

Jumantara Dance Learning Using the Explicit Instruction Learning Model

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Abstract

Dance learning has an important urgency because it promotes cultural expression, respects traditional heritage, and enriches understanding of the arts. It also fosters discipline, teamwork, and creativity, and can be an effective tool in character education and mental well-being. The learning model is an important element of the learning strategy, therefore, this research aims to determine the results of Jumantara Dance Learning using the Explicit Instruction learning model for students at Sanggar Kampoeng Thengul. The research method used by researchers is a qualitative descriptive method. Data was collected through several techniques, namely 1) Observation 2) Documentation 3) Interviews, then analyzed descriptively to narrate findings in the field. The results of the research describe that learning Jumantara dance using the explicit instruction learning model has an influence on the achievement of students' learning activities at Sanggar Kampoeng Thengul. This can be seen from the enthusiasm of students in participating in Jumantara dance learning and can be seen from the test or assessment results obtained. students at Sanggar Kampoeng Thengul got an average score of 80 while the highest score was 95 and the lowest score was 75.

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1. INTRODUCTION

Arts education is education that is useful for developing children's talents and creativity. Art education is very important for children, especially for the child's growth and development process (Yulianto, 2020). Art education aims to gain art experience in the form of art appreciation experience and art expression experience, gaining art knowledge, for example art theory, art history, art criticism and so on (Sunarto, 2018).

Learning is an activity related to the teaching and learning process (Supena et al., 2021). This suggests that students must be made the center of all teaching and learning processes, these activities are not just a process of delivering material, but are organized to shape character, civilization and improve the quality of life of students (Şen Akbulut & Hill, 2020).

Good learning is learning directly. In the direct learning process, students not only observe but are also directly involved in actions and are responsible for the results. By learning directly, students are better able to understand what the teacher is saying. In learning dance, learning directly is very effective. to make students more understanding, active and innovative in learning dance and foster self-confidence in children (Khezrlou, 2021). The learning model is an important element of the learning strategy. The effectiveness of the learning model is related to the teacher's level of understanding of the students' condition (Hu & Perez, 2022; Bobrownicki et al., 2019).

The success of teaching and learning depends on four components, namely: (1) learning objectives (2) learning materials (3) methodology including learning models and (4) learning evaluation (Sudjana, 2010). Based on this opinion, it can be concluded that the learning implementation plan is very important. Teachers must be able to organize and implement learning that has been adapted to the components of a good learning implementation plan (Rusman, 2010). In order to obtain optimal learning results, efforts are needed to create interesting situations and conditions so that students are motivated and actively participate in the learning process (Candra

et al., 2020). The effort of the learning process is to show how teachers can innovate or improve themselves in working professionally. One of the indicators of professional work is being able to design and implement a learning model whose components are interrelated, including a systematic way of presenting with a touch of education or the help of communication and information technology (Suriadi et al., 2021). The application of an interesting learning model can support the improvement of student learning. One of the ultimate goals of learning is to improve student learning outcomes (Setiawan, 2017). In a good lesson, the teacher should prepare teaching and learning activities that involve students' mental activeness through various activities of observing, questioning, explaining, commenting, proposing hypotheses, collecting data and a number of other activities. The use of appropriate learning models in teaching is an alternative to overcome students' problems in learning dance (Sobandi & Triyanto, 2020).

From the description of the learning model, it can be said that there are several problems that occur in the arts and culture learning process implemented in the studio. The lack of students' ability to demonstrate dance movements is due to a lack of understanding of the material presented by the teacher. This happens because the teacher applies a learning model using the lecture method, where the teacher tends to explain on the blackboard without knowing whether all students understand the material being explained or not at all. Apart from that, students do not understand the material if they are not guided directly by the teacher. This can cause student learning to be less than optimal. Based on several existing problems, a learning model is needed that can make students not only understand but can also be directly involved. One strategy that is considered to be able to be used to carry out these learning activities is by applying the explicit instruction learning model in Jumantara dance learning at Sanggar Kampoeng Thengul.

