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Dolalak Dance Creativity Development Through Straight Line Floor Pattern Technique

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Abstract

The purpose of classroom action research is to increase the creativity of Dolalak dance with "Straight-Line Floor Pattern" technique, which determines that 85% of the total students get a score of ≤70. This classroom action research was conducted at SMP Negeri 30 Purworejo class IX-A for the academic year 2021/2022. The research was carried out from September to November 2021 in the first semester of the 2021/2022 academic year at SMP Negeri 30 Purworejo. The study was conducted on 30 students of class IX-A SMP Negeri 30 Purworejo, consisting of 20 girls and 10 boys. The data collection techniques used in this study are observation, evaluation and photo documentation. The data were analyzed descriptively using percentage analysis. The steps are: 1. Planning; 2. Implementation; 3. Observation; 4 evaluation and reflection which consists of two cycles; cycle I and cycle II. Each cycle had two meetings. The results of the classroom action research showed the following results: The average percentage of creativity in cycle I and cycle II are 74% and 82%, there is an increase of 8%. The score of learning outcomes in cycle I and cycle II are 79% and 90% there is a 11% increase. From the results above, it shows that there is a significant increase in the Dolalak dance material with the straight-line floor pattern technique for IX-A students of SMP Negeri 30 Purworejo in the 2021/2022 school year.

Keywords: *Creativity; Dolalak Dance; Straight-Line Floor Pattern; Technique*

Background

Art is a supporting element of culture that will develop according to the conditions of the culture itself (Kayam 1981: 15). Folk art especially folk dance is a type of dance that lives and develops in the society. Most of the forms and purposes of the dance reflect the various interests that exist in society with the characteristics of traditional forms, folk expressions, communal (togetherness), simple floor patterns and often repeatedly (Jazuli 1994: 63).

Art education, as part of the subjects that must be mastered by students is one aspect that must be considered to create quality human beings, especially in dancing is an ideal method with the aim of stimulating imagination and creativity in thinking also shaping the soul through emotional and imaginative experiences also creative expression.

Learning the art of dance is very important and has a big influence on students' abilities in developing their talents and interests. Learning the art of dance prepares students with a variety of knowledge, such as, understanding dancing, understanding floor patterns, various types of single and pair/groups dance, local and national dance, mentioning the origin of the dances, single and pair/groups dance floor patterns, etc. However, in this study the author only focuses on the aspect of the floor pattern.

The floor pattern is a pattern made by a dancer with the movement and shift of a dancer's position on a space for dancing. The floor pattern also includes the composition of dancers in a space. The floor pattern can be varied according to the number of dancers.

The dance floor pattern is still considered as a difficult material for students. Based on the results of the assessment of the dance floor pattern in the basic competencies (KD), it has not reached a score of 70. Even though the minimum score (KKM) for Cultural Arts subject in the IX grade is 70. Besides, low interest of the students in the learning process causes the results obtained are not maximal. The condition of students in IX-A totaling 30 students is relatively heterogeneous (economically, academic ability and the facilities they have).

The results of the researcher's observations on the score of the Cultural Arts subject for the ***Appreciating the Local Dance Floor Pattern*** in IX-A students last year was still low.

The result shows that if we want to improve student learning outcomes, we must be able to increase student interest to the subjects. If someone pays attention to something, then interest become a reason someone ensure more actively to something that interests him and will make him more creative. Interest will increase if it is channeled into an activity. Attachment to these activities will further develop children's interest and creativity.

The material for Dance Floor Patterns has been given in the SKL with indicators every year. One of the materials that we will practice in a classroom action research is Basic Competence 14th. Exploring dance floor patterns in Indonesian pairs/groups **t**o support student success, the researcher took the title "Improving the Creativity of Dolalak Dance with the Straight-line Floor Pattern Technique for Class IX-A Students at SMP Negeri 30 Purworejo in the 2021/2022 Academic Year".

