The Effect of SAS (Structure, Analytical, & Synthetic) Learning Strategies with Expository and Learning Styles on Dance Learning Outcomes

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Abstract: This study aims to determine the dance learning outcomes of students who are taught with SAS and expository learning strategies, the dance learning of students who have kinesthetic and visual styles, and the interaction between learning strategies and learning styles in influencing dance. Quasi-experimental research method with 2 x 2 factorial two-way ANOVA significance level = 0.05. The dance learning outcomes of students who are taught with SAS learning strategies are higher than those of expository, dance learning outcomes of students who have kinesthetic learning styles are higher than visual ones, and there is an interaction between learning in influencing dance. Students with a kinesthetic learning style have higher dance learning outcomes than those visually taught using the SAS learning strategy.

Keywords: learning strategy, structure, analytical & synthetic (SAS), expository, kinesthetic learning style, visual learning style, dance.

1 Introduction

The existence of dance in the context of education is very broad because the concept of education essentially creates positive added value. Therefore, dance in the context of education serves as a means that can provide added value to others. Recognizing such an existence, dance in the context of education means that both form and content must be by its function and purpose, which is to provide added value for those who study it. In institutionalizing the function of dance, Hadi once suggested dance about humanities education [1].

Knowing and understanding and preserving the culture of arts in Indonesia, one of which is the art of dance. The art of dance is a subject that is in the competency standard in the even semester of cultural arts learning, namely imitating and demonstrating dance movements, namely showing local dance arts in the form of the nine-lenggang broken dance, and in this material what will be studied is the local dance art, namely the lenggang dance. broken nine from Kuala

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deli. Art and education are like two things that cannot be separated from human life. Because both there are interactions between humans and humans with the natural surroundings. One of the goals of dance education as stated in the curriculum is that students are expected to have skills, knowledge, and be able to develop creativity about dance.

At the junior high school level, dance education is given to class VIII students. However, the ability of students in dance subjects is not evenly distributed. Some students can follow and enjoy dance lessons easily. However, some students difficult to learn the theory and practice of dance. This is understandable, given the diverse backgrounds of students' lives. Including differences in students' talents and interests in dance.

The most striking condition occurred in class VIII in the even semester of UPT SMP Negeri 30 Medan in the 2021/2022 academic year. Of the 32 students in each class, only a small proportion can master dance subjects well, while the rest have difficulty in learning. One indicator of the low achievement of students' dance learning is reflected in the value of dancing skills in semester 2 of the 2021/2022 academic year on the subject of demonstrating the Kuala Deli Lenggang Broken Nine dance, which only achieved an average score of 70.5 with classical completeness of 42.5. %. Even though the KKM limit that has been set is 75.

1.1 Learn Dance

Han, Eunice's study [2] is a business process carried out to obtain a change in attitude as a result of interacting on the environment to achieve certain goals. Art learning is carried out in a person in order to acquire attitudes and behaviors as a result of experiences and the existence of interactions with environmental culture in order to absorb certain objectives [3].

According to Wulandari [4], learning must develop students' appreciation of works of art, such as dance. Several principles allow art teaching to take place properly through an appreciative approach, namely: (1) Students can freely display their responses and reactions, (2) Students have the opportunity to personalize and crystallize their sense of the sense of artwork, artwork teacher can find examples among the students' opinions, (4) the teacher can encourage the explanations made by students in an inherent influence.

Dance is a part of art. Novitasari [5] means that Dance is a beautiful movement of the human body according to the rhythm and means to have a harmonious soul. The art of dance is like the expression of the human soul expressed in beautiful rhythmic movements and depicted in the form of wiraga, wirama, wirasa in harmony and harmony.

In general, the Lenggang Patah Sembilan dance movement is divided into three parts, namely lenggang in place, lenggang rotating in a circle, and lenggang forward or changing direction. These three movement models must be danced dynamically and gracefully to get an interesting dance presentation.

