

Improving Cultural Arts Learning Outcomes In Dance Arts Material Using the Demonstration Method

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Abstract

This research aims to improve student learning outcomes by using the demonstration method in learning dance at SMP Negeri 1 Siak. The type of research used is classroom action research (PTK) which is carried out in two cycles. The instrument of this research is an observation sheet, post test cycle, and test Skills. Data collection techniques were carried out by means of observation, literature study and documentation. Data were analyzed using a percentage formula. The research results showed that the demonstration method could improve the learning outcomes of class VIII.2 students at SMP Negeri 1 Siak in the Arts and Culture subject. This is shown by the results of the average percentage of student learning outcomes in cycle I being 68% with quite good criteria. After making improvements in cycle II, the average student learning activity increased by 91% with very good criteria. Based on the results of interviews and observations, there are several factors that cause the demonstration method to improve cultural arts learning outcomes in dance material, including: movement visualization, direct interaction, kinesthetic learning, muscle memory development, motivation and inspiration, and direct adjustments.

Keywords: *Improve Learning outcomes, Demonstration Method, Dance Arts*

INTRODUCTION

Arts and culture education has an important role in developing various aspects of students' lives, such as creativity, aesthetic sense, sensitivity, social awareness and ethics. The developmental aspects that students must obtain include aspects of cognitive development, aspects of language development, aspects of social emotional development, aspects of developing moral values, religion, and artistic development (Aulia, et al., 2022). This subject aims to provide an aesthetic experience in the form of expression/creation and appreciation activities through a learning approach through art. Through arts education, it is hoped that students can develop physically and psychologically in a balanced way (Yulianto, 2020)

Arts and culture subjects have the nature of being an important element in the national curriculum, contributing significantly to the development of identity and personality (Nurhayati, et al., 2021). Through the integration of arts and culture in the curriculum, students have the opportunity to develop artistic and creative skills, broaden their cultural horizons, and understand the importance of arts and culture in their lives (Wurtiningsih, 2023). Overall, arts and culture subjects embody a blend of tradition, innovation, and societal relevance, shaping individuals and society.

In junior high school, arts and culture subjects have their own characteristics in accordance with their respective scientific principles, namely the fields of fine arts, music, dance and theater. In arts and culture, artistic activities must accommodate these characteristics, so schools are obliged to implement at least two aspects of art that can be adapted to students' interests, school conditions and the culture of the community (Asna, 2020). Arts and culture education is one manifestation of being able to develop the potential that exists within students. Arts education involves all forms of activity in the form of physical activity and a sense of beauty

expressed in activities of expression, exploration, appreciation through movement, appearance and sound. Indirectly, dancing provides students with learning to be creative and active (Syaidah and Kurniawan, 2021).

Dance learning is a branch of art that uses human body movement as a medium, so dance has different media characteristics from other arts such as music and fine arts (Hendrajatin and Aryani, 2021). The general definition of dance is an expression of the human spirit which is channeled through rhythmic, beautiful, regular movements which have a specific meaning and purpose (Sumarna and Samsudin, 2022).

In the learning process, teachers often use conventional methods in teaching, such as the lecture method, question and answer method, and assignment method. So that student learning activities are less than optimal. As a result, it affects student learning outcomes. Weaknesses that have occurred in the teaching process have resulted in students being less interested in learning. Students are lazy about doing the assignments given so far. Students do not focus on learning. Therefore, efforts are needed to improve student learning outcomes, both individually and in groups. One of the efforts made is by implementing the demonstration learning method.

The demonstration method is a way of presenting lessons by demonstrating or demonstrating to students a particular process, situation or object that is being studied, either actually or imitation, which is often accompanied by an oral explanation. With the demonstration method, the process of students' acceptance of lessons will be more deeply impressive, thereby forming a good and perfect understanding (Rina, et al., 2020). This demonstration method was chosen as an alternative and new variation in classroom learning activities so that students do not feel bored and can develop students' activities and creativity to think, argue, speak and express their ideas, which is expected to increase student activity and learning outcomes (Sagala, 2020).

