

VIDEO DEVELOPMENT OF VARIETY OF DANCE MOVEMENTS TO FACILITATE TEACHERS IN THE PROCESS OF CREATING DANCE ARTS

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ABSTRACT

The development of learning media in the form dance Movement Videos as an effort to facilitate teachers in the process of creating dance works is based on several factors, including: 1) being affected by the Covid-19 pandemic, 2) the ability of dance teachers who are not yet qualified in creating dance works, 3) and the absence of dance learning media, so the development of learning media in the form of videos of various dance moves at SDN Palang. Based on the problems that have been described, the development aims to produce a valid Variety of Dance video media for teachers at SDN Palang. The development of this video media uses the ADDIE model with five stages including: 1) needs analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The Evaluation of the video media of various dance movements was carried out by media experts, educators as users and students of SDN Palang. The results of the research on the development of video media for various dance movements showed that the percentage obtained from the validation results of media experts with a score of 90% was included in the very valid category and was suitable for use without revision. The results of material expert validation get a score of 75% which is included in the very valid category and is suitable for use without revision. Judging from the response as many as 7 educators have an average of 85.57%. Meanwhile, from the responses, 5 students had an average of 86.7%. This means that educators and students give a positive response, then the high percentage proves that the media is said to be effective and acceptable.

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1. INTRODUCTION

Art disciplines in the Education Unit Level Curriculum (KTSP) are referred to as Cultural Arts and Skills, but in the 2013 Curriculum each is referred to as Cultural Arts and Crafts (SBdP) (Pujani, 2022). SBK and SBdP are both in the same situation; they both consisted of musicians, artists, fine artists, and artisans. Dance is one of the artistic components included in the SBdP class, and is also an important part of Indonesia's cultural heritage which must be nurtured and protected in an ever-evolving society. In its most basic definition, dance is an art form that is directly related to the movement of the human body. In the art of dance, one's feelings are channeled into the form of rhythmic movements that are in rhythm with the music, thus producing a visual manifestation of one's emotions (Maulyda, Rosyidah, Hidayati, Nurmawanti, & Umar, 2021).

SDN Palang, to be exact, in Palang Village, Palang District, Tuban Regency, is one of the elementary schools that holds dance lessons. Learning the art of dance at SD Palang has been going on for a long time. Learning the art of dance in schools is carried out as a vehicle for students to have good character and personality. SDN Palang was chosen by researchers to conduct research. Selection of SDN Palang As a result of several factors, the first researcher is an assumption. is that SDN Palang has implemented the 2013 Curriculum for all classes. The next reason is because SDN Palang has a special teacher in the field of dance. The existence of a special dance teacher can provide students with information and experience in the subject of dance, allowing students' perspectives to grow wider. Based on the results of interviews with the principal of SDN Palang, most of the students did not receive direct education due to Covid 19, students only received dance education online. Students participating in dance extracurricular activities are the only ones who qualify. Particularly at SDN Palang, teachers have experienced several difficulties, including difficulties in the process of learning dance. This difficulty occurred due to the covid pandemic (Lidiawati & Helsa, 2021; Tomar, 2014). Especially on the basic dance movement material. With the condition of a student when dancing, there are many students who still experience difficulties in this activity. One of the students must have a hobby of dancing, but in every dance movement, students are still not precise and there are also students who are still not agile to move their legs and arms properly. When the feet are moved, students cannot keep up with the movements of their hands (Darmiany, Widiada, Nisa, Maulyda, & Nurmawanti, 2021; Wong et al., 2019).

Media as a whole includes people, events, and resources that can help students get information, skills, and attitudes. Gerlach and Ely (in Kaltsum & Hidayat, (2021)) said so. Teachers, textbooks and the whole world are media in this context. Meanwhile, the idea of media in teaching and learning is becoming more and more like graphic or electronic tools that can be used to collect, analyze, and make sense of visual and verbal information in a variety of ways. Talking about learning, Meher (2021) says that learning media are tools, methods and techniques that teachers and students can use to improve communication or interaction during the education and teaching process in schools, as well as in other places. Wardani et al. (2020) revealed that media refers to the Latin word "medium" which means connector. For more details, the media is a means of channeling messages or learning information conveyed by the source of the message to the target or recipient of the message. According to Koh (2017) said that the use of learning media at the beginning of teaching is very important. because it will significantly increase the effectiveness of the teaching and learning process during that period. Besides that, it has the potential to arouse students' interest and interest in the information presented.