The Lenggang Patah Sembilan dance in the performance is danced by a pair of men and women. The two of them danced in unison and dynamically, accompanied by Malay music and songs. According to Malay dance artists, the Lenggang Patah Sembilan dance movement is almost the same as other Malay dances. However, the difference is when starting the movement, that is, the dancer on the left starts the movement with the left foot. Vice versa, the dancer on the right starts the movement with the right foot.

1.2 SAS Learning Strategies (Structure, Analytical, and Synthesis)

The SAS method is a new teaching method. Ropitasari [6] This method is used to teach dance. A method that pays more attention to the "inner working of dance" in which the teacher provides a complete dance structure at the beginning and the students imitate it, then repeat it again and then give the movement elementally.

The SAS learning strategy was originally applied to Indonesian language lessons, the SAS method is used to learn to read from the beginning of age in primary school. The SAS method is used in various areas of teaching. The steps of the SAS method are: (1) structural as a whole, (2) analytics according to the decomposition process, and (3) synthetics recombine to the original structural form. This will have a positive impact on children's memory and understanding [7].

The SAS method, which is this method, can be used as a basis for analytical thinking with steps that make It is easy to follow procedurally and easily understands the subject matter. Teachers must be creative, skilled, and patient with students. The SAS method has a principle, which is in line with the science of linguistics to communicate as a sentence. Which Sentences are formed with the language of words, syllables, and phonemes (letters), the SAS method considers the language experience of elementary school students, and the SAS method is found in Indonesian language lessons in general.

1.3 Expository Learning Strategy

Expository learning is the same as learning that occurs by learning to accept. Behavioral theory also tends to direct students to think linearly and convergently. As for the characteristics of expository learning: (1) it is done by conveying the subject matter verbally; (2) usually the material presented is in the form of data or facts, with certain concepts that must be remembered so that students do not rethink; (3) The goal is mastery of the subject matter [8]. Expository learning, with teachers presenting the material neatly and systematically so that they only need to listen and understand in an orderly manner" [9].

Steps in the application of expository learning: (1) preparation (preparation), which is related to preparing students to receive lessons: (2) presentation related to the delivery of subject matter by the preparations that have been made; (3) linking (correlation) relates to linking subject matter with student teaching or other things that students can concurrently relate to in the knowledge structure they already have; (4) conclude (generalization) related to understanding the core (core) and the subject matter that has been presented; (5) applying (Application) is related to the steps to show students' abilities after listening to the teacher's explanation.

1.4 The Nature of Learning Style

Then DePorter mentions that the way of learning a person tends to choose to quickly receive information from the environment and process that information. In terms of learning, each individual has advantages and disadvantages in absorbing the lessons given [10]. Therefore, in the world of education, there are various methods that teachers can use to meet the demands of individual differences. Teachers need learning design designs to bridge the relationship between students and teachers according to their learning styles.

According to DePorter, several other learning styles can be chosen to learn effectively. Some of the learning styles that may be found in students are Auditorial learning styles, Kinesthetic learning styles, and Visual learning styles. Everyone has a different way or style of learning. Many styles can be chosen to learn effectively. Furthermore, there are 7 (seven) learning styles that may be applied to students, namely: (a) learning with words, the style begins with inviting someone who tells stories and reads and writes. This learning style is very preferred because it can remember names, places, dates, etc., (b) learning through questions, this is more effective and useful if it is done by playing. Like curiosity by asking questions. Every time there is an answer, reach with questions to get the final result or conclusion, (c) learn with pictures, designs, and see pictures. This becomes a character for someone who has sensitivity in capturing images or colors. (d) learning with music, rhythmic beats, singing, and playing a musical instrument. [11].

