

Conference Paper

Dance Blitar Special Dancers' Motion Dance Ethnic of the Blitar: Typical Use of Interactive CDs in Class IV SDN Tangkil 01 Wlingi

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Abstract

Blitar typically refers to dance videos created within the ethnic area, often telling the story of someone who has aspirations as a dancer. They are aimed at SBdP subjects. In the product trial in class IV Tangkil 01 Elementary School the goal was to improve learning development with interaction CD media. Data was collected using a test, questionnaire, and observation. Material experts give a percentage of the feasibility of using material 95.4%. From that presentation result, there is no revision aspect. Media experts give 95% percentage results. From the overall aspects of the percentage results, there are no aspects that require revision because the results in each aspect have shown very good results. Based on the results of the research, the Interactive CD Media of Kendang Jimbe Dancers that has been developed can answer the problem formulation as follows: (1) the development of the creative dance moves of "Blitar Typical Dancers"; (2) the feasibility level of the interactive CD media of the "Blitar Typical Dancers".

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1. Preliminary

Dance learning in elementary schools is to develop students' souls towards maturity through suppressing creativity by giving students the opportunity to express the broadest possible movements. Law number 5 of 2017 concerning cultural progress, with the existence of these new regulations, management, development and utilization of culture will be contained. Therefore, learning art and culture in elementary schools should be able to have a positive impact on students, especially through dance. Dance learning is learning that can shape creativity, sensitivity, and shape a child's appreciative attitude through his experience in expressing and communicating the elements of motion contained in dance, namely space, time, and energy by observing or working directly using movements that are appropriate to growth and child development.

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Permendikbud number 8 of 2016 states that, basic education is a formal education level based on secondary education, held in the form of elementary school and Madrasah Ibtidaiyah education and other forms of equal education and then will become a continuation of the level of education in the form of school education satan Secondary and Madrasah Tsanawiyah and in the form of other equal education services. Basic education facilitates with education services for children ranging in age from 7 years to 13 years. One of the contents of learning in the 2013 curriculum through the thematic approach taught at the elementary school level is SBdP (Art and Culture) is a learning content that learns about the dance creations of regional creations that aim to develop fine motor skills in elementary school children, introduce regional culture, preserving regional culture, and instilling an attitude of nationalism.

Based on the process of developing motion in a dance to the present life, dance can be divided into several types of dance that are used from the past to the present. First, traditional dance has two types of traditional dances, namely traditional dance and traditional dance. the next palace, the second dance is the creative dance in which this dance has a form of composing new works of art that are the result of its creator's movements, this dance movement was created freely, without bound rules or existing rules. This creative dance grows and develops in the present where people are open to changes, trusts in the progress of the times, and relies on technology developing around them. Creative dance is generally used in education, especially in primary schools, because dance moves are adjusted to the fine motor development of elementary school children and are packaged interesting, fun, and in accordance with learning objectives.

Creative dance produces new dance moves through the expression of feelings, personal experiences, ideas, and imagination of the creator and then becomes a dance that has a new theme and presentation. Being creative in art can hone fine motor movements according to the level of development of elementary school children who have properties such as unique, creative, innocent, dynamic, high spontaneity. The provision of expertise in dancing to elementary school children can shape the ability to move early and develop students' talent in making dance, so that elementary school students as the nation's successors can preserve the arts and culture of regions in Indonesia.

The SBdP learning contained in the 2013 curriculum with the material of dance dance creations in grade IV of this elementary school can shape the character of students that lead to the cultural aspects of the area around students and their value to Nusantara. The point of dance is found in the roots of ethnic culture that comes from the customs of the local community. The SBdP learning objectives of regional dance moves material

requires changes in the learning methods to be used, the teacher can provide direct experience to students when learning dance moves and the meaning of dance moves can be conveyed interactively.

Active role is needed by students for all subjects contained in Theme 6 My ideals subthema 2 The greatness of my ideals in grade IV elementary school, one of them on SBdP subjects about dance creations of regional creations that have the aim so that students can understand

and demonstrate dance moves creations from the area around students. Submission of the material is not enough just to use textbooks, but also requires learning resources and learning media that can greet material through hands-on experience to students to understand the concept of dance moves and practice student activity in the process of learning activities. Appropriate understanding of the concept is very necessary so that the knowledge delivered can be remembered and well received by students.