Research conducted by Setyoningsih (2023) supports these findings. In his research, he used the demonstration method with the results of the research showing that the application of the demonstration method was more effective in the learning process about arts and culture. Research conducted by Dinata and Astuti (2023) also shows that there has been an increase in student learning outcomes in arts learning using the demonstration method.

Based on initial observations at SMP Negeri 1 Siak, so far the teaching and learning process of dance practice has been carried out by providing dance movement teaching materials via video. Then students learn dance moves on the video given by the teacher. When the teacher instructed the students to demonstrate the dance moves, it turned out that only a few students could practice the dance moves in the video and the rest could not do the dance moves. From the results of observations that have been made, it can be seen from the students' desires that there is an ineffectiveness of learning through videos which makes students less interested in learning dance moves.

Based on the problems above, classroom action research was carried out with a problem formulation; **1) Can the application of the demonstration method improve the learning outcomes of students at SMPN 1 Siak in learning dance? 2) How does the demonstration method apply to Dance learning outcomes for students at SMPN 1 Siak?**

METHODS

This research is classroom action research (classroom action research). The classroom action research approach is based on the Kemmis and McTaggart model (Nurohman, 2018). It has four stages, including: 1) planning, 2) implementation, 3) observation, and 4) reflection. This research was conducted at SMP Negeri 1 Siak. The subjects in this research were students in class VIII.2 of SMP Negeri 1 Siak for the 2023/2024 academic year, totaling 30 students consisting of 13 male students and 17 female students and the researcher himself as a teacher of Arts and Culture subjects. The research was carried out for 1 month with 2 cycles, 1 cycle consisting of 2 meetings.

Research tools include observation sheets, post-test cycles, and skills tests. Research instruments are tools or facilities used by researchers to collect data in order to obtain better

results more easily because they are more accurate, complete and systematic so it is easier (Arikunto, 2003 in Kartika and Astuti, 2023). Data collection techniques were carried out through observation, literature study, interviews and documentation. Data were analyzed using percentage formulas and qualitative data analysis.

$$N = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\%$$

Findings

1. Pincreasing Arts and Culture Learning Outcomes in Dance Learning Using the Demonstration Method

The findings of this research began with pre-action observations. Pre-action observations were made to identify the initial conditions for student collaboration in group work. In pre-action activities, researchers, teachers, and observers agreed on how to unite perceptions regarding the use of demonstration methods, learning materials, how to create teaching modules, how to create student learning activity sheets, and tests that observers would use to observe student learning outcomes. Discussion of learning materials is in line with the flow of learning objectives for Arts and Culture subjects.

1.1 Cycle I

Cycle I consists of 2 meetings, namely on 23 April 2024 and 7 May 2024. The first meeting was held on Tuesday, 23 April 2024 with the practice of Alif and Siku Keluang movements. In the core activity the teacher provides initial stimulation in the form of a video of the Zapin Tradition dance and the teacher demonstrates the Ragam Alif and Siku Keluang movements well. During the learning process, the teacher gives assignments with a predetermined amount of time and energy and the observer observes the students' learning activities in performing the Ragam Alif and Siku Keluang movements. After completing the activity, students return to their seats. In the final activity the teacher gave an evaluation of the learning process that had taken place by mentioning several students who demonstrated the movements well when focusing their gaze on the Alif and Siku Keluang movements.

The second meeting was held on Tuesday, May 7 2024, with the first psychomotor test being the Alif and Siku Keluang movements. Before taking scores, students are given practice time first, after completing the psychomotor score taking practice begins immediately.