Research Question

From the background, problem identification and problem limitation, this research can be formulated in the following questions:

1. How is the process of learning the straight-line floor pattern technique increase the creativity of Dolalak dance of IX-A students of SMP Negeri 30 Purworejo.
2. How is the improvement learning outcomes with the straight-line floor pattern technique increase the creativity of the Dolalak dance of IX-A students of SMP Negeri 30 Purworejo.

Research Methods

This study is an "action research" which carried out in the teaching and learning process, therefore the research method used is Classroom Action Research in the form of collaborative implementation between observer and researcher as actor of the research.

This research was conducted at SMP Negeri 30 Purworejo, located at Desa Wingkotinumpuk, Ngombol, Purworejo. The researcher took the research at SMP Negeri 30 Purworejo because the researcher carried out his duties as Cultural Arts teacher at the school.

The subject of the research is the student who has dissatisfaction skills of making straight-line floor patterns in IX-A students of SMP Negeri 30 Purworejo in the 2021/2022 academic year. The amount of the subject is 30 students consisting of 20 girls and 10 boys. The researcher took the subject of IX-A students because from the six existing classes, IX-A was a class who has lack of creativity in making straight-line floor patterns.

This classroom action research was carried out for four months, from September to December 2022 with the following timeline. The data collection techniques used in this research are observation, evaluation and photo documentation.

Results and Discussion

The results of this study were obtained from the results of the first and second cycles. The results of this study consisting of the results of student practice. The results of the first and second cycle of action tests took the data of learning to practice the straight-line floor pattern of the Dolalak dance. The non-test results are observation and documentation.

Pre-Test

Before conducting the research, students worked on pre-test to determine the students' abilities, which used as pre-test scores. The results of pre-test presented in table below.

Table 1. **Table of Pre-test Scores**

No.	Description	Results
1	Average	67
2	Highest Score	70
3	Lowest Score	63
4	Comprehensive Learning	37%
5	Uncomprehensive Learning	63%

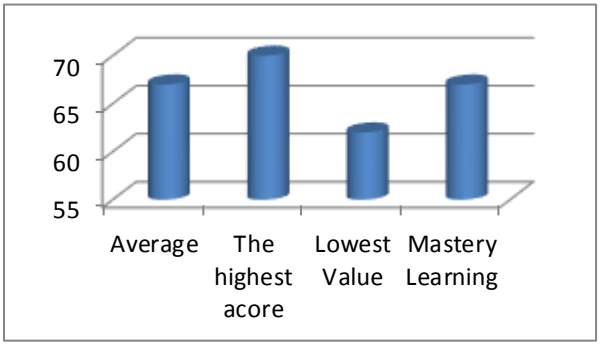
From the table, it can be explained below:

a. The average pre-test result is 67 which below the KKM score (70).

b. All students who scored less than KKM were 11 students and 19 students got more than or equal to KKM.

c. Comprehensive learning 36.67%. It shows that the rate is far from indicators.

The value of the pre-test can be illustrated by the graphic below.



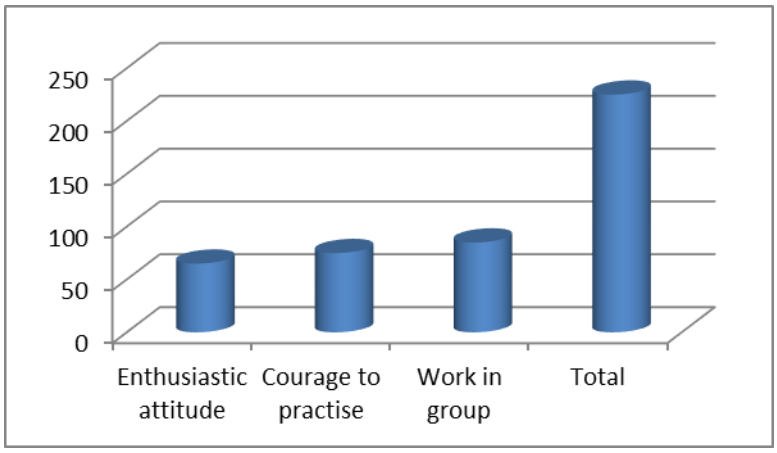
Graphic 1. The Pre-test Scores

Results of Cycle I

a. Learning Process Cycle I

During the learning process in the first cycle, observations were made by the teacher as a researcher and assisted by an observer by fill in the observation forms for students' motivation and activities including: 1) enthusiastic of students towards methods, learning models and subject matter; 2) students' courage in asking questions and trying to practice; 3) students' activities on group work.

