14.5-20.8	4	23.30				
	Enough	20.9-27.2	4	23.30	3.3	3.0	2	5
	good	27.3-33.6	4	23.30				
	Very Good	33.7-40.0	5	30.10				
SD 80 Muara Bulian	Not Very Good	8.0-14.4	0	0				
	Not Good	14.5-20.8	3	17.55				
	Enough	20.9-27.2	6	35.85	3.1	3.1	2	5
	good	27.3-33.6	4	23.30				
	Very Good	33.7-40.0	4	23.30				

From the description of the table above, it can be seen that the comparison with the category is sufficient so that it can be said that SDN 64 Muara Bulian is superior to SD 34 BTH, SD 14 Sungai Baung, SD 80 Muara Bulian on the variable utilization of dance property indicators supporting message delivery. Test for the normality of the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. explained in Table 5. The test of the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian is explained in Table 6.

Table 5. Test for Normality of the Utilization of Dance Properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian

Variable	School	Kolmogorov-Smirnov		
		Statistics	Df	Sig.
Utilization of dance properties	SD 34 BTH	085	17	.200 *
	SDN 64 Muara Bulian	081	17	.200
	SD 14 Sungai Baung	084	17	.200
	SD 80 Muara Bulian	086	17	.200 *

Table 6. Test of the Homogeneity of the Use of Dance Properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian

Variable	School	N	Sig. (2-tailed)
Utilization of dance properties	SD 34 BTH	17	0.027
	SDN 64 Muara Bulian	17	0.023
	SD 14 Sungai Baung	17	0.025
	SD 80 Muara Bulian	17	0.026

Based on the table above, it can be concluded that the homogeneity test has a homogeneous pattern at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. It is proven that the result of sig (2-tailed) is less than 0.05. Linearity test for the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian showed in Table 7.

Table 7. Linearity Test for the Use of Dance Properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian

Variable	School	N	Sig. (2-tailed)
Utilization of dance properties	SD 34 BTH	17	0.033
	SDN 64 Muara Bulian	17	0.029
	SD 14 Sungai Baung	17	0.032
	SD 80 Muara Bulian	17	0.030

Based on the table above, it can be concluded that the linearity test has a linear pattern at SD 34 BTH, SD 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. It is proven that the result of sig (2-tailed) is less than 0.05. T test of the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian showed in Table 8.

Table 8. T test of the Use of Dance Properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian

School	Variable	Q	Df	Sig. (2-tailed)	Mean Differences
SD 34 BTH	use of dance properties	16.245	17	0.023	65.55554
SDN 64 Muara Bulian	use of dance properties	17.613	17	0.020	65.55554
SD 14 Sungai Baung	use of dance properties	63.256	17	0.027	80.83332
SD 80 Muara Bulian	use of dance properties	65.227	17	0.028	95.66666

Based on the table above it can be concluded that there is a comparison between utilization of the dance properties of each school at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian . It is proven by the results of sig. (2-tailed) is smaller than 0.05. Interpretation results use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian showed in Table 9.

Table 9. Interpretation Results Use of Dance Properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian

School	Value	F	Hypothesis df	Error df	Sig.
SD 34 BTH	0. 0223	352.811	3.000	1 7 000	0.000
SDN 64 Muara Bulian	0.0134	352.811	3.000	1 7 000	0.000
SD 14 Sungai Baung	0.0345	352.811	3.000	1 7 000	0.000
SD 80 Muara Bulian	0.0235	352.811	3.000	1 7 000	0.000

Regarding the differences in the average of the four schools for interpreting the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian, to see significant differences in the average success of interpreting the use of dance properties at SD 34 BTH, Participants at SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian were subjected to Tukey's post hoc test. Based on the results of the analysis that has been carried out, the results are obtained in Table 10.

Table 10. Post hoc test using Tukey in interpreting the use of dance properties in schools

Interpreting the use of dance properties in schools Tukey HSD [a, b]			
School	N	Subset for alpha = 0.025	
		1	2
SD 34 BTH	17	26. 5365	
SDN 64 Muara Bulian	17		28.087
SD 14 Sungai Baung	17		28.108
SD 80 Muara Bulian	17		28.309
Sig.		**1000**	**0997**

To determine where the difference came from, a post hoc test was used after finding statistically significant results. Based on Table 10 it can be concluded that there is a significant difference in the group average between the four schools namely SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian. This test was carried out because furthermore which group had a different average if the Anova test resulted in a significant difference.