Student activity was assessed on indicators based on observations of 18 active people in carrying out movements. In the indicator of student confidence in carrying out movements, there were 13 students. In terms of indicators of students' seriousness in doing their assignments, there were 21 students who were serious in doing their assignments. In group collaboration, there were 18 students. At the second meeting in cycle I there was an increase, but not for all students. Indicators of activeness in carrying out movements were 21 active students. In the indicator of student confidence in carrying out movements, there were 23 students. Regarding students' seriousness in doing their assignments, there were 25 students who were serious about doing their assignments. And in terms of indicators of cooperation in groups, there are 24 students. The following table shows the results of observations of student learning activities in cycle I:

Table 1. Observation Results of Student Learning Activities in Cycle I

No	Student Activities	Meeting I		Meeting II		Rate-rate	
		F	%	F	%	F	%
1	Student activity in carrying out movements	18	60%	21	70%	19,5	65%
2	Be confident in making moves	13	43%	23	76%	18	60%
3	Seriousness	21	70%	25	83%	23	76%
4	Cooperation	18	60%	24	80%	21	70%
Average Cycle I Student Learning Activities		17,5	58%	23,25	77%	20,3	68%

The percentage gain in cycle I (first) can be seen in the following chart:

keaktifan, percaya diri, keseriusan, Kerjasama, dan Rata-rata aktifitas belajar

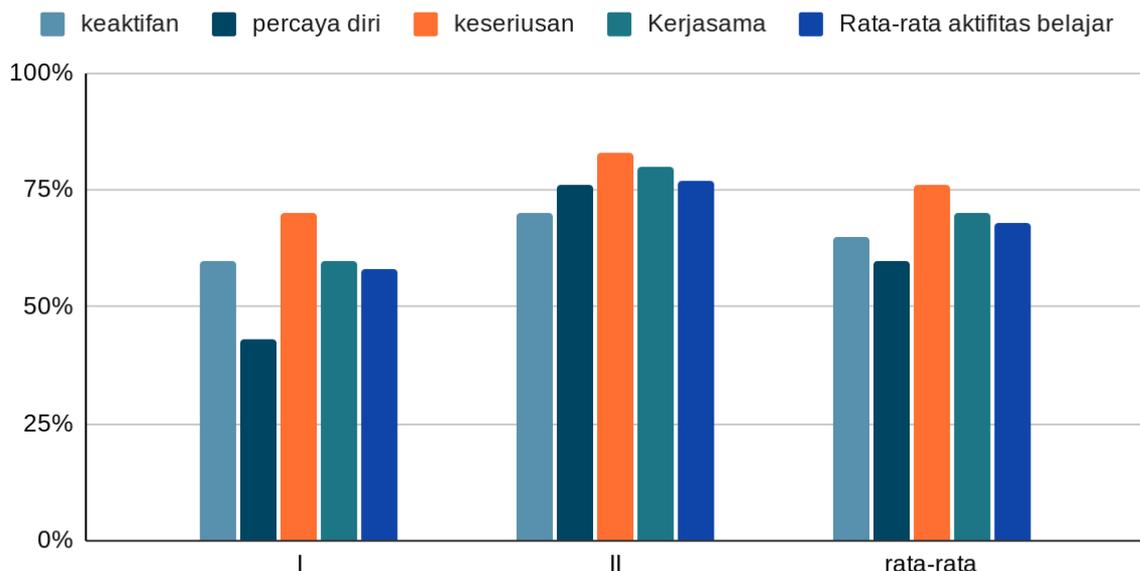


Figure 1. Student Learning Activities (psychomotor) cycle I

2 Cycle II

In cycle II, it consists of 2 meetings, namely meeting 1 on 14 May 2024 and meeting 2 on 21 May 2024. The results of observations in cycle II, the teacher walks to each group in the class while observing the activities carried out by students and ticks the columns. in the table on the observation sheet, if students do it according to the indicators on the observation sheet, data collection is carried out during 2 meetings starting from the first and second meetings in cycle II.

