

Development of Creation Learning Model and Dance Appreciation at First Middle School

Ajrina Rosada Harma, Ramalis

Social Sciences Study Program, Art and Culture Concentration

Abstract: *Learning arts and culture and skills, especially in learning art appreciation at this time, even though the teacher has used a variety of existing learning models. This is caused by the characteristics of the field of study or the teaching material of different learning models so that it is needed a learning model that is intentionally designed specifically for learning art appreciation. This study uses a research and development (R&D) research and development design. This method is designed to develop a new product and improve existing products with accountable steps. The product to be developed in the research is a learning model of dance appreciation and creations in junior high schools. Development research is divided into 3 stages, namely: stage I: Preliminary Study, Phase II: Model Development Phase, and stage III: Model Evaluation / Testing Phase. In this Preliminary Study presents the results of a qualitative study that begins with a literature study, then a field study of needs analysis which will be used as a reference in designing a model of art appreciation learning in learning arts and culture in junior high schools by using diagram analysis, ending with a description and analysis diagram as findings (learning model) (Stage 1); Based on the results of the analysis of the art appreciation learning model that does not meet the requirements and principles of good and correct learning, it is necessary to immediately create a learning model that can be used as a reference for teachers to teach the creation and appreciation of art in junior high school (stage 2); Develop into product design, revise it, and test it out (stage 3); That by conducting research on development, innovations on the progress of the world of education will continue to be improved through educational products, as well as methods, strategies, even learning designs that continue to experience renewal, and innovations that continue to develop following the needs of the times. The results: 1) After the learning model product is designed, a validity test will be carried out by experts and the results of the validity level of the art appreciation learning model in the learning of arts and culture and skills in junior high school, 2) Furthermore, the creative learning and art appreciation model that has a validity level is tested at the level effectiveness and practicality by testing small, medium and large groups. 3) After the learning model product is known to be effective and practical, a broader field test is carried out by distributing this learning model to several schools for use by arts and culture teachers. The results of this dissemination were obtained through a questionnaire filled out by arts and culture teachers who used this learning model.*

Keywords: Development, Learning Model, Creation and Appreciation

1. Introduction

There are several things that underlie this research. First, the Cultural Arts subjects in the 2013 curriculum for Elementary and Middle Schools have four sub-fields of study or teaching material sub, namely fine arts, dance, music, and drama or theater. Each sub material is unique in the form of a strong tendency of each person who is usually called a talent or talent. Although there are people who have multiple talents, but very few. If seen in the art and culture teachers in schools today, it would be difficult to find teachers who have multi-talented. For example teachers who do have the talents and academic competence of dance or music, but do not have fuel or talent in the field of fine arts.

Secondly, there are many problems that occur in schools today, both in middle school and high school there is only one art and culture subject teacher who happens to be a graduate of fine arts academic education. Thus, two or three other sub-fields of study (Dance, Music, and Drama) are not able to be taught properly by the art teacher. Although there are regulations that stipulate, if these conditions exist in schools, the teacher must teach at least two sub-fields of study that are of interest to the teacher or have abilities in both sub-fields of study.

Third, related to the uniqueness of the subjects of Culture and Arts in Primary and Secondary Schools having theoretical and practical offerings. These two things also have different goals, for theoretical offerings the target is certainly to equip students with a lot of artistic knowledge and aesthetic experience and lead to appreciative abilities. While serving the target practice is certainly motor skills or abilities. These two fields of presentation have differences, if taught in public schools is more oriented towards appreciative material, practical material helps for appreciative abilities. Meanwhile, vocational schools are oriented towards theoretical and practical offerings in a balanced way, so students are formed into professionals in their fields.

Based on the above problems, the learning of Art and Culture and Skills in public schools (SD / MI, SMP / Mt.S, SMA / MA) gives more appreciative offerings than practical offerings. Thus the Culture and Arts teacher must be able to teach students to have adequate appreciative abilities. To meet these expectations, teachers need an appropriate appreciation learning model and can deliver their students to have a lot of aesthetic experiences.

The development of the Art Creation and Appreciation learning model proposed for this study emphasizes the concept of integrating the theory of appreciation and art work in the four fields of art and is based on the rich archipelago arts with

a variety of regional arts that students must know and understand, so students have a deep appreciation of the art of the archipelago through the experience of art obtained by creating art, and in the end students have a love of the culture of their own people. This research seeks to produce an innovation in learning in the form of a model of learning creation and appreciation of art for learning arts and culture in junior high schools that can be expected to overcome the weaknesses of the implementation of learning by teachers in schools.

2. Research Methods

This research is a research and development (R&D). R&D development research according to Gall and Borg (2003) is a method used to produce certain products and test the efficiency of these products. Development research is a systematic study of the design, development, evaluation of teaching programs, processes and products that must meet internal consistency and efficiency criteria.