The Explicit Instruction model is a teaching approach that can help students learn basic skills and obtain information that can be taught step by step. This teaching approach is often called the Direct Teaching Model (Kang et al., 2022; Bobrownicki et al., 2019). The Explicit Instruction model is a teaching approach that is specifically designed to support students' learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught with a gradual activity pattern, step by step (Hu & Perez, 2022). Explicit can take the form of "lectures, demonstrations, training or practice, and group work". Explicit Instruction is used to deliver lessons that are transformed directly by the teacher to students (Petermann & Vorholzer, 2022). From the various quotes above regarding explicit instruction, it can be concluded that the direct teaching model is specifically designed to support students' learning processes well, which can be taught with a gradual activity pattern, step by step. In the explicit instruction model there are five very important phases. The teacher begins the lesson with an explanation of the objectives and background of the learning, and prepares students to receive the teacher's explanation. Meanwhile, the steps of the explicit instruction learning model are as follows: 1) Conveying objectives and preparing students., 2) Demonstrating knowledge and skills., 3) Guiding training., 4) Checking understanding and providing feedback., 5) Provides exercises for advanced training (Khezrlou, 2021).

The importance of research on explicit instruction learning models is very fundamental because this research can provide a strong scientific and pedagogical foundation in developing effective learning strategies. By deeply understanding how this model functions, educators can design more efficient teaching methods, maximize student understanding, and improve learning outcomes. Research also provides the empirical evidence needed to support the application of this learning model in various educational contexts, thereby ensuring better quality education.

Based on the results of observations, researchers made efforts to improve dancing skills by using the Explicit Instruction learning model. Based on the statement above, the problem in this research is how to learn Jumantara dance using the explicit instruction learning model for students at the Kampoeng Thengul studio. The aim of this research is to find out the results and describe the Jumantara Dance Learning process using the Explicit Instruction Learning Model for students at Sanggar Kampoeng Thengul.

2. METHOD

This research uses a descriptive qualitative approach (I Gunawan, 2013). This research intends to understand what phenomena the subject experiences. The qualitative research method itself is a research method used to examine the condition of natural objects. The researcher describes the results of research on achieving basic competencies in learning Jumentara dance using the explicit instruction learning model for students at Sanggar Kampoeng Thengul (Fadli, 2021). Data collection techniques are the most important and strategic step in conducting research, because the aim of this research is to obtain data using observation, interviews, documentation (Anggito & Setiawan, 2018).

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and other materials. Reducing data means summarizing, selecting the main things, focusing on the important things. After data reduction, the next step is to display data (Maisarah, 2019). Through the presentation of this data, the data is organized and structured. The third step in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and support the next stage of data collection.

3. RESEARCH RESULTS AND DISCUSSION

The teacher prepares everything related to learning, namely: RPP. From the RPP, there are materials that will be used during the learning process. The materials were prepared the day before the learning process took place, then the media facilities were laptops, speakers and learning media in the form of videos about Jumentara dance. These preparations were carried out so that learning was more focused and learning objectives were achieved. The results of these observations and interviews are strengthened by the existence of lesson plans, learning materials and learning media in the form of speakers, laptops or cellphones during learning.

The implementation of the Jumentara dance lesson at Sanggar Kampoeng Thengul was carried out on September 5 2023, in the implementation stage of this lesson the teacher opened the lesson by saying hello and asking the students to pray first before the lesson took place, and the teacher motivated the students, then the teacher checked the students' attendance and The teacher conveys the learning objectives and explains the learning material that will be delivered to the students and conducts questions and answers to the students. Then there are variations in learning activities in the form of lectures, discussions and video observations, then the teacher directs the students to watch and observe the Jumentara dance tutorial video and the participants. The students practice the Jumentara dance. The teacher provides training guidance to the students and ensures that the students can perform various Jumentara dance movements well and correctly. Using an explicit instruction model, the teacher supervises each dance group so that the teacher can see the development of the learning process that the students are learning. The teacher involves the participants. students actively in every learning activity.