In this second cycle, a psychomotor test was carried out, all students took this test again because students were placed in small groups. In connection with cycle I, students who did not complete the psychomotor test were assisted by a group of students to be able to carry out motor exploration activities as fully as possible. Before taking scores, students practice with their respective groups, after completing the psychomotor scoring practice, they begin immediately. The following table shows the results of observations of student learning activities in cycle II:

Table 2. Observation Results of Student Learning Activities in Cycle II

No	Student Activities	Meeting I		Meeting II		Rate-rate	
		F	%	F	%	F	%
1	Student activity in carrying out movements	26	86%	28	93%	27	90%
2	Be confident in making moves	25	83%	28	93%	26,5	88%
3	Seriousness	27	90%	30	100%	28,5	95%
4	Cooperation	27	90%	29	96%	28	93%
Average Cycle II Student Learning Activities		26,2	87%	28,7	95%	27,5	91%

Based on the results of observations from the first meeting of cycle II.

- a. In terms of student activity indicators, there are 26 students
- b. In the indicator of confidence in carrying out movements, there are 25 students
- c. In terms of indicators of students' seriousness in carrying out movements, there were 27 students
- d. In the indicator of student cooperation in groups there are 27 students

Based on the results of observations from meeting II, cycle II:

- a. In terms of student activity indicators, there are 28 students
- b. In the indicator of confidence in carrying out movements, there are 28 students
- c. In terms of indicators of students' seriousness in carrying out movements, there were 30 students
- d. In terms of student collaboration indicators in groups, there are 29 students

The percentage gain in cycle II can be seen in the following chart:

keaktifan, percaya diri, keseriusan, Kerjasama, dan Rata-rata aktifitas belajar

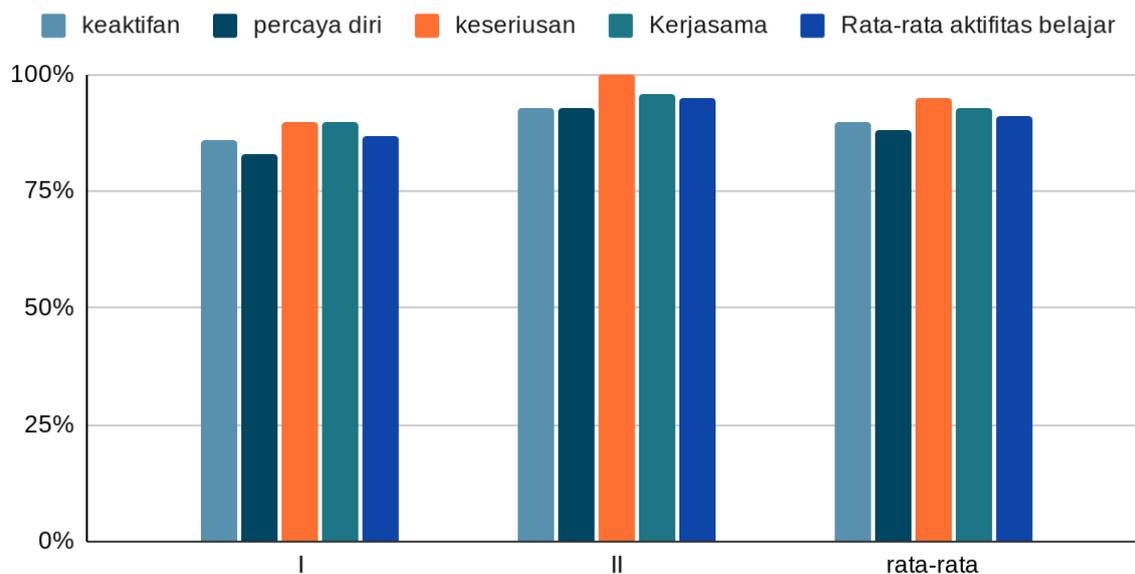


Figure 2. Student Learning Activities (psychomotor) cycle II

Reflection on the action assessment of the results of observations obtained in cycle II, namely that in general the research implementation has gone according to plan and it can be concluded that the demonstration method where the teacher is a direct example in dance learning, especially with practical activities, can improve student learning outcomes. This can be seen from the results of observations carried out by showing that the percentage of classical completion of student learning outcomes increased in cycle II, namely increasing from 68% to 91%.