Video is a type of media. In layman's terms, video media can be thought of as a mixture of more than one type of media, most notably, there are many combinations of text, graphics, animation, sound, and video available. Audio-visual based learning media that is controlled by a computer as the driving force for a complete combination of media can be seen as a combination of several of these media. This merger is a cohesive totality that displays information and messages in one unit.

Creating dance, according to de Aguilera & Mendiz (2003), is an expression of the sensations that arise spontaneously during the creation process. According to Sach (in Valencia-Peris et al., (2020)), dance is a rhythmic body movement performed with music. In line with Sach, Soedarsono stated that dancing is a beautiful urge that everyone should experience. When the human soul is transformed by imagination and given shape through the medium of motion, it becomes a symbolic form of motion and expression of the creator, which means that dance is a combination of body movement with the meaning, beauty and expression expressed by people, it is called dance performance. Haukin is a slang term for a person who is not a native English speaker (Eggen & Kauchak, 2016). According to Affandi et al. (2020), the method of a choreographer in planning and choosing in the form of motion and composition according to the concept to be expressed, in producing dance works is described as follows: In the creation of dance, the choreographic process comes from the experience of a choreographer and is based knowledge of motion, space and time. It is designed to lead to creative growth in dance production. A choreographer goes through several stages in the process of producing a dance, including the discovery stage, the improvisation stage, and the composition stage. The choreographer's vision, feelings, and imagination become the starting point for creating a dance piece, which will then be transformed into motion. Gesture communication is a wide and varied way of expression for many people. Throughout the process, there is a strong desire to produce new works of art that show one's unique response to life events.

Usually this material is taught by the teacher directly at school with dance moves, namely movements without basic movement training. Therefore the principal decided to find a dance teacher trainer as an ex-

tracurricular activity. SDN Palang also holds extracurricular activities every Friday from 15.00 to 17.00 with other extracurricular activities also available. Those who participate in extracurricular dance are only involved in dancing, in contrast to those who are interested in other subjects on self-directed learning which must be followed by all students at low to high grades. This research was conducted on low and high class teachers. Principal of SDN Palang We would like suggestions that can be implemented to improve the overall quality of learning, especially in the field of dance education at SDN Palang. According to him, this research is expected to reveal the obstacles to the implementation of dance learning at SDN Palang, as well as proposed solutions to deficiencies in the implementation of dance learning, so that it can be carried out and the quality of dance learning is improved and the researcher wants to add some dance material which will be later addressed to all teachers, both those who teach dance and those who do not teach dance, in order to facilitate the process of creating works of art.

2. RESEARCH METHOD

Methodologically, this study will use a research and development approach. It is planned that teaching materials will be made in the form of films depicting various dance moves to be used in classroom settings. To assist teachers in the process of producing artwork for students at SDN Palang, the basic premise of the development was to simplify the process for them. As a descriptive research (at the explanatory level), this research is classified as such because it describes the product development process, and its findings will be assessed in two different ways. Preliminary finding data from observations and interviews will be studied descriptively qualitatively, while preliminary data from the validator team will be studied descriptively quantitatively. The objects of this study were 7 educators, both teaching dance works and not, and 5 grade 4 students. The consideration was teachers who experienced difficulties in the process of learning dance. The ADDIE model is used in this study, the research and development approach is structured around the ADDIE learning model, namely the stages of analysis, development, design, development, implementation and evaluation. Data collection techniques in this study were questionnaires, observation, documentation and interviews. Video media trials will be carried out on educators at SDN Palang, Tuban district. Data analysis techniques are used to determine the feasibility of the media and the response of educators to the development of various dance motion video media. Data analysis was taken from the results of validation of papers conducted with questionnaires from media experts, material experts, and educators. The data analysis used in this research is media feasibility analysis, response questionnaire analysis.



