

# Effectivity of Dance Learning Model Using Story in Elementary School

Yuliasma<sup>1</sup>, Elisna<sup>2</sup>, Jasrial<sup>3</sup>, & Mukhaiyar<sup>4</sup>  
{yolyole63@gmail.com<sup>1</sup>, [prof.dr.elisna@gmail.com](mailto:prof.dr.elisna@gmail.com)<sup>2</sup>, [jas.rial@yahoo.com](mailto:jas.rial@yahoo.com)<sup>3</sup>, mukhaiyar@fbs.unp.ac.id<sup>4</sup>}

<sup>1,2,4</sup>Faculty of Language and Art, Padang State University, Jalan Prof. Dr. Hamka Air Tawar Padang, Sumatera Barat, Indonesia

<sup>3</sup>Faculty of Education, Padang State University, Jalan Prof. Dr. Hamka Air Tawar Padang, Sumatera Barat, Indonesia

**Abstract.** This research is based on observation of elementary school student learning activity where dance learning is not provided. This is due to the lack of teachers understanding about the suitable content for the students. The teachers are also lack of knowledge and know-how about dance movement. Requirement analysis result, dance learning model using story is needed. The objective of this research is to test the effectivity of dance learning model using story. Quantitative method using Quasi Non-Randomized Experiment with pretest-posttest experiment group design is used in this research. Subject of this experiment are the students of State Elementary School 11 Lubuk Buaya Padang as the experiment group. The obtained data were analysed using Wilcoxon Signed Ranks Test with SPSS version 20.00. Findings on this research, there is significant difference on the dance learning of the experiment group students, before and after the usage of dance learning model using story. Result of this research shows that the experiment group learning result score is increases. Hence, this model can be suggested to the related parties to improve the dance learning process at elementary school level.

**Keywords:** Dance learning model, Story, Learning result.

## 1. Introduction

Multilingual art activities in elementary school should provide the opportunities for students to develop their abilities in creative expression. The development can be done through a variety ways and media such as language, images, sound, motion, roles, and various forms of integration. Related to the explanation above, the process of learning art at the elementary school should provide the opportunities for students to develop the ability, and express creatively in conveying their thoughts, feelings and emotional. It can be done through movements that arranged nicely. So that, the efforts to create Indonesian society being more comprehensively: intelligence, emotional, spiritual, social, and kinesthetic-motoric can be achieved.

Furthermore, the multi-dimensional understanding could be developing a variety of student competencies which include acquisition of concepts (knowledge, comprehends, analysis, evaluation), appreciation, and creation. The application of multi-dimensional characters will be found in the process of transformation for knowledge and skills. In this case, it should be facilitated with many activities which is constructing their knowledge, even textually and contextually. Textually concept leads the understanding of motion as the basic components of dance: style, techniques, and elements. In addition, it needs a high understanding as a main basic to compose the dance creatively, it begins with exploration activities. Then, the exploration activity is the process of exploring or conscious effort to find

new possibilities for movement. The new gestures or a creative movement appears from the body language to deliver a message through the great motion. The beauty and harmony of motion could be achieved, if the process of searching, finding and arranging a series of movements was created by students, so that they will pass a various experiences from the process of thinking, imagining, feeling and responding related to the objects in their environment. This process is useful to improve the cognitive development of students, because during the process of exploration it is requires the experience to arrange their understanding into creatively and innovatively. Building concept of activities that begins from exploring the movement until taking the final decision will involve and arrange the students' minds. According to Myers [1], the ideas from the human mind are not formed by language, but by mental reflections that occur while artists using their imagination power.

In elementary schools the method of learning dance should provide opportunities for creative imagination. For example, students could imagine act as a holy knight, or imitating the movement of descend butterflies, pouncing tigers and etc. The imitating of the movements or expressions made by students are very powerful to describe a particular imagination. Nevertheless, the pouring fantasy requires a strong thought as well. The imitating experience and manipulating the movement will leads the students to find out new movements and leads them to creativity.