In SBdP subjects in primary schools, the teacher has an important role in the learning activities process to provide a direct example of regional creative dance motion material, however, the lack of ability to run, especially knowledge of concepts and goals for elementary school children, the lack of teachers in designing learning creative results in the delivery of material not according to the level of movement development in elementary school children, students often do not know the message and the meaning contained in the dance movements performed. Meanwhile the movements performed in dance have meanings, messages, and meanings conveyed and contain student life values, integration of themes with movements, and SBdP learning objectives that must be achieved

Based on various needs analysis through observation and interviews conducted in class IV Tangkil 01 Wlingi Elementary School in Blitar, at the time of SBdP subjects in KD. 4.3 Engaging in dance creative motion Theme 6 My ambitions Subthema 2 The excitement of my ideals in the process of teacher learning activities using lecture methods and assignments, not through direct practice examples of dance creative dance so that students get knowledge about dance concepts broadly by following the direction of motion conducted by the teacher in performing the correct dance moves, in accordance with the level of student motor development and compliance with the learning objectives to be achieved.

SBdP Subjects dance material for regional dance creations in grade IV elementary school is very important to be taught, because it can train the fine motoric movements of elementary school children, develop children's talents, instill the nature of nationalism, melestarikan culture and art in Indonesia. For this reason, before giving material to

students, the teacher prepares any material, methods, and learning media that must be used in learning to be carried out. If the learning objectives require the teacher to give a direct example by demonstrating dance movements, the teacher can practice in advance or look for sources of learning about dance movements according to the level of movement development of grade IV elementary school students

Facilities and infrastructure have been provided by schools such as laptops, projectors, and appendages. One important component in learning is teaching material. In one learning topic, it takes several learning resources that are in accordance with the number of core competencies that have been determined by the government. According to Minister of Education and Culture Regulation No 08 of 2016 that textbooks are the main source of learning for the achievement of basic competencies and core competencies that have been determined for eligibility by the Ministry of Education and Culture for use in education units. While non-textbooks are books that contain learning material questions to support the activity of learning at all levels of education or other types of books available in school libraries. Non-textbooks can be in the form of learning media as supporting material, can use diskettes, cassettes, or CDs that contain appropriate material can be used to achieve learning objectives.

The implementation of thematic learning on SBdP content about the material of dance moves in the area of environment and aims so that students can understand and demonstrate the movement of regional dance creations, especially in the area where students live. Teaching materials are already available, but still do not provide understanding to students. Thematic learning on SBdP content in schools still uses conventional learning patterns. The method used is the method of giving assignments, group discussions, experiments and lectures. Learning media that are used as a white-board as a note-taking media, consequently students tend to be inactive and motivation to learn SBdP is also low. The material in the Student Book that is available is not in line with core competencies. So that makes students not interested in reading and not motivated in learning because teaching materials provided are limited to reading and less interesting for example in the provision of assignments to demonstrate the dance moves of regional creations without an example from the teacher.

As in creating an atmosphere of active learning and fun in the classroom, teachers should use learning media in accordance with the learning material that will be delivered and can stimulate students to think broadly about the material taught by the teacher, one of them by using Interactive CD learning media. This Interactive CD contains a dance motion video created by "Blitar Distinctive Dancers" of the Blitar Distinctive Jaranan Ethnic and evaluation questions that can be used independently by students to achieve

indicators set by the government. Interactive means the user will experience direct interaction, provide direct experience to students, and be active, for example, actively paying attention to moving images, sounds, animations, even videos and films.

The advantages of this Interactive CD media can create a process of learning activities in class that are interesting, effective, interactive, and fun. Other uses of this Interactive CD learning media can reduce the static atmosphere, can create variations in learning so as not to cause boredom in receiving students' material. Then through the dance video of the creation of this area can motivate students to learn independently, creatively, effectively, efficiently, and foster an attitude of nationalism and instill cultural values and regional arts.

Therefore, to facilitate SBdP learning of regional dance creative dance material independently and to help students solve a problem, it is necessary to develop an interactive CD of dance creation of "Blitar Typical" Ethnic Blitar Typical Jaranan ethnic for class IV Tangkil 01 Wlingi Elementary School. The product produced from this research can be one of the alternative learning media that can be used to help SBdP learning activities about regional dance moves through direct practice in class together between teachers and students by following and imitating videos of dance dance creations "Typical Dancers Blitar ". There is a guidebook for using Interactive CDs to make it easier for teachers to use and operate interactive CDs.