Table 1. Differences in Visual and Kinesthetic Learning Styles

Kinesthetic	Visual
Likes active activities, both social, arts and sports.	Likes to read, watch TV, cinema, and pay attention to facial expressions.
Remember events; things that happen	Remembering people by sight, remember words by seeing, good at memorizing
Give and receive explanations directly	showing If giving/receiving explanations prefer to use maps/pictures
Comfortable taste and taste. Material is more important than style.	Taste: appearance matters, color, An appropriate choice ordered or coordinated
Expressing emotions through body language, gestures/muscles	Expressing emotions through facial experiments
Using words such as feel, touch, deal, start over, put cards on the table, touch, hold, pluck strings, boil, join hands	Using words such as: seeing, watching, describing the point of view, perspective, revealing, visible to me, binoculars, bright focus, and brilliant.
Overcoming, holding back, sharp as a knife	Enthusiastic, short-sighted, likes to show off
Creative activities: handicrafts, gardening, dancing, exercising.	Creative activities: writing, describing, painting in the air

Source: *Quantum Teaching*

The research problems are: (1) is the result of learning dance with SAS higher than expository learning; (2) are the results of learning dance with the kinesthetic learning style higher than the visual learning style; and (3) is there an interaction between learning strategies and learning styles in giving a positive impact on dance learning outcomes?

2 Method

The sample objects in this study were class VIII students of UPT SMP N 30 Medan for the 2021/2022 academic year which consisted of 4 classes with a total of 122 students. Determination of the sample used a random group sampling technique (cluster random sampling). The sample class used is 2 experimental classes. The two classes that will be given treatment are: (1) Class VIII A: Class taught with the SAS learning strategy; and (2) Class VIII B: A class whose learning uses expository learning strategies.

Data analysis used the 2 x 2 factorial ANOVA technique with the F test. Starting from the requirements test using the normality test and using the Liliefors test with the homogeneity test using the F test and Bartlett test. When the third hypothesis is stated to be significant, it means that there is an interaction, then it is continued with the Scheffe test to test multiple comparisons between cells, because the sample size of each cell in the study design is not the same.

3 Results and Discussion

The description of the statistical data on dance learning outcomes based on variations in the learning model is as follows.

Table 2. Descriptive Analysis Calculation Results

Variable		Learning model				Total	
		SAS		Expository			
Learning Style (B)	Kinesthetic (B1)	n	17	n	15	n	32
		$\bar{X}$	81,91	$\bar{X}$	63,33	$\bar{X}$	73,56
		$\sum X$	1393	$\sum X$	950	$\sum X$	2354
		$\sum X^2$	114444	$\sum X^2$	60740	$\sum X^2$	176492
		S	4,48	S	5,35	S	9,12
	Visual (B2)	n	13	n	14	n	27
		$\bar{X}$	63,54	$\bar{X}$	**76,79**	$\bar{X}$	69,61
		$\sum X$	826	$\sum X$	1075	$\sum X$	1880
		$\sum X^2$	53102	$\sum X^2$	82760	$\sum X^2$	132469
		S	6,04	S	3,45	S	6,74
Total		n	30	n	29	n	59
		$\bar{X}$	73,23	$\bar{X}$	69,26	$\bar{X}$	71,25
		$\sum X$	2197	$\sum X$	2009	$\sum X$	4206
		$\sum X^2$	164700	$\sum X^2$	141005	$\sum X^2$	305705
		S	10,14	S	6,98	S	8,56

Based on the results of the normality test, the data showed that all groups of subjects were normally distributed, thus it can be concluded that the research sample came from a normally distributed population. And thus the group of subjects taught by SAS and those taught by expository learning strategies based on kinesthetic learning styles and visual learning styles had homogeneous variances. After testing the requirements of the analysis, it is necessary to obtain the results that all the data of the subject group are normally distributed and have homogeneous variance, thus the requirements relating to the two-way analysis of variance have been met.