3 Demonstration Method Factors Can Improve Dance Learning Outcomes

Based on observation notes and interview results related to the use of demonstration methods that can improve student learning outcomes, the following findings are produced:

1) Movement Visualization

With demonstrations, students can see directly how the dance movements are done correctly. This visualization helps them understand techniques and details that may be difficult to explain with words alone or from watching videos alone. This is in accordance with interviews with students who said that, "through this demonstration method, we feel we understand more about the technique of the dance movements that will be imitated, so that the movements performed are more precise." Because demonstrations allow students to imitate movements more precisely, reducing errors and speeding up the learning process.



Figure 3.

The teacher's activity provides initial stimulation in the form of a video of the Zapin Tradition dance

2) Live Interaction

The demonstration method allows for direct interaction between teachers and students. Teachers can provide immediate feedback on students' movements, which helps in improving and refining dance techniques. Based on the results of interviews with students who said that, "when practicing dance movements and I couldn't do the movements perfectly, the teacher immediately helped me direct the correct movements." This interaction also allows students to ask questions and get additional explanations if they are having difficulty understanding certain movements.



3) Kinesthetic Learning

The art of dance is a kinesthetic skill, where learning through physical movement is essential. Demonstrations provide students with the opportunity to learn in a more natural way and in accordance with the basic nature of dance. Based on the results of interviews, students can more easily internalize dance movements and rhythms through direct experience rather than just hearing, reading or watching videos about these movements.

4) Muscle Memory Development

Through demonstrations, students can develop muscle memory, which is very important in the art of dance. This is in line with interviews with students who said that, "performing movements repeatedly under the teacher's direct guidance can help consolidate the movements in muscle memory." Guided repetition also helps ensure that the memorized movements are correct and appropriate movements.

5) Motivation and Inspiration

Seeing a teacher perform a dance beautifully can motivate students to study harder and practice harder. Demonstrations often spark enthusiasm and inspiration in students. This is in line with an interview with a student who said that, "with the demonstration method that was directly demonstrated by the teacher, we really wanted to be able to do beautiful movements like professional dancers." Additionally, successfully imitating demonstrated movements can increase students' self-confidence and give them encouragement to continue learning and developing.

Figure 4.

The teacher's activities demonstrate the movements of Zapin Ragam Alif and Siku Keluang

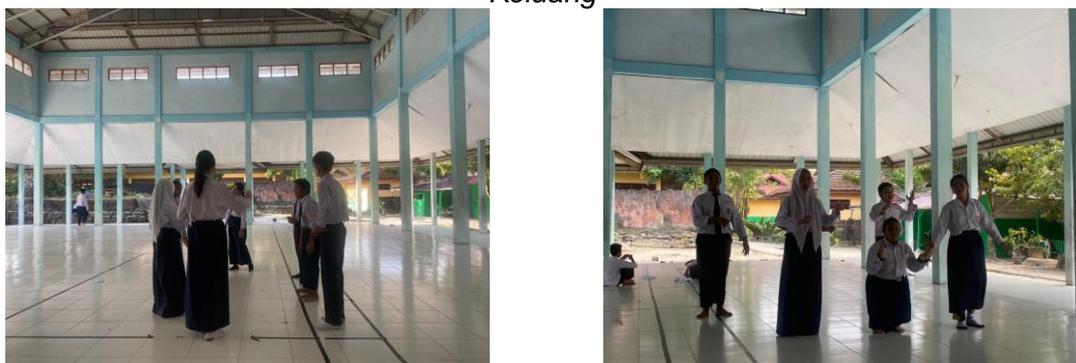


Figure 5.

student activities in small groups

6) Live Adjustment

Teachers can immediately identify errors or deficiencies in student movements and immediately provide corrections. This helps students to immediately correct their mistakes and learn in a more effective way. Based on the results of interviews with students who said that, "the teacher gave us corrections and explanations when the

movements we made were not correct. So we can adjust directly to the correct movement.” These on-the-fly adjustments and corrections also ensure that students don't repeat the same mistakes over and over, which can become a bad habit.