Figure 1. The process of developing a variety of dance motion videos ,
(a) Title Page Design, (b) Understanding Page Design

3. RESULT AND DISCUSSION

3.1. The process of developing a variety of dance motion videos

1. Create the title page

2. Page Understanding Variety of Dance Movement

3. Page Various Variety of Dance Moves

On this page, explanations and examples of Movement using video and repeated.

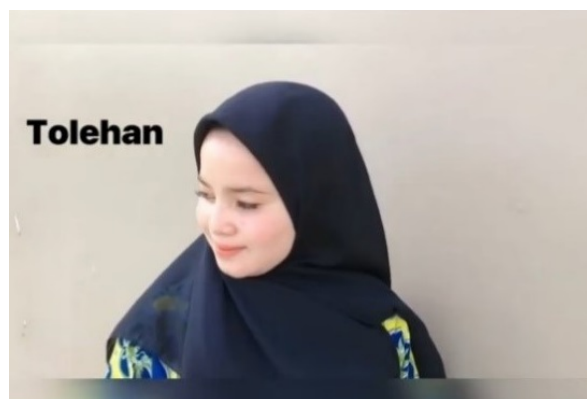


Figure 2. Page Design of Various Dance Movements

4. Create a Video

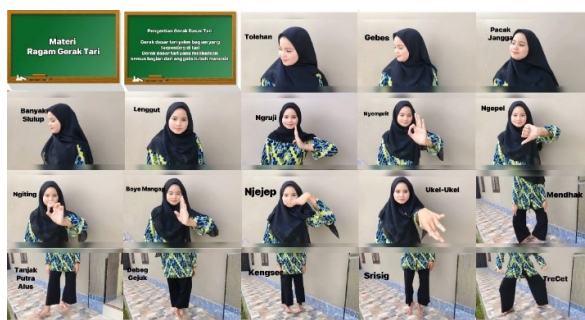


Figure 3. Results of making media

3.2. Product quality video media variety of dance moves

The validation results from expert validators (media experts and material experts) will be further explained in the following table:

Aspect	Validation Result	Conclusion
Media Validity	90%	Very valid and suitable for use without revision
Material Validity	75%	Media is very valid and suitable for use without revision

Based on the table above, it can be seen that the validation results from two expert validators, namely media experts and material experts, show that the video media developed is valid and feasible to use.

3.3. Implementation of Video Media Product Variety of Dance Movement

After getting validation results from 2 validators, then the media is revised or repaired. The learning media for Variety of Dance Movement in the form of videos is implemented online through the YouTube channel. Therefore, at this stage the researcher conducted a product trial on a small group (limited trial), namely by looking at the response of educators and students to the media being developed. This limited trial consisted of 7 educators and 5 students.

Table 2. Response Results

Respons	Validation Result
Students	86,70%
Teacher	85,57%

Based on the table above, it shows that the learning media in the form of a Variety of Dance Videos in terms of the response of 5 students has an average of 86.7%. This means that students give a positive response, so with a high percentage it proves that the media is said to be effective and accepted by students. In addition, the learning media in the form of a Variety of Dance Videos in terms of the response of 7 educators has an average of 85.57%. This means that educators give a positive response, so with a high percentage it proves that the media is said to be effective and accepted by educators.

It can be concluded that the quality of dance learning at SDN Palang is not optimal. Based on these problems, learning media in the form of videos were created which were tested by educators at SDN Palang and found that the media was suitable and interesting (Anar, Dewi, Maulyda, & Nursaptini, 2020). The process of developing videos of various dance movements, learning media in the form of videos of Variety of Dance Movements was developed and researched by applying the ADDIE research model. The ADDIE model goes through five stages, namely: analysis (needs analysis), design (product design), development (product development), implementation (product development), and evaluation (evaluating the product) (Hotimah, Ermiana, & Rosyidah, 2021).