Table 3. Summary of Two-Way ANOVA Test Results

Source of Variance	JK	DK	RJK	F_{count}	$Ftable_{(1,61)(0,05)}$	Information
Learning Strategy	5478	1	5478	413	4,02	Significant
Learning Style	14705	1	14705	34	4,02	Significant
Interaction	509	1	509	14	4,02	Significant
Between Groups	9490	3	65			
In Group	3551	55	36			
Total	33732	61				

Based on the calculation of 2x2 factorial ANOVA, F_{count} = 413, while the value of F_{table} = 4.02 for DK (1.55) and the significance level of = 0.05. It turns out that the value of F_{count} = 413 > F_{table} so the hypothesis testing rejects Ho. Thus, it can be concluded that the learning outcomes of dance students who are taught with the SAS learning strategy are higher than those with expository learning strategies that can be accepted and proven empirically. This can also be seen from the average dance learning outcomes taught with the SAS learning strategy (X = 73.23) which is higher than the dance learning outcomes taught using the expository learning strategy (X = 69.26).

From the results using SAS Learning and Kinesthetic Learning Styles, it was obtained 81.91 with a standard deviation of 4.48 while learning outcomes with SAS and Visual Learning Styles were 63.54 with a standard deviation of 6.04 while the learning outcomes of Expository and Kinesthetic Learning Styles were 63, 33 with a standard deviation of 5.35 while the average Expository and Visual Learning Style learning outcomes are 76.79 with a standard deviation of 3.45.

The results of the interaction, where F_{count} = 14 and the value of F_{table} with DK = (1.55) and = 0.05 is 4.02. These results indicate that F_{count} > F_{table} (14 > 4.02), so the Alternative Hypothesis (Ha) is accepted and the Zero Hypothesis (Ho) is rejected, meaning that there is an interaction between dance learnin. There is an interaction between learning strategies and learning styles in influencing the learning outcomes of Dance. Based on the results of there is an interaction between learning strategies and learning styles in influencing student dance learning outcomes, it is necessary to test the average difference between the two propositions, for this reason, Scheffe's further test is used.

Table 4. Summary of Scheffe's Test Calculation Results

No	Statistical Hypothesis		F_{count}	F_{table} (3,61)(0,05)
1	Ho: μA1B1 = μA1B2	Ha: μA1B1 > μA1B2	6,21	2,76
2	Ho: μA1B1 = μA2B1	Ha: μA1B1 > μA2B1	6,53	2,76
3	Ho: μA1B1 = μA2B2	Ha: μA1B1 > μA2B2	1,77	2,76
4	Ho: μA2B1 = μA2B2	Ha: μA2B1 > μA2B2	4,50	2,76
5	Ho: μA1B2 = μA2B2	Ha: μA1B2 > μA2B2	4,28	2,76
6	Ho: μA1B2 = μA2B1	Ha: μA1B2 > μA2B1	0,07	2,76

The study of F_{count} > F_{table} the dance learning students who were taught with the SAS were higher than those of students who were taught the expository. Because in the SAS Learning Strategy group accommodate more of the potential possessed by students with this type. In the SAS-based learning strategy, students are involved in many classroom activities, such as brain exercises, making goal-setting cards, making mind maps, role-playing, simulations, activation

tasks, and demonstrations. Those with a kinesthetic learning style become more challenged, excited, and motivated to take lessons. Many activities involve them so that they do not feel bored.

On the other hand, students with this type will feel bored with expository learning strategies that are very much dominated by the teacher. Students listen more and there are not many class activities that arouse students' enthusiasm. They are not challenged to do something. Their nature is easily curious and wants to try something less accommodated in expository learning strategies. So that students become bored and not enthusiastic to follow the lesson. Therefore, it can be concluded that the Kinesthetic Learning Style will get higher dance learning outcomes if it is taught with the SAS learning strategy compared to the Expository learning strategy.