In addition, the teacher also gives examples and demonstrates some movements in front of the class and followed by the students. The data of the result from observation of students' motivation and activities in cycle I illustrated in the Graphic 2 below.



Graphic 2. Assessment of teaching and learning process on Cycle I Meeting 1

From the table above, it can be grouped into table below.

Table 2. Recap of Observation of Creativity and Student Activities Cycle 1

No	Activity	ASPECTS OBSERVED			Total
		Learning Model	Courage to Practice	Group Work	
1	Very good	4	9	7	20
2	Not good	3	4	3	10
3	Quite good	10	9	3	22
4	Good	13	8	17	38
	TOTAL	**30**	**30**	**30**	**90**

From the table above shows that 20 students are **very good**, 22 students are **quite good**, 38 students are **good**. In percentage, 22% is very good, 24% of students are quite good and 53% of students are good.

b. Learning Outcomes of Cycle I

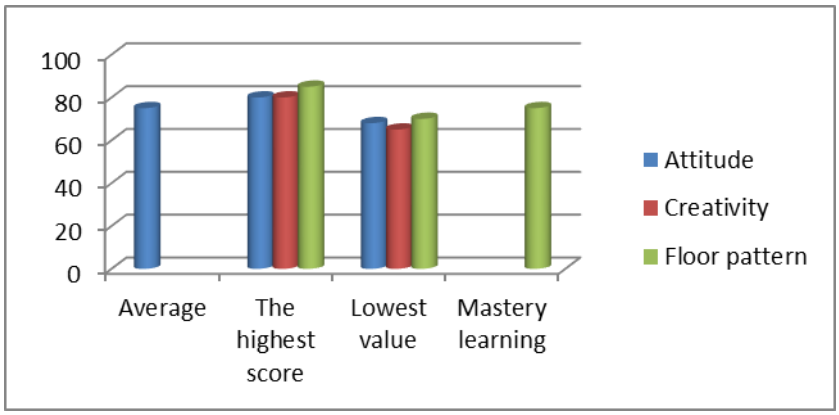
In the first cycle test, it described about learning to make a straight-line floor pattern by practicing in groups. The aspect of the cycle assessment is the same as the pre-cycle assessment, i.e. 1) the attitude

of practicing dolalak dance; 2) creativity in making floor patterns; 3) the ability to make floor patterns. The following table shows the assessment aspects of making floor patterns.

Table 3. Assessment Aspects of Making Floor Patterns

O	Aspect	Score
	Attitude of Dolalak dance practice	1-100
	Creativity making floor patterns	1-100
	Ability to make floor patterns	1-100
	Total highest score	300

After learning is carried out using creativity with straight-line floor patterns, then a practical test was held at the meeting 2 and the results were as shown in graphic below.



Graphic 3. Scores of the meeting 2

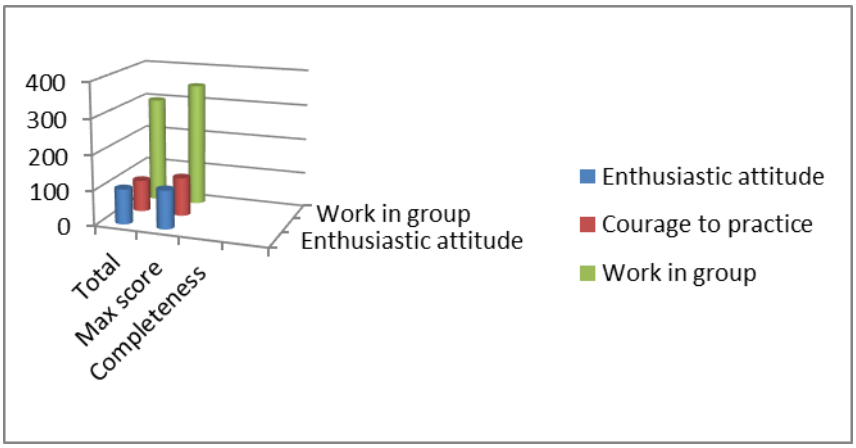
From the diagram above, it shows that learning completeness has only reached 79%. It means that class actions still need to be continued to achieve a score of 85%. From the table above, those who still need to be guided with further actions, while those who already had good score need to increase their creativity to become very good.