Therefore this research was conducted to instill the attitude of students 'love of local culture, introduce local culture, and be able to hone students' ability to dance through the dance creation of "Blitar Typical Dancers" Blitar's Typical Ethnic Blitar using interactive CDs in class IV SDN Tangkil 01 Wlingi on learning Theme 6 My dreams are sub-themes 2 Amazingly my dreams. The movements in the "Blitar Typical Dancers" dance in accordance with the development of elementary school students' fourth grade movements because the dance movements are easily imitated, have the cultural significance of Blitar, where Blitar is an area where students learn to study.

2. Literature Review

2.1. Dance Art

Indonesian people's lives have varied the types of arts and culture that have existed since ancient times. Human daily activities can not be separated from the elements of art and culture. One of the arts that surrounds Indonesian society is dance. Soedarsono (1972: 5) explained that dance is an expression that comes out of the human soul and

then is expressed through regular and beautiful movements. According to Kussudiarjo (1992: 1) his opinion is that dance is a movement of the members of the human body that produces beautiful, orderly, and harmonious movements. Motion has its own meaning, according to Soedarsono (1972: 2) states that motion is the most basic symptom of humans, and motion is the longest used tool to express their desires, through the spontaneous form of movements contained in the human soul. Art and

Culture in dance is inseparable between the motion of the human body with the creativity of the imagination of individuals and groups in order to create the meaning of dance

2.2. Learning Media

Learning Media is a tool to convey messages or information in the process of learning activities. This learning media is used by teachers to clarify the delivery of information on learning materials to students, students can be served by the needs of the learning process to facilitate receiving information delivered by the teacher. This Learning Media can be used to arouse student interest in learning, motivate, and stimulate student learning activities. The use of this media can also support the success and achievement of learning objectives

2.3. Characteristics of Elementary School Students

According to Sumantri (2006) that the characteristics of elementary school children are divided into 2 categories namely low class and high class which can be classified as follows: Low Class, for children a) grades 1 to grade 3 elementary school aged 6-10 years; b) High Class, for grade 4 to grade 6 elementary school children aged 11-13 years.

2.4. Creative Dance Moves

The movement of the human body is related to art, especially to dance. According to Wulandari (2015: 22) states that the art of dance creation is a dance that has developed contrary to the rules of existing traditional patterns. Dance development can be in terms of motion, music, fashion or costume, and makeup. The process of the creation of dance creation is influenced by aspects of regional dance styles and the results of the creativity of the creator when creating motion. This dance dance creation has the freedom to create motion and has no special rules. The characteristics of dance in elementary

school children are adapted to the development of the child's movements, children's abilities and dance creations of these children must go through the development of dance movements that are adapted to the child's motor abilities.

3. Research Methods

This research model uses a developmental research model. In order for this research to run well, the implementation must use and pay attention to the model that will be used in the study. This research and development model has several steps that must be done in a study. The development of this creative dance uses several steps of R&D research and development. This research model is used to produce certain products, and test the effectiveness of the products to be used (Sugiyono, 2011: 297). Research and development in this research is to use the Borg & Gall model (Emzir, 2011: 275).

The product that will be developed for the research to be carried out is the development of dance movements created by "Blitar Typical Dancers" for grade IV elementary school students. The development of dance creations will be carried out in accordance with the steps contained in the development model then tested and refined so that the products made can be achieved with good results. This product will be tested and developed in class IV Tangkil 01 Wlingi elementary school.

4. Result and Discussion

The results of this study suggest the development of an Interactive CD media on the dance movements of "Blitar Typical Dancers" of the Blitar Typical Ethnic Blitar in Tangkil 01 Wlingi State Elementary School using the Borg & Gall model.

The step used in validating is by consulting the material expert validator in dance namely validated Mrs. Belinda Dewi R, M.Pd and the instructor learning media validator Mr.

Kuncahyono, M.Pd on January 8, 2019. Furthermore, consulting the class teacher IV elementary school as a learning expert validator on January 9, 2019. Then the validator can provide grades, provide good advice or input on the strengths and weaknesses of the media that have been developed.

The validation of the media expert was carried out to obtain a value regarding the design of the Interactive CD media for the dance motion creation of "Blitar Typical Dancers" The validation of the learning media was carried out by the media expert, Mr.

Kuncahyono, M.Pd. The results of the assessment from the Media Expert before being revised consisted of several aspects as follows:

TABLE 1: Media Expert Validation before being revised

No.	Assessment Aspects	Score
1	Lingkage of Material and Curriculum	6
2.	Interactive Media CD content dance creation	9
3.	Attractiveness	25
	Total	32
	Maximum Score	40
	Percentage	80%
	Criteria	Feasible, revisions as needed

(Source: Result data from questionnaire)

In Table 1, this is the recapitulation of the assessment results from the learning media experts before being revised. The results of the assessment received an 80% presentation with good criteria, fit for use, and were revised as needed. by paying attention to criticisms and suggestions given by learning media experts.