1. The first stage in this development is to carry out two stages of analysis, namely performance analysis and needs analysis.
2. The second stage in product development is designing learning media products in video form. The video that was developed contains a title page, an understanding page of Variety of Dance Movements, and videos of dance practice practices. Furthermore, the video is equipped with sound which makes it easier for educators as media users to understand more easily. The variety of dance moves contained in the video uses a bright resolution so that it is quite clear in exemplifying the variety of dance moves.
3. Furthermore, this media is made in the form of electronic media which is stored in a file with MP4 format. So that the media can be disseminated or can be accessed easily by anyone. There is no improvement in terms of material and media, because based on expert validator testing, no revision is needed.
4. After the initial product of learning media has been developed, validation is then carried out to determine the feasibility of the product being developed. This validation was carried out by expert validators, namely material experts and media experts. Material experts provide an assessment of the content of the material and its presentation to obtain valid material. While media experts provide research on the appearance of the media so as to create an interesting media.

Based on the assessment of media experts as a whole, it obtained a percentage of 90% and was declared valid and very suitable for use without revision. While the results of the material expert assessment as a whole obtained results of 75% and were declared suitable for use with a little revision. The data obtained is in the form of quantitative and qualitative data. Quantitative data is in the form of expert validator assessment questionnaires, and qualitative data includes criticisms and suggestions that are considered for the improvement of media products. In this case, there are suggestions for improvement by the media expert validator. The suggestions given are: include reference sources in taking the criteria for validity aspects; include the conclusion of the media development statement on the validation sheet at the end of the bottom sheet before the signature; and clarify in the validation sheet regarding the materials used in making dance motion videos.

Table 3. Response Results

Respons	Validation Result
Students	86,70%
Teacher	85,57%

Based on the table above, it shows that the learning media in the form of a Variety of Dance Videos in terms of the responses of 7 educators has an average of 85.57%. This means that educators give a positive response, so with a high percentage it proves that the media is said to be effective and accepted by educators. Meanwhile, based on table 2, it shows that the learning media in the form of a Variety of Dance Videos in terms of the response of 5 students has an average of 86.7%. This means that students give a positive response, so with a high percentage it proves that the media is said to be effective and accepted by students.

Quality of Video Media Product Variety of Dance Movement, Based on the initial product that has been tested by media experts and material experts, then revised based on the advice of media experts, then tested on educators at SDN Palang and limited trials on students. educators get very good results. Through this media, educators have been able to understand the basic range of dance movements. Furthermore, educators begin to understand how to assemble these basic movements to become a dance. The dance that is created later will be taught to students.

Table 4. Response Results

Subject	Score		Percentage
	Result	Max	
Suyatmi	82	100	82%
Hermi	82	100	82%
Suhendra Panca W.	90	100	90%
Abdul Karim	86	100	86%
Qoni'ah	90	100	90%
Nasikhun	88	100	88%
Siti Munasyaroh	82	100	82%

4. CONCLUSION

The media in the form of Videos of various Dance Movements was developed using the ADDIE development model in 5 stages: (a) The needs analysis stage, namely the researcher made observations at Palang Elementary School and obtained the result that Palang Elementary School needed media to facilitate teachers in the process of creating dance works; (b) In the design design phase, the researcher concocts media in video form; (c) The media development stage, the media that has been designed, is then tested for validation by media experts and material experts; (d) Implementation stage, namely trials were carried out on Palang SDN educators, and trials were limited to student participants; (e) The evaluation stage is carried out after the trial run. Product quality is seen from the validation results of media experts with a score of 90% which is in the very valid category and is suitable for use without revision. The results of the validation of material experts get a score of 75% which is in the very valid category and is suitable for use without revision. Judging from the response as many as 7 educators have an average of 85.57%. Meanwhile, from the response of 5 students, the average was 86.7%. This means that educators and students give a positive response, so with a high percentage it proves that the media is said to be effective and acceptable. Implementation of video development products for various dance movements to facilitate teachers in the process of creating dance works for elementary school children, namely 1) The developed media has been validated by media experts and material experts; 2) Videos of various dance movements are given to educators at SDN Palang; 3) Educators at Palang Elementary School learn a variety of basic dance movements through videos; 4) Educators discuss to create dance artworks; 5) Educators design dance lessons for students. 6) The dance artwork created is then taught to students; 7) Before students are taught dances that have been created by educators, they are first taught the basic range of dance movements as in the video.

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