Figure 6.
Psychomotor Test activities

Based on the factors above, the demonstration method in teaching dance can significantly improve student learning outcomes. This not only helps in mastering dance techniques but also in building self-confidence and motivation to continue learning and practicing.

Discussion

In several previous studies, many researchers have also successfully applied this demonstration method. There are those who apply the demonstration method in early childhood because it focuses on the preparation stage, implementation stage by providing demonstration steps and the final stage (Jaya and Wahyuningsih, 2022). There are also researchers who apply the demonstration method with peer supervision as an effective alternative for improving learning. Peer supervision plays a role in providing support, feedback and motivation to fellow students thereby improving learning outcomes and a positive and productive learning environment resulting in a significant increase in student enthusiasm and skills (Sinatra, 2023). Furthermore, this research was continued in the form of classroom action research (PTK) using demonstration methods to improve student learning outcomes in class VIII.2 of SMP Negeri 1 Siak.

This increase in learning outcomes is in line with other research findings which conclude that children's observations will influence learning outcomes (Yulmarni, 2021). This strengthens this research which found clear visualization of movement. Students can observe in detail every movement made by the teacher, so that students can imitate these movements.

Another finding was also made by Regiagita (2023) who stated that by using the demonstration method there was an increase in learning because trainers could more easily observe the development of children's skills in dancing, so that children who still had medium and low abilities in dancing would always be monitored and more noticed. Then the trainer can immediately correct the movement and the student can correct the movement. This supports the findings of this research which shows that there was direct interaction between teachers and students during the demonstration.

The kinesthetic aspect of learning using the demonstration method is also emphasized in this research, where students learn through physical movement. This is in accordance with research conducted by Indayani, et al (2023) which found that the demonstration method was effective in stimulating aspects of physical development, especially kinesthetic learning in children in zig-zag jumping..

This research also shows that the demonstration method helps in the development of students' muscle memory. This is supported by a study by Antilla (2016) which shows that repetition of guided movements directly helps consolidate movement patterns in muscle memory, which is very important in mastering dance techniques. In addition, this research found that demonstrations by teachers can increase student motivation and inspiration. This finding is

in line with research by Herlinah (2015) which found that seeing live dance performances can increase students' learning motivation towards learning dance.

Lastly, the teacher's ability to provide immediate adjustments during the demonstration helps students immediately correct their mistakes. This is in line with the findings of Shabani, et al (2010) who applied the concept of "*scaffolding*" in Vygotsky's social learning theory, where teachers provide appropriate assistance when needed to help students reach higher skill levels. In this study, students appreciated direct correction from the teacher, which helped them adapt immediately to correct movements.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of the demonstration method in dance learning can significantly improve student learning outcomes. This can be seen from the increase in the average student learning activity from 68% in cycle I to 91% in cycle II. Furthermore, the demonstration method is effective in improving various aspects of dance learning, including activeness in performing movements, self-confidence, seriousness and student cooperation.

This demonstration method is effective because it is supported by several factors in dance learning including: clearer visualization of movements, direct interaction between teacher and students, kinesthetic learning, development of muscle memory, increased motivation and inspiration, as well as direct adjustments to movement errors.

Based on the research results, the author provides several suggestions, namely:

1. Dance teachers are advised to adopt the demonstration method in their teaching, considering its effectiveness in improving student learning outcomes. This method can replace or complement conventional approaches such as lecture methods and giving assignments.
2. Schools can provide training for dance teachers to improve their skills in using demonstration methods. This can include techniques for demonstrating movements clearly, providing effective feedback, and tailoring demonstrations to the student's individual learning needs.
3. Future research could investigate the effectiveness of demonstration methods in different types of dance or in combination with other teaching methods. This will provide a more comprehensive understanding of the application of this method in different contexts.
4. Schools may consider providing adequate dance space or studios to facilitate the use of demonstration methods. Large spaces and mirrors can help students see and imitate movements better.
5. Teachers can use insights from this research, such as the importance of visualization, direct interaction, and muscle memory development, to design more effective teaching strategies in dance learning.

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