

Enhancing Jumentara Dance Learning: Exploring the Integration of Video into Dance

Musfita Eka Prehantini, Herry Widyastono, Fatma Sukmawati

Universitas Sebelas Maret
musfitaekaprehantini@student.uns.ac.id

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Abstract

Learning dance should be accessible and easy for anyone. However, the reality is that many students still need help in learning detail technique dances, for instance the Jumentara dance. One of the contributing factors is the continued use of conventional teaching methods by dance instructors, which primarily rely on imitation and repetitive practice. This traditional approach often poses obstacles to effective dance learning. Data interviews showed three key factors that were identified as causing difficulties in learning the Jumentara dance establishing a feeling of rhythm, expressing the dance's soul, and honing movement methods. Therefore, his study explores how video technology can enhance dance learning methods. This study was treated as a qualitative approach. Our participants were from one of the villages in Indonesia that learned and practiced the Jumentara dance. The data were collected through incorporated observation, document study, interviews, and field notes. The findings of this study demonstrated that video technology can effectively support dance practice in studios. The benefits of developing learning media through this video can minimize the level of technical errors regarding the variety of movements so that it can improve students' ability to express themselves both in motion, rhythm and appreciation of the dance..

Keywords: *Creative Dance, Utilization of technology, Video Learning*

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INTRODUCTION

Indonesia has various tribes and cultures in each region, so Indonesia is a country that has a lot of cultural diversity. Culture is very closely related to society. The mindset, behavior, and habits of a person can also be seen in the culture they profess. Culture in the world has seven universal elements, namely language, religion, knowledge systems, livelihood systems, social organizations, technology systems, and the arts. Indonesia has various forms of culture that have their own uniqueness in each region, as taught and passed down by their grandmothers. their ancestors. Bojonegoro Regency is one of the regencies in East Java. Bojonegoro Regency is in the land of Java, which is unique and thick with culture. Bojonegoro itself has various kinds of culture, which are still maintained and preserved with the assistance of the Bojonegoro Regency Culture and Tourism Office. Bojonegoro has a lot of culture, such as sandur, Thengul wayang and Thengul dance, Cekak Aos dance, Kayangan Api dance, and Tayub dance. Some of them have been recognized as Intellectual Property Rights (HKI), such as the Thengul wayang and Thengul dance. Along with the development of the times, nowadays there are many creation dances, one of which is the jumantara dance. The dance of Jumantara Kampoeng Thengul comes from the word Jumantara, which means the sky, describing the high hopes of the people of Kampoeng Thengul to make their village a tourist village that is known by many good people, even nationally. The Jumantara dance of Kampoeng Thengul is accompanied by the Tenggor drum played by the puppeteer from Thengul, namely Mbah No. The dance movement of Kampoeng Thangul Jumantara is different from the movement of the thengul langen dance because the jumantara dance does not resemble the rigors of wayang thengul but is more about the happiness of the beginning of the wayang thengul performance. The Jumantara dance of Kampoeng thengul uses property in the form of thengul wayang mountains and also sampur. This is a group dance danced by 5 to 7 children in one group. The movement that started with a beautiful movement ended with a brave movement when the puppets started to be released.

The results of the observations made by researchers revealed several gaps in the learning of Jumantara dance. Ideally, learning dance can be done easily by anyone who wants to learn. However, the reality is that there are still many students who find it difficult to learn dance, one of which is the Jumantara dance. One of the reasons is that dance teachers still use conventional teaching methods, namely imitation and drill. This method still encounters many obstacles in learning dance. Based on interview results, it is known that there are three factors that cause difficulties in learning the Jumantara dance: 1) