



# Practicality of Dance Learning Model Using Story in Elementary School

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## ABSTRACT

This research started from the observations that the researchers made on dance learning activities in elementary schools that did not practice dance. This is because the teacher does not understand the practical material that is suitable for students, besides that the teacher also lacks the knowledge of how to teach movement skills according to the needs of students. Based on the needs analysis conducted, a learning model is needed that can assist teachers and students in solving these practical learning problems. This study aims to see the practicality of the dance learning model using stories in elementary schools. The results of this study indicate that the Learning Model of Dance Using Stories (TAGUNTA) in Elementary Schools that the researcher developed has been proven to be able to overcome the problems of learning dance in elementary schools. The practicality of the dance learning model is proven by the results of the practical test with an average score of 3.95 in the practical category.

**Keywords:** *Practical*, Learning Model of Dance Using Stories

## I. Background of Study

Learning the art of dance should provide opportunities for students to have fun because they are given the opportunity to create movements according to their muscular abilities and mental development. However, in reality, dance learning is often unattractive to students and seems perfunctory. This phenomenon is caused because teachers rarely teach dance in class. Although there are teachers who tend to give assignments independently and in groups to find dance material by imitating dance moves through social media / youtube, sometimes the dance they choose does not match their muscle abilities. In addition, there are also schools that teach dance with a more teacher-oriented learning pattern, teachers teach movement such as teaching to students who are trained and skilled, whereas low-grade students are ordinary students who need help in expressing their feelings. According to Sal Murginato<sup>1</sup>, he states that dance for elementary school students is not just a simplified adult dance, nor it treat's students as consumers or accept what the teacher teaches, because the teacher give an adult dance patterns during the child's growth period, for example the sexual movements, it forces students to imitate a movement that does not relate with their growth level or it can be called as lack of their maturity concern.

Thus, the value of dance in education, especially in elementary schools, lies not only in the practice of skills

and movement skills, but also in the possibility of developing children's expressive power. Dance must be able to provide creative experiences to children and must be taught as a way to restate the aesthetic values they experience in life. Therefore, dance learning in elementary schools must be provided with a fun dance learning experience, students are encouraged to create movements according to their creative imagination. They are not forced to move, but the role of the teacher can motivate students through ideational stimulation through stories, so that students can find original movements as a form of self-statement<sup>1</sup>.1. Second Level Heading (Head 2)

In order to develop students' sense and creativity, the teacher's role as a motivator and facilitator is needed to make it easier for students to achieve the expected learning objectives, including choosing a learning model. Bruce J YCE et al,<sup>2</sup> stated that in essence the development of a learning model is one of the efforts to create how students are able to improve their capabilities to get learning easier and more effectively in the future, because of the knowledge and skills they acquire, as well as because of their mastery of the learning process better. Thus, learning activities are truly purposeful activities that are systematically arranged. According to Joyce<sup>3</sup>, there are five important elements of a learning model, namely: (1) syntax; (2) social system; (3) the principles

of reaction; (4) support system; (5) instructional impact and accompaniment impact.

Yuliasma,<sup>4</sup> The TAGUNTA learning model that has been developed has clear learning steps, including: (1) Warming up; (2) Motivating students through stories; (3) Conducting exploration; (4) Finding dance motion/problem solving; (5) Composing dances with children (6) Dancing in front of the audience. Furthermore, from the learning process using this model, a reaction-principle will emerge which is the result of a story brought by the teacher that can encourage students to develop their movement abilities. Positive teacher responses in the form of motivation, encouragement, praise, can improve students' ability to find dance moves. The dance learning model using this story is more focused on the teacher's efforts in motivating students to produce expressive movements as an expression of feelings, so that through stories the teacher can build their creative imagination and guide them in finding their personal movements. This means that this learning model can improve the ability of teachers to teach dance in class. Teachers and students carry out dance preparation activities according to their level of motor development/movement characteristics. The experience of learning dance moves using the TAGUNTA learning model is very helpful and makes it easier for teachers to form attitudes, mental and psychomotor development of students.

## II. Research Method

This research is a development research, (Research and Development). According to Borg & Gel,<sup>5</sup> stated that development research is a process used to develop and validate educational products. Products mean not only things like textbooks, instructional films, and computer tools, but also methods such as teaching methods, and programs such as educational programs. According to Syahrul et al,<sup>6</sup> stated that the development model can be in the form of procedural, conceptual, and theoretical. This research is a development research in the form of procedural. Data on the practicality of the TAGUNTA learning model were obtained from a questionnaire containing the teacher's response to learning tools, and a questionnaire on the implementation of the learning model. The teacher response questionnaire and the learning implementation questionnaire were filled out by the teacher as the treatment provider as well as the observer during the learning process. Before the questionnaire is used first, the instrument is validated by experts, then the Practicality Test Analysis is carried out. The value of practicality is carried out using the formula proposed by Riduwan<sup>7</sup> which is as follows: The assessment score for each indicator has a range of 1 to 5 with the following classification:

- . If the average score 4.20 = Very Practical
- 3.49 < average score 4.20 = Practical
- 2.60 < average score 3.40 = Quite Practical
- 1.80 < average score 2.60 = Less practical

If the average score 1.80 = Impractical

## III. The Result of Research

The practicality test (practical, easy, and easy to use) was obtained through the teacher's assessment sheet about the implementation of learning with the dance learning model using stories in elementary schools. The results of the practicality test showed that the average score obtained was 3.95. The calculation can be seen in the following table.

Table 1. Practicality result

Aspect	No	Teacher 1	Teacher 2	Ave	Remark
Silaby	1	4	3	3.75	practical
	2	4	4		
	3	4	4		
	4	3	4		
RPP	5	4	4	4	practical
	6	4	4		
	7	4	4		
Teacher book	8	4	4	4	practical
	9	4	4		
	10	4	4		
Student book	11	4	4	4	practical
	12	4	4		
	13	4	4		
Evaluation	14	4	4	4	practical
	15	4	4		
	16	4	4		
Average				3.95	practical

## IV. Discussion.

The test results shows that the product developed has shown results that are very practical, and effective and can be used in learning dance in elementary schools. Learning tools, syllabus,

lesson plans, assessment instruments, student books and teacher books are available in elementary schools. However, the researcher can conclude that the device has not been designed by teachers or related parties for the development of dance learning in elementary schools. The results of using this dance learning model also support the results of previous research, namely the research of Hendrilianti (2016), which gives the meaning that with the dance model, students are able to think critically and create dance movements. Furthermore, research conducted by Nurharini, Yuyarti, Purwanti, & Fakhruddin (2018), said that dance conservation can build creative dance learning so that students become superior, competitive and have strong characters. Previously, research by Juniasih (2015) & Des revealed that the development of creative dance learning models will be able to encourage creative expression and processing of students' imaginations in producing dance forms or creations and students

become skilled in expressing them. The dance learning model using stories (TAGUNTA) aims to achieve a meaningful, fun, creative, dynamic and dialogical educational atmosphere (Hardy, King, Farrell, Machiven, & Howlett,<sup>12</sup>). The dance learning model using stories allows for varied communication and good interaction between students and teachers. This situation will help students to build their own movement abilities and also help in choosing various movements that arise from their bodies. Based on the role of stories in student activities, this model can build student-centered learning activities, in accordance with the learning principle, namely learning by doing. In this case, students are more active in learning than teachers. Stories are used to move students' activities in producing motion as a statement of themselves (Destrinelli, 2017). Through stories, students listen to messages, ideas that are used as the basis for building students' creative imagination. This is based on the idea that stories can help students develop the talents and abilities that exist in students such as feelings, intentions and creativity. In the story told, there are activities selected by the teacher that allow students to explore movements through their bodies and find motion according to the activities that appear in the story, for example stories that describe the life of farmers in the fields, the activities of hoeing, planting, slashing and others. These activities can be selected by the teacher and used as a stimulus in order to motivate students to perform expressive movements as an expression of their feelings and desires and it is hoped that original and beautiful movements will emerge.

Choose folklore or the teacher and students make stories that are adapted to the themes that are already available and determine the activities contained in the story according to the plot. It is a unique activity and has not been found in other learning models. This strengthens the dance learning model using stories by choosing contextual story themes that are related to the social life of the community (Lykesas, Tsapakidou, & Tsompanaki,<sup>13</sup>). Such as farming, fishing, gardening, batik painting, tourism and others. This activity will provide opportunities for students to express opinions in determining the content of the dance. These activities can be selected by students according to the theme. These activities such as hearing, seeing, responding to ideas, can provoke students' creative imagination by exploring motion until they find motion Hasnawati,<sup>14</sup>. This learning experience can help students in building positive behaviors such as; respecting the opinion of friends, helping friends in making movements, finding movements which are the characteristics of this model.

## V. Conclusion

The dance learning model using stories in elementary schools that was developed produces the products in the form of learning tools such as; syllabus, lesson plans, assessment instruments, teacher books, and student books. This dance learning model using stories

in elementary schools is very practical to use based on practicality tests conducted by teachers and students.

## V. Implication

The development of a dance learning model using stories in elementary schools is in a theoretical position, because it produces a dance learning model procedure that has been tested. The results of this development prove that the dance learning model using stories in elementary schools can help students to be more creative in finding various dance moves, and this model can help students develop their interests and talents. The material in the product of this dance learning model was chosen based on the analysis of the needs of the learning model. This supports the implementation of the 2013 curriculum, especially in thematic learning, especially in the SBdP subject of dance sub-materials.

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