Regarding the results of the research conducted, Kurniawan [12] in his research on the Effectiveness of the SAS Learning Strategy on the Motivation to Learn Dance in Private Junior High School Students R.K Santo Petrus Medan, analyzed how the differences in the motivation to learn dance were viewed from contextual methods. And the results are known that (1) There is a very significant difference in the motivation to learn Dance in terms of the contextual method of the private junior high school students R.K Santo Petrus Medan. This result is evidenced by the coefficient of difference t-test = -5.957; p = 0.00. Thus, the hypothesis that has been proposed in this study is declared accepted. (2) The results of this study prove that the contextual method in the dance learning process greatly affects the students' motivation to learn dance. The process of learning dance, which is taught using this contextual method, can increase students' motivation to learn dance. It is proven that the average value of students' motivation to learn dance art taught using contextual methods is 152,396, while for students who are taught using conventional methods the average value of dance motivation is 143,724. In general, the results of this study illustrate that the students have a high motivation to learn Dance.

The solution to all the problems that occur is that the teacher must change the direct learning system that has been applied so far with more innovative methods. The learning method that is believed to be able to improve the learning achievement of class VIII C students of SMP Negeri 3 Dawan is the Structural, Analytical, and Synthetic Method (SAS). The SAS method pays more attention to the inner working of dance, whose implementation divides dance into a treasury of motion. Thus, it is easier for students to follow the dance movements. If students can master dance movements, their interest in dance lessons can automatically increase, which in turn can improve students' dancing skills.

The fact that the SAS learning strategy affects improving students' dancing skills can be seen from the advantages obtained in the study. The advantages obtained are: (1) It is easier for students to learn dance movements by using the pieces of motion that are applied. This data is strengthened from the results of interviews with students during the analysis stage. Where most of the students admitted that it was easier to follow the dance movements which were described in the form of fragments of motion. (2) The students' dancing skills have increased significantly, although they have not achieved classical completeness as expected. An explanation of the advantages of these two has been described in the explanation above. (3) The teacher can observe the students' ability to dance. This can be seen when learning using the SAS method enters the synthetic stage. In this case, the teacher uses a steaming formation by positioning students who are good at dancing in the front row, then followed by students with moderate abilities, and the last row is filled with students who have below-average dancing abilities. In

guiding students, the teacher can pay attention to groups of students who have below-average dancing abilities, while students who have intermediate abilities can see examples of movements shown by groups of students with advanced abilities. It is known that student learning outcomes with SAS are how the learning process becomes effective, efficient, and enjoyable [13]. So, it is clear that using SAS will have a better impact on dance learning outcomes than learning using Expository.

In this study, there is an interaction between learning strategies and learning styles on learning outcomes. If you look at the Kinesthetic Learning Style and given by using SAS it is higher than the Kinesthetic Learning Style and taught by SAS. Furthermore, the average learning outcomes of Visual Learning Styles and being taught with SAS are lower than learning outcomes in Visual Learning Styles and being taught using expository. It was concluded that having a higher Kinesthetic Learning Style was taught using SAS compared to using Expository. So there is an increase in the Kinesthetic Learning Style. This is because students can follow the lesson well, can solve problems, and foster student enthusiasm in learning. Whereas in teaching and learning activities both the SAS learning strategy and the Expository learning strategy can take place interactively because of the fun learning atmosphere where each student can work together in solving problems.

SAS learning for students with Kinesthetic Learning Styles can produce their potential. Students will more easily understand and solve problems. This is in accordance with the Kinesthetic Learning Style when taught using SAS. The interaction between learning strategies and learning styles is an indication that in addition to SAS learning strategies, student characteristics, in this case learning styles, have a positive impact on dance learning outcomes.

4. Conclusion

The conclusions in this case are: (1) The results of learning dance with SAS are higher than those with expository; (2) The results of learning dance have a higher Kinesthetic Learning Style compared to having a Visual Learning Style; (3) It was found that there was an interaction between SAS and learning styles on dance learning outcomes. Students who have a Kinesthetic Learning Style get higher results with SAS than Expository, while those who have a Visual Learning Style have higher learning outcomes when taught with Expository learning strategies than SAS learning strategies.

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