Results of Cycle II

a. Learning process cycle 2 Meeting 1

In the second cycle test described learning to make a straight line floor pattern by practicing in groups. Aspects of the second cycle of assessment are the same attitude as the first cycle of assessment, namely (1) enthusiastic acceptance of students towards approaches and learning models and subject matter, (2) students' courage in asking questions and trying to practice, (3) student activities and group cooperation. In addition, the teacher also gives examples and demonstrates movements in front of the class and is followed by students. For more details, the following table 6 about making floor patterns.

From the table above, it can be illustrated below:



Graphic 4. Assessment of The Kbm Process on Student Activity

Cycle 2 Meeting 1

From the table above, it can be grouped into table 4 below.

Table 4. Observation of Creativity and Students' Activities Cycle II

No	Activity	ASPECTS OBSERVED			Total
		Learning Model	Courage to Practice	Group Work	
1	Very good	11	7	8	26
2	Not good	0	0	0	0
3	Quite good	3	4	1	8
4	Good	16	19	21	56
	TOTAL	**30**	**30**	**30**	**90**

From the table above shows that 26 students are very good, 8 students are quite good, 56 students are good. In percentage 29% is very good, 9% is quite good and 63% of students are good.

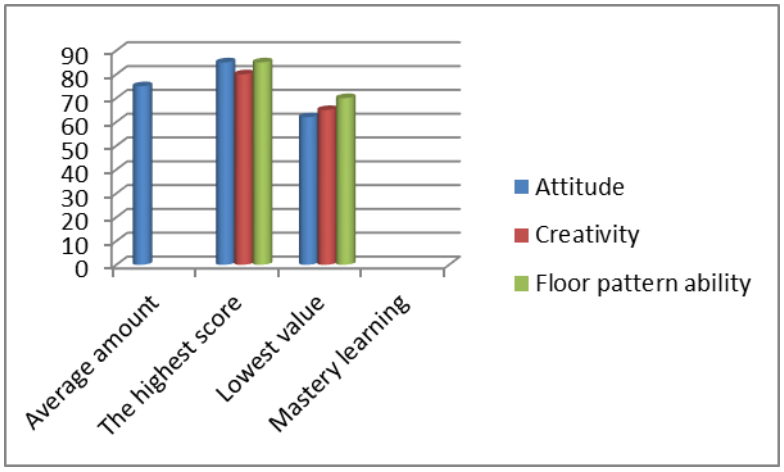
b. Learning Outcomes Cycle II

During the learning process in the second cycle, observations were made by the teacher as a researcher assisted by an observer by fill in the forms for observing students' motivations and activities including: 1) Dolalak dance practice attitude; 2) creativity in making floor patterns; 3) the ability to make floor patterns. In addition, the teacher also gives examples and demonstrates movements in front of the class and followed by students accompanied by music. The data on the recap of the observation of students' motivation and activities in cycle II is shown in table 8 below.

Table 5
Assessment Aspects of Making Floor Patterns

NO	Aspect	Score
1	Attitude of Dolalak dance practice	1-100
2	Creativity making floor patterns	1-100
3	Ability to make floor patterns	1-100
	Total highest score	300

After learning is carried out using creativity with straight-line floor patterns, a practice test was held at the second meeting. The results were as shown in table 5.