After completing the Jumentara dance learning activities, the teacher then evaluates the students' understanding of the material that has been taught and to find out the extent of success of a teacher in carrying out learning activities for students with the aim of ensuring that students can perform the Jumentara dance movements well and purposefully. The evaluation process itself here is carried out by means of a practical test, where students demonstrate the Jumentara dance movements that have been studied so far based on assessments from Wiraga, Wirasa, Wirama and are observed by watching students demonstrate a variety of Jumentara dances in accordance with the musical accompaniment of the Jumentara dance. The learning process has been said to be very good overall, as can be seen from the results of interviews with teachers and students at the Kampoeng Thengul studio. Mrs. Ellyana Ardiana as a dance teacher at the Kampoeng Thengul studio, in preparation for learning, the teacher prepares learning tools starting from lesson plans and material that will be taught to students. According to Mrs. Ellyana Ardiana, using the explicit instruction learning model. By using this learning model, students can be faster understand the material provided by the teacher and students are active and skilled in the learning process. The media and media used are speakers and cellphone recordings of the Jumentara dance itself. And

the teacher helps demonstrate the jumantara dance to the students. The results of interviews with students explained that learning the Jumantara dance was very fun and not boring where students took an active and creative role in dancing the Jumantara dance using an explicit instruction model, especially for those whose hobby was dancing. Students can understand the material given and the media used in the form of speakers and video recordings of jumantara dance. The way students understand the material given by the teacher is by listening to the material the teacher explains, seeing the movements the teacher gives and taking part in direct group practice, making students play an active role in study. The results of observation research conducted by researchers with 30 students at the Kampoeng Thengul studio with 23 students with Very Good criteria and 7 students with Good Criteria. Looking at the results of the observation data, it can be concluded that the Jumantara dance learning process at Sanggar Kampoeng Thengul is said to be very good.

The research results show that the use of the explicit instruction learning model has a significant positive impact in improving Jumantara dance learning outcomes. With a clear and structured approach, students can better understand the basic movements and concepts in Jumantara dance (Hu & Perez, 2022). Explicit learning helps reduce confusion, accelerates learning, and better enables students to acquire necessary technical skills (Johnson et al., 2019). In addition, this approach also supports a deeper understanding of the cultural and historical aspects related to Jumantara dance, increasing appreciation of this traditional art (Ramdani & Restian, 2020; Bobrownicki et al., 2019). Therefore, the explicit instruction model can be considered as an effective tool in achieving better learning outcomes in Jumantara dance. The limitations of research on explicit instruction learning models in improving Jumantara dance learning outcomes include several aspects. First, the limited study in terms of number and diversity of subjects may hinder the generalization of the findings. In addition, the absence of long-term research can make it difficult to determine the long-term impact of this model on students' development in Jumantara dance. Additionally, individual differences in learning styles and level of dance experience may influence the effectiveness of these models, but this is often not adequately considered in existing research (Setyawati et al., 2022; Mona et al., 2022). More comprehensive and ongoing research is needed to better understand the extent to which the explicit instruction model can be successful in improving Jumantara dance learning outcomes.

4. CONCLUSION

Based on the research results, it can be concluded that Jumantara dance learning can be categorized as good, it can be seen from the way the teacher teaches Jumantara dance to students who are very active and creative. Through this explicit instruction learning model, students can quickly understand and practice Jumantara dance well and with good facilities. enough to make the teaching and learning process more optimal. The Jumantarai dance learning process using the explicit instruction learning model provides a positive influence or effect on teachers and students. It can be seen from the enthusiasm of the students in participating in the Jumantara dance learning and seen from the assessment obtained by the students getting an average score of 80 while the highest score is 95 and the lowest score is 75. It can be concluded from the overall results that the teacher's activities in the Jumantara dance learning process are quite active and very creative, it can be seen from the students who are very happy and enthusiastic about the Jumantara dance lessons.

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