The basic of multicultural, it can be implemented in learning activities to build an awareness and ability of students' appreciation of the local cultures and abroad. This activity can be done by giving a variety of aesthetic experiences which is generated by the expression, creation and appreciation of students. Other activity could be seen in the learning process to develop student awareness. The dance that growth at the place of origin is a cultural manifestation that deserves to be respected and it is also as the ethnic identity of a region,, because each region has specific characteristics that marked the original area. For example, the Pariaman area has an Indang Dance, the Solok area known as the Piring Dance, the South of Pesisir area has Rantak Kudo dance, and the Padang City known as Balance Madam Dance. Each dance has a unique specification that shows the diversity of dance as the form of existence in human civilization.

Many things could be obtained by students in performing the art. It can be understood that the art is believed that able to create a personality, because all of the elements of art has the ability to build self-image. It is also known as the art of dance. The dance as a form of creative work could be used to convey certain purposes, from the things that are easy until something that difficult to understand, sometimes there are things that cannot be spoken verbally, but it can be conveyed through the dance, but still in the aesthetic perspective.

The aesthetic experiences could be generated from the activities of expression, creation and appreciation that showing the possibilities for students to express their feelings through rhythmic and beautiful form of movement. The experience of beauty requires a deep thoughts and feelings, because dance is a symbol which is born from the process of interaction between emotions, thoughts, movements which is hidden in the form of aesthetic motion. In the process of learning dance for beginner, students can encourage them to realize themselves. Through the personal experiences, it will give an impact on the growth of sensitivity such as balance and harmony. It can be understood that the effort of students to express their emotional and feelings are the main way to show the character existence. Nowadays, the value of dance will help the children to achieve awareness of composing their emotions, and the important point is the way of communicating through forms that can express their emotions directly and honestly . They did not pretend to make the inspired move. Therefore, the experience of learning dance will help them in implementing the positive value such as honesty and self-confidence.

Dancing is a psychical activity, so the method of learning dance in elementary school will be a supporting point for student's psychical development, especially in terms of acquiring pre-motoric skills and the copyright legality. Learning dance means learning about motion (motoric learning) that actively involves psychological and physical aspects, it is certainly needs follow the direction, directed, and continuity. The expressive dance focused in the strength and flexibility muscle, and it will leads to physical endurance. Therefore, more practice in the dance learning method give a great health for student's psychic.

Based on the explanation above, the learning of dance in elementary school becomes the important point because it will help for constructing the personality, intelligence, and social values. In addition, it also teaches the sensitivity and developing the creativity. The experience faced by students through learning dance, it is the way for student to realize their abilities and skills. The knowledge gained by student and the involvement of students in learning dance in a creative way will be able to gain awareness, sense of beauty, a sense of belonging and self-actualization. According to Joyce [2], most children thought that dance is a combination of steps that must be learned. Nevertheless, dance is certainly not only steps or movements. Teachers need to teach children that dance is more than just steps that must be learned, dance is also a process of finding identity.

Through doing dance is part of learning; movement is life. Movement could help a student to be himself [3]. If a student could move a part of his body, it means he will be able to control the environment, but not be controlled by the environment. A person's life consists of physical movements. Someone moves his body at each breath, if someone cannot move, it means he has died. In addition, a person will be able to coordinate movements for something useful or meaningful. For a student, movement could make a difference in his life. For example, a disabled student who has no hands could eat without asking for help from others, but their using his feet to hold a spoon. In essence, with his feet the student does not seem he could not do anything, but he is still doing the positive thing in his life. Based on the explanation above, the movement becomes the importance point in life. Kraus [4] also stated that movement is very important point at student activity. According to Kraus, it should be believed that controlling and acquisition for body movements are related to emotions, physical and mental development. It means that the appropriate movements are important aspect for the development of the children, in contrary; the movements that are not appropriate could physically hurt the children.

The dance learning should provide opportunities for students to get pleasure because they are feel free to create movement's accordance with the ability of muscles and mental development. However, in real life, the method of dance learning is frequently not attractive for students and it seems just to be perfunctory. Based on the research, by calculating at 67 elementary schools (57 public elementary schools and 10 private elementary schools) that implementing the method of dance learning in class, there are only 3: SD N 24 Parupuk Tabing, SD Negeri 15 Padang Sarai, and SD Negeri 11 Lubuk Buaya Padang (observed in 2016). Approximately, 90% of elementary schools in Koto Tengah sub-district, they do not teaching the dance in class, start from grade I to VI. Some schools do teach dance, but it just at extracurricular form. The missing of dance learning in schools, based on the researchers' observations, it happened because the teacher does not understand the practice material for students. They also lack of sufficient for knowledge and movement skills. In addition, the most important thing, there is no specific book that teaches dance method for the beginners. As a result, if there are any activities that requires for performing dances, the school only hires the trainers if there are competitions between elementary schools. If it is not, the dance of performing which displayed at school, it just for entertainment.