Graphic 5. Table of Values

From the table, it shows that the mastery of learning has reached 90%. There are four students which has not been completed for the attitude assessment, three students for creativity score and two students for the ability to make floor patterns. From the table above, those who still need to be guided by further action. While those who are already good need to increase their creativity to become very good.

Discussion

1. Discussion of Research Results Cycle I

a. From table 2 the results of observations in cycle I can be shown that the values of enthusiasm, courage to practice and group work are 70%, 75%, 78% and on average 74% or still need to be improved.

b. From the results of the study in table 5, the values of attitude, creativity, and the ability to make floor patterns are 80%, 80%, 77% if the average is 79% or still needs to be improved.

c. From the results of the study results and observations reached a score of 74% and 79%, for it still need to be improved in order to achieve mastery learning is ≥85%

d. Things that are found in the implementation of a class action in the cycle I:

1) There are some students who are too lazy to think, lack of enthusiasm because students have difficulty expressing ideas to make dance floor patterns, so they have lack of self-confidence and could make inhibition of group work.
2) There are still many students who lack concentration on learning to the media (dolalak dance videos) so that students find it difficult to formulate ideas for making straight-line floor patterns. This causes students not to be able to be creative in making straight-line floor patterns, only referring to what is shown in the dance video.
3) Students do not understand how to make straight-line dance floor patterns in groups because group work and cohesiveness are the most important in making straight-line dance floor patterns.

4) Students do not understand about dance counts in making straight-line floor patterns. This is due to the lack of cohesiveness of students in one group because one student lacks cooperation to others.
5) Students lack courage and lack of confidence to present the results of their group work in front.

e. The alternative ways to solve the problem about the things found in the action in cycle I:

1) Re-explaining the material with special guidance (individual)
2) Motivating students who are less active in learning by approaching these students (individual guidance), and fostering their enthusiasm for learning so that can be active in teaching and learning process.
3) Assigning students to make their own straight-line dance floor patterns according to their respective abilities so that students find it easier to express their ideas in making straight-line floor patterns.
4) The teacher gives an example of making a straight-line dance floor pattern in front of the class and ask the students to try emulate it.
5) The teacher motivates students to be brave and confident when presenting their work.

2. Discussion of Research Results Cycle II

a. From table 6 observations in cycle II, it can be shown that the values of enthusiasm, courage to practice and group work are 87%, 77%, 83% and on average 82% or still need to be improved.

b. From the results of the study in table 9, the values of attitude, creativity, and the ability to make floor patterns are 87%, 90%, 93% and the average is 90%.

c. The result from observation and learning outcomes reach 82% and 90%.

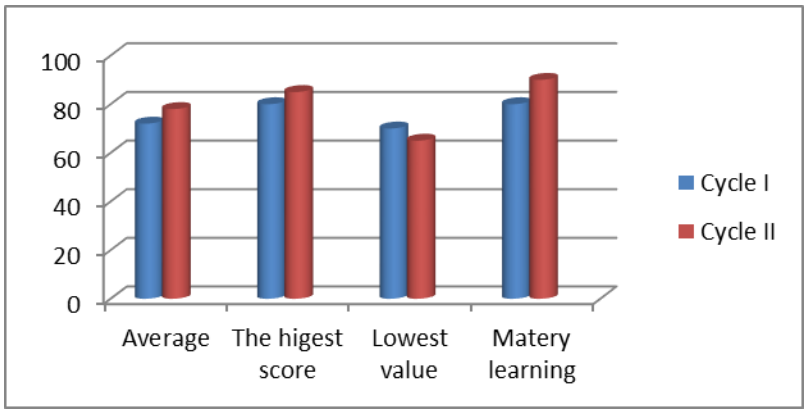
d. The things found in the research in cycle II are below:

1) Most of the students have fully concentrated on the material given.
2) Most of the students are active and able to work well together.
3) Students are able to produce and creatively in making straight-line floor patterns.
4) Students have been able to show their creativity in making floor patterns in front of the class in groups and supported by music background.