The validation of learning media was carried out by media experts namely Mrs. Belinda Dewi R, M.Pd. Expert Validation Material before the revision gets the following percentage:

TABLE 2: Validation of material experts before being revised

No.	Assessment Aspects	Score
1	Lingkage of Material and Curriculum	4
2.	The linkage of material to the existing theory	7
3.	Interactive Media CD content dance creations	7
4.	Attractiveness	8
	Total	26
	Maximum Score	44
	Percentage	59,1%
	Criteria	Pretty decent, revision

(Source: Result data from questionnaire)

In table 2 this is the recapitulation of the assessment results by experts of dance material that has been validated and obtained a percentage of 59.1% with quite good criteria but needs to be revised.

The results obtained after validating through discussions with dance material experts, media experts and grade IV teachers as learning experts and know the shortcomings of the learning media that have been developed, then what is done next is to make improvements to the media in order to produce dance movement SBdP learning media

products regional creations are effective, valid and worth testing in research. The following are criticisms and suggestions from learning media experts on the Interactive CD media of dance moves created by "Blitar's Typical Dancers" that have been developed

TABLE 3: Data from the results of criticism and advice from the Media Expert

No.	Criticism and suggestions	Follow up
1	Evaluation questions are added by multiple choice questions	The revision made multiple choice questions appear "Right" and "False" in the answer choice
2.	Additional charge images/dance motion graphics	Revision of the addition of graphics on the slide dance material

(Source: Assessment in the form of criticism and suggestions on the validation questionnaire)

After revising the product in accordance with criticisms and suggestions from instructional media experts, the results of the second stage of validation are obtained. Here is a table of results from the validation questionnaire after making improvements:

TABLE 4: Media Expert Validation after revision

No.	Assessment Aspects	Score
1	Lingage of Material and Curriculum	8
2.	Interactive Media CD content dance creations	19
3.	Attractiveness	11
	Total	38
	Maximum Score	40
	Percentage	95%
	Criteria	Very decent, no revision needed

(Source: Result data from questionnaire)

Table 4 explains that the use of Interactive CD media for dance movements created by "Blitar Typical Dancers" "obtained a percentage of 95%, which means that the media of interactive CD media for dance dance creations" "Blitar Typical Dancers" "are very feasible to use without the need for product improvement.

TABLE 5: Data on the results of criticism and expert advice

No.	Criticism and suggestions	Follow up
1	Evaluation questions are added by multiple choice questions	The revision made multiple choice questions appear "Right" and "False" in the answer choices
2.	Additional charge images/dance motion graphics	Revision of the addition of graphics on the slide dance material

(Source: Assessment in the form of criticism and suggestions on the validation questionnaire)

After revising the product in accordance with the criticisms and suggestions from the learning material experts, the results of the second stage of validation are obtained. Here is a table of results from the validation questionnaire after making improvements:

TABLE 6: Material Expert Validation after Revision

No.	Assessment Aspects	Score
1	Linglage of Material and Curriculum	8
2.	The linkage of material to the existing theory	11
2.	Interactive Media CD content dance creation	11
3.	Attractiveness	12
	Total	42
	Maximum Score	44
	Percentage	95,4%
	Criteria	Very decent, no need for revision

(Source: Result data from questionnaire)

Table 6 explains that the material for dance moves created by "Blitar Typical Dancers" obtained a percentage of 95.4%, which means that the material for dance moves created by "Blitar Typical Dancers" are very feasible to use without the need for product repairs.

5. Conclusion

After conducting research and development of Interactive CD media, dance movements created by "Blitar Distinctive Dancers" Blitar's Typical Ethnic Blitar in Tangkil 01 Wlingi Elementary School using the Borg & Gall model and it can be summarized that: 1) The validity level is obtained from the media and material expert questionnaire. The results obtained with the percentage of media experts before revision 82% with the criteria for revision appropriate as needed, after the revision get a percentage of 95% with the criteria very suitable for use do not need revision. While the percentage of experts from the material before revision of 95.4% with qualifications suitable for use with learning media. 2) The level of effectiveness of the Interactive CD media of dance moves created by "Blitar Distinctive Dancers" is obtained through student learning outcomes. Student learning outcomes tested in class IV obtained a percentage of 81.8% with effective criteria. So the Interactive CD media dance moves created by "Blitar Typical Dancers" obtain effective qualifications used for learning

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