Development research is an effort to develop and produce a product in the form of material, media, learning strategies, used to overcome the problem of learning in class / laboratory and books to test theory, in this case researchers develop learning models of dance creation and appreciation in junior high school.

The learning model of dance creation and appreciation consists of planning, organizing, mobilizing, coaching, evaluating, and developing. The learning and creation learning model consists of learning planning, learning approaches, learning methods, learning materials, learning media, and evaluating learning outcomes. The tools to be developed consist of technical guidelines, syllabus preparation, lesson plans, material for creative learning and appreciation models and identification formats, activity processes and evaluations in creative and appreciation learning models. After the product is developed, validation will be carried out, analysis of the effectiveness of technical instructions, preparation of silabs, lesson plans, material for creative learning and appreciation models and identification formats, process activities and evaluations in management and learning.

Data collection instruments were formulated to be used in data collection in several stages of activities:

- a) Data collection instruments to collect data description of the model of learning creation and dance appreciation used interview guidelines. Interview guidelines were developed from a research grid on dance learning and appreciation learning models consisting of indicators for planning, organizing, mobilizing, evaluating and developing interview guide instruments for dance learning creation and appreciation models in junior secondary schools. Learning creation and appreciation consists of learning planning indicators, approaches, learning methods, materials, media and evaluating student learning outcomes.
- b) Data collection instruments to collect test data on learning models for the creation and appreciation of dance using a

questionnaire. The questionnaire was developed from a research grid about learning models for the creation and appreciation of dance in junior high school.

- c) Instrument validation models by experts using a questionnaire. The model validation instrument consists of aspects assessed from the model, the weight of the assessment, the classification of the valuation and the reason / input of the validator. The weight of the rating with the highest score (5), high (4), enough (3), less (2), and very less (1).
- d) The instrument of Focus Group Discussion activities consists of variables / sub variables, indicators, input and information for the learning and appreciation learning variables of dance in junior high school. Inputs in this regard are suggestions proposed by the forum for improving the model, while information contains two alternatives namely (1) agreed and (2) corrected and refined.
- e) Data obtained from data collection through interviews, observation and documentation studies will be described in accordance with the conditions of the findings in the field. As for the data obtained from structured interviews, data analysis techniques were carried out using percentage formulation analysis. Whereas the data analysis of the results of the open interview, observation and documentation study used a qualitative analysis as stated by Moleong (2000) with the following steps:

1) Data reduction

The data obtained from the field are quite a lot and complex, some of them are incompatible with the problem under study, or some are repetitions. So for that we need to immediately do data analysis through data reduction. The next step taken is to summarize the data, choose the main points from the existing data, focus the data on important matters, then look for themes and patterns. After this process is completed, the reduced data will provide a clear picture of the results that have been studied so far, making it easier to determine the next steps, namely whether further data collection is needed, or the data is sufficient and considered to have met all that is expected in this research. This data reduction activity can be done in several times, according to the amount of new data obtained. To facilitate data analysis, both when performing data reduction, and when picking up additional data, researchers always refer to the objectives to be achieved in research, namely the development of creative learning models and dance appreciation in junior high schools.

2) Data Presentation

After the data has been reduced, the next step is to present the data. Presentation of this data is carried out in the form of brief descriptions, charts, relationships between categories, and with narrative texts. By presenting data, it makes it easier to understand what is happening, so that further work can be planned based on what has been understood.

3) Data verification

The next step taken in the data analysis technique is drawing conclusions and verification. The initial conclusions put

forward are still temporary, and will not change if strong and supporting evidence is found when the next data collection. Then the data collected is narrated in the form of meaningful sentences.

3. Research and Discussion Results

The KASeTa learning model for all aspects of validation is in the very high validity category (0.89). The results of this validation test show that the developed KASeTa model is valid. KASeTa models are in the very high practicality category (0.92). The KASeTa model book is practically used as a guide in implementing the KASeTa learning model. the KASeTa model is very good, although the KASeTa learning model has been effectively tested in large groups (0.95), there are some changes in learning syntax that occur during the small group trial process.

4. Conclusion

Dance learning in junior high schools is based on the latest curriculum. Includes understanding (appreciation) and doing (expression/ creation) space, time, energy, floor patterns, levels for regional dance, traditional dance, modern dance, and contemporary dance. Meanwhile, character education merges into one with core competencies which in the implementation of learning is given merge into one with basic competencies. Dance learning is divided into learning of appreciation and learning of expression / creation.

It is hoped that students will have the ability to appreciate, and express themselves by holding on to the educational values characterized by regional dance, traditional dance, modern dance and contemporary dance that are translated into syllabus, teaching implementation planning and teacher teaching materials.

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