3. Discussion of Inter-Cycle Results

From the data from observations made by the teacher as a researcher with the assistance of an observer on student learning process activities, it showed a good improvement. In the cycle I average of 74%, while in the cycle II the average was 82%. Students enthusiastically follow the teaching and learning process. By using the straight-line floor pattern technique, students' acceptance of learning outcomes has increases. In the first cycle reached 79%, while the second cycle reached 90%. Students with high abilities not only study the material given to themselves, but also share their creative ideas with group members with medium and low abilities. Thus students depend on each other and work cooperatively to learn the assigned material.

The results above can be illustrated in the graphic below.



Graph 6. Graph of Observation of Learning Outcomes of Cycle I and Cycle II Activities

Learning through the media with a straight-line floor pattern model can improve skills and creativity in making straight-line dance floor patterns. This is evident from the results of the initial conditions, cycle I and cycle II. In the initial conditions, the average value was 67 with 37% learning completeness. In the first cycle, the average value was 75 with learning completeness reaching 79%, there was an increase of 42%. While the second cycle got an average score of 77 with 90% learning completeness and an increase of 11%. For more details can be seen in the following table.

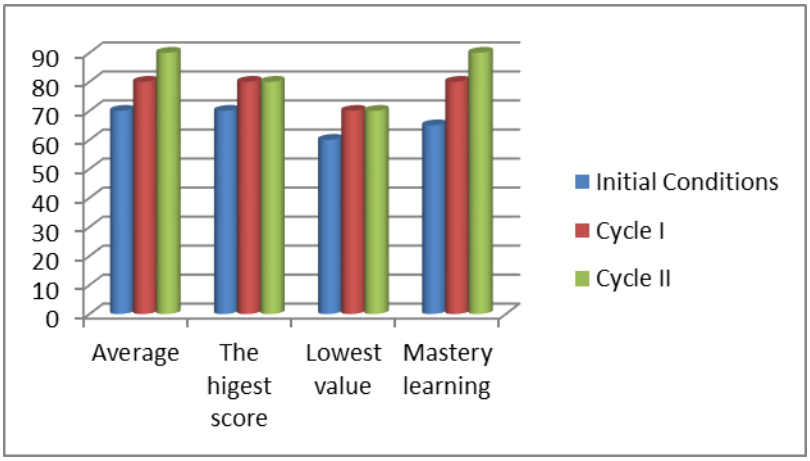


Chart. 7 Graph of Learning Outcomes in Initial Conditions, Cycle I and Cycle II

Table 6
Skills in Making Floor Patterns in Initial Conditions, Cycle I and Cycle II

Table 6. Skills in Making Floor Patterns in Initial Conditions, Cycle I and Cycle II

	Initial Conditions	Cycle I	Silkus II
Average	67	75	77
Highest Score	70	80	82
Lowest Score	63	69	69
Completed Learning	37%	79%	90%
Unfinished Learning	63%	21%	10%

In addition, learning the straight-line floor pattern has a characteristic that groups are shaped from students who have high, medium and low abilities. Students with low and medium abilities will be assisted by students with high abilities. Another characteristic is the award given to group oriented rather than individual. Thus, each group will present a group work performance courteously and be responsible for mastering the material.

From the discussion above, it can be proven that learning through a straight-line floor pattern changes attitudes and creativity takes place optimally. Thus, it is said that using a straight-line floor pattern can improve the skills of students in dancing and making straight-line floor patterns in IX-A students of SMP Negeri 30 Purworejo in Semester I for the 2021/2022 academic year.

Conclusion

The conclusions from the results of the analysis and discussion of research on Improving Dolalak Dance Creativity with Straight Line Floor Pattern Techniques for Class IX A Students of SMP Negeri 30 Purworejo in Semester I for the 2021/2022 Academic Year are below:

1. The learning process has increased. It can be seen from the average percentage of student activity during learning activities. The average shows an improvement from cycle to cycle to reach 8% or in other words reach the active category.

2. The skill of making dance floor patterns has increased. It can be seen from the increase in the average value from cycle to cycle and the increase in classical learning mastery up to 11%.

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