During this time, the teacher mindset in teaching dance form is just intentionally created by dancers for dancers by using conventional dance learning models. They teach the dance who are trained with certain rules of motion, and then students imitate the movements. As a result, the students feel forced to do the movement. Using the learning model in this way, it will be oriented to the formation of good gestures, and the teacher has a tendency to ask the students to do it, but it is just only limited movements. Other interesting phenomenon is the form of dance teaching in elementary schools, deliberately arranged for standard of professional dancers. At the level of primary education, this problem, it often creates difficulties for students in learning dance movements. For elementary students who do not understand the way to dance, they should be assisted by teachers in developing their imagination, expression and creativity.

Based on the result of observed with the teachers at SDN 10 Ganting, Koto Tengah sub-district, Padang City, meanwhile the researchers conducted a community service at this school in October to November in 2014, teachers who attended training at this school only stated that they were aware of the disconnection of students' talents and interests when students enter primary school education. They are often involved in art activities and many arts events created by teacher; it is for creating children's talents and interests. The parents unwittingly have spent a lot on this. At the playground, the children are seen to grow and develop optimally and they dance happily. The experience of learning to dance gave them happiness, but after they enter elementary school, they no longer do dancing and singing activities such as in playground. Their cheerfulness, fun, and the desire to express and to be excellent in dancing and singing that they once enjoyed was lost and interrupted, it happened because they were not given practical learning.

Furthermore, the researchers observed on extracurricular activities at SDN 38 Lubuk Buaya, Koto Tengah District, Padang City. The result was founded that situation was not much different. The dance material has been chosen by the teacher is Sofyani's Pasambahan dance. The reason of teacher choosing the dance, because there is no one compete her as a master of this dance. In case the teacher begins the exercise, than students are told to imitate the teacher's movements. Within a few moments the practice begins the students has stopped because they were unable to imitate the teacher's movements. In this observations, this can be happens because the tempo of motion / time and space that teachers doing exactly changes so that students have difficulty to following it. At that time the researcher tried to find a solution by collaborating movements that student had reached and some of the original students' movements which appeared spontaneously. Researcher had seen the satisfaction on the student's faces and the exercises running well. Than the teacher asked the writer. "Is it permissible to change the original motion into other forms of motion?" The author answers "this can be done because dance learning is used for education and not for commercialization". Dance learning in elementary schools, is primarily the process of growing students' desire to move creatively is prioritized. For this reason, the teacher's task is to motivate students to produce expressive movements as an expression of their feelings. Therefore, researchers believe by material chosen accordance with the student needs and abilities in elementary school.

In October 2016, researchers conducted dance training for teachers at 12 Lubuk Minturun Elementary School, Koto Tengah District, Padang City by implementing creative dance learning. In the training, the teacher is given knowledge and skills in teaching dance creatively. The training was attended by 15 class teachers and none of them were based on arts education. They are generally hesitant and a little bit embarrassed to follow the training. According to some teachers, they have never taught dance in class because they have no

capability to dance. During this time, they only provide material in the form of theory in class, for practice, they usually use students who can dance, and even if there is. This was proven when the training process was carried out during four times of meetings, there were several teachers who included students who could dance in the training activities. At the first meeting, there were three students who were included by the teacher in the training. At the next meeting the authors suggested that teachers no longer bring students in further activities. The training process goes safely and smoothly, the teachers feel the benefits of the dance training. According to one of the teachers, he enjoyed the training and realized that dancing was not as difficult as what he thought so far. They also stated that it turns out that creative dance learning allows the emergence of varied movements of students. The teachers believe that after completing the activity, they will be able to teach dance to students by designing fun learning steps. Researchers' conclusions in dance learning in elementary, teachers should only act as motivators and facilitators and most importantly do not force movements that are not covered by students. The teacher must create a pleasant atmosphere by appreciating every movement the children to expresses as his personal movements.