Discussion

The resulting data is processed using several tests, one of which is descriptive statistics. Descriptive statistics are used to see the mean, median, frequency, percentage by analyzing the results based on the existing categories (Sholikhah, 2016; Melyza & Aguss, 2021). Descriptive statistical test results obtained. Based on Table 3, the average number of students chose the sufficient category with the percentage for SD 34 BTH 23.30%, SDN 64 Muara Bulian 52.20%, SD 14 Sungai Baung 47.15%, SD 80 Muara Bulian 23.30%. So it can be concluded that SDN 64 Muara Bulian superior to SD 34 BTH, SD 14 Sungai Baung, SD 80 Muara Bulian in the use of dance properties as indicators to support message delivery. Based on Table 4, the average number of students chose the sufficient category with the percentage for SD 34 BTH 47.15%, SDN 64 Muara Bulian 52.40%, SD 14 Sungai Baung 23.30%, SD 80 Muara Bulian 35.85%. So it can be concluded that SDN 64 Muara Bulian superior to SD 34 BTH, SD 14 Sungai Baung, SD 80 Muara Bulian in the use of the property of indicator dance to add artistic value.

The next test is the assumption test which consists of the normality test, linearity test and homogeneity. Test the first assumption analysis about the normality test. The normality test functions to find out whether the data being tested is normally distributed (Kamid, Syaiful, et al., 2021; Ramalisa et al., 2022). Based on Table 5, normality test results. Test the second assumption analysis about the linearity test. Based on Table 6, the results of the linearity test for the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian were 0.027, 0.023, 0.025 and 0.026. it can be concluded that the results obtained are <0.05 so that it can be said that the data has a linear pattern. Test the third assumption analysis about the homogeneity test. Based on Table 7, the results of the linearity test for the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian, namely 0.033, 0.029, 0.032, 0.030, it can be concluded that the results obtained are <0.05, so it can be said that the data homogeneous. Then the hypothesis test was carried out, namely the t test and the posthoc tukey further test. The first hypothesis test, namely the t test, was carried out with the aim of knowing the comparison between two or more schools by comparing two variables. Based on Table 8, the results of the t-test for the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai

Baung, SD 80 Muara Bulian were 0.023, 0.020, 0.027, 0.028 so it can be concluded that there is a comparison between SMPN 7 Muaro Jambi and SMPN 17 Muaro Jambi. It is proven by the results of sig. (2-tailed) is smaller than 0.05. In the second hypothesis test, namely the poshoc tukey advanced test is used to determine whether a school has a significant difference from other schools (Gunawan et al., 2016; Kusuma et al., 2021). Based on Table 9, the results of the poshoc tukey follow-up test on the use of dance properties at SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian that there was a significant difference in the group means between the four schools namely SD 34 BTH, SDN 64 Muara Bulian, SD 14 Sungai Baung, SD 80 Muara Bulian.

This research is also in line with previous research which examined the use of dance properties (Gusmail, 2018; Ravetto-Biagioli, 2021). In research conducted by said that the utilization of dance properties so that an action is needed to increase the utilization of student dance properties. However, in research, did not carry out some of the tests carried out by this study, namely the assumption test (Gusmail, 2018; Ravetto-Biagioli, 2021). One of the assumption tests is the normality test, where the normality test is important to do to find out whether the data we are going to test is normal or not. In our research we tested the assumption test in full, namely the normality test, homogeneity test, and linearity test. So that our research is precise and accurate. The limitations of this study are only comparing schools. However, a comparative test of dance properties has not been carried out in various regions so that it can be identified specifically as a variable for the use of dance properties in elementary schools. The researcher suggests conducting further research to compare the variables of the utilization of dance properties based on the origin of the dance area and the researcher suggests conducting research at the elementary school level. The researcher recommends that for further research conduct research by associating dance property variables with other variables to see the effectiveness of the use of dance properties on the beauty of student dance at the elementary school level.

4. CONCLUSION

Based on the research problem, namely the completeness of dance properties in each elementary school is different due to the lack of equal distribution of dance properties in each school. So it can be concluded that there are differences in the use of dance properties in the indicators of messaging support and adding artistic value in learning dance in various elementary schools, so it is necessary to do equal distribution of dance properties for students in elementary schools as a support for conveying messages and adding value to performing arts. The use of properties in dance learning allows students to produce creative movements from the properties used. From this research it can be used as a reference for further research that wants to examine the elements of the use of dance properties as well as the supporting elements of traditional regional dances and modern dances at the elementary school level.

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