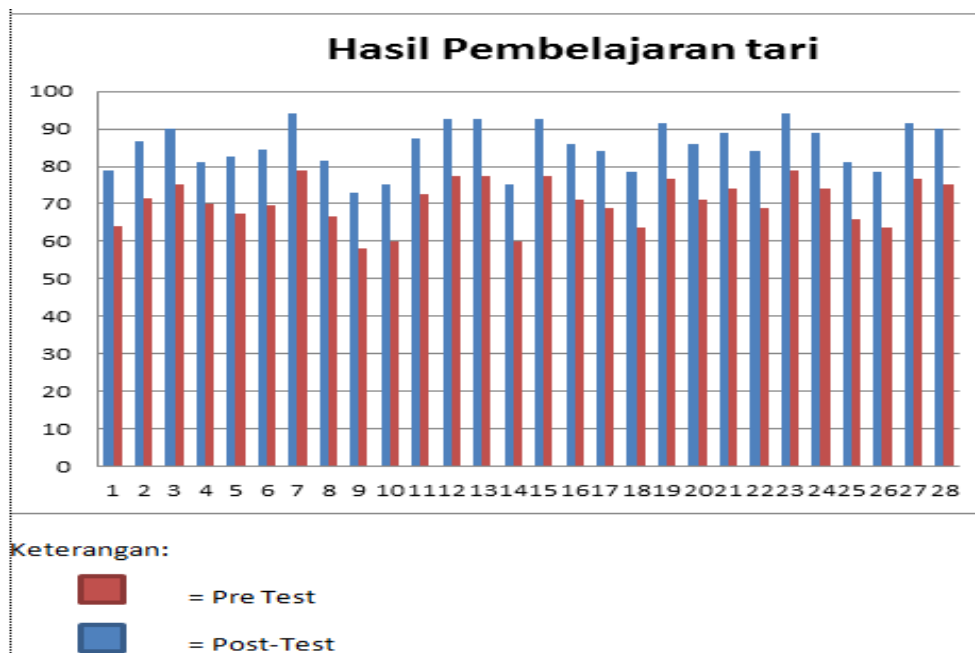
## **2. Methodology**

This study included a quantitative research using method experimental (experimental) with the design of Non Randomized Pretest-Posttest Control Group Design, which aims to see differences in the average score of dance learning outcomes of the experimental group students, it focused before and after the dance learning model was used. The subjects in this study were students of Padang 11 Lubuk Buaya Padang Elementary School as an experimental group. The data obtained were analyzed using the Wilcoxon Signed Ranks Test.

## **3. Results and Discussion**

### **3.1 Results**

The condition of student dance learning outcomes in the experimental group before and after the treatment of the dance learning model is given using stories, it can be seen in Figure 1.



**Fig. 1.** Histogram Results of Pretest and Post-test Results of Dance Learning for Experimental Group Students

Based on Figure 1, it can be seen that there are differences in student dance learning outcomes before and after being treated dance learning models using stories method. The 28 students who received treatment, all students experienced improved to the dance learning outcomes.

Based on data from the pretest and post-test results, it analyzed using the Wilcoxon Signed Ranks Test showing the Asymp probability number. Sig. (2-tailed) dance learning outcomes of the experimental group students is 0,000, or the probability is below alpha 0.05 ( $0.000 \leq 0.05$ ). From these results  $H_0$  was rejected and  $H_1$  was accepted. Thus, the hypothesis that tested in this study can be accepted, "There is a significant difference in the dance learning outcomes of the experimental group students, before and after the treatment of dance learning models is using stories method". Based on the data, it can be seen that the dance learning outcomes of the experimental group students have changed or increased after being given a dance learning model using stories. Before being given a dance learning model using stories, the average pretest score was 70.5 and after being given a dance learning model using stories the average post-test score increased to 85.5.

### 3.2 Discussion

The dance learning model uses stories is aimed in achieving a meaningful, fun, creative, dynamic and dialogic educational atmosphere. Creative movements include the ways that teachers use in learning which is fun and contributes for appearing of fundamental motor skills and coordination, cooperation, responsibility in group and psychomotor development ([5], [6]) in a pleasant teaching environment [7]. Dance learning models using stories will allows varied

communication and good interaction. This circumstance will help the students in building their own ability to move and also helping them in choosing various movements that arise from his body. In relation to the role of stories in student activities, then this model can build student-centered learning activities. According to the principle of learning by doing, in this case students, they are more active in learning than the teacher. Stories are used to drive student activities in creating to the motion as a statement of themselves, through stories students hear messages, ideas that are used as a basis for building students' creative imagination. This is based on the idea that stories can assist students in developing the potential that exists in students such as taste, intention and creativity. In the story, there are activities chosen by the teacher that allow students to explore the movements through their body and find movement in accordance with the activities. For example, the story that illustrates the life of farmers in the fields, there are activities such as hoeing, planting, and orbiting and others [8]. These activities can be chosen by the teacher and used as a stimulus in order to encourage students to make expressive movements as expressions of their feelings and desires, expected to emerge original and beautiful movements [9].

By choosing folklore or teacher with children to create stories that are joined to the themes that have been available and determine. The activities contained in the story in accordance with the plot. This is a unique activity and has not been found in other learning models. This strengthens in the dance learning model using stories by choosing contextual story themes related to the social life of the community (Lykesas, Tsapakidou, & Tsompanaki, 2014 [9]; Altun & Atasoy, 2019 [5]), such as farming, fishing, gardening, batik, tourism, and others. This activity will open up opportunities for students to express opinions in determining the contents of dance. The activities can be selected by students according to the theme. The activities of listening, seeing, responding to ideas can provoke students' creative imagination by exploring motion until finding motion. The learning experience could help the students in building positive behaviors such as; respect the opinions of friends, help friends in making movements, finding the motion that is characteristic of this model [10].

#### **4. Conclusion**

Based on the research results obtained, and after conducting statistical analysis and hypothesis testing, it can be concluded that the dance learning model using stories can improve student dance learning outcomes.

#### **5. Suggestion**

Based on the results of the study can be suggested to the following parties.

1. Teachers are expected to be able in developing learning tools that are integrated planning and implementing dance learning in class.
2. School principals and school supervisors should try to encourage teachers to carry out dance learning, not only focused to cognitive learning but also practicing dance in the classroom.
3. Educational quality assurance institutions (LPMP), to conduct training education in dance learning in elementary schools. By using a dance learning model using stories method

#### **References**

- [1] Myers G.David: Psychology.Fourt Edition:Worth Publishers.New York (1995)

- [2] Joyce, M.: *First Steps Teaching Creative Dance to Children*. California: Mayfield Company. (1994)
- [3] Altun, M., & Atasoy, M.: The Effect of Various Local Dances on Prospective Physical Education Teachers' Attitudes towards the Folk Dance Course. *International Journal of Higher Education*. Vol. 8, No. 1, pp. 19-22. (2019)
- [4] Kraust, Richard.: *History of the Dance in Arts and Education*. New York. (1967)
- [5] Spanaki, E., Skordilis, E., & Venetsanou, F.: The Effect of an Education Program in Kinetic Psychomotor Performance in School-Aged Children First. *Inquiries in Physical Education & Sport*. Vol. 8, No. 2, pp. 132-141. (2010)
- [6] Gratsiouni, D., Koutsouba, M., Venetsanou, F., & Tyrovola, V.: Learning and digital environment of dance—the case of Greek traditional dance in YouTube. *European Journal of Open, Distance and E-learning*. Vol. 19, No. 2, pp. 80-95. (2016)
- [7] Lykesas, Georgios & Tsapakidou, Aggeliki & Tsompanaki, Eleni.: Creative Dance as a Means of Growth and Development of Fundamental Motor Skills for Children in First Grades of Primary Schools in Greece. *Asian Journal of Humanities and Social Studies*. Vol. 2. pp. 211-218. (2014)
- [8] Cheung, R. H. P.: Designing Movement Activities to Develop Children's Creativity in Early Childhood Education. *Early Child Development and Care*. Vol. 180, No. 3, pp. 377-385. (2010)
- [9] Mabingo, A.: Dancing with the “Other”: Experiential and Reflective Learning of African Neo-Traditional Dances Through Dance Education Study Abroad Programs. *International Journal of Education & the Arts*. Vol. 20, No. 2. (2019)
- [10] Uspuriene, A. B. P., Malinauskas, R. K., & Sniras, S. A.: Effects of Education Programs on Dance Sport Performance in Youth Dancers. *European Journal of Contemporary Education*. Vol. 8, No. 1, pp. 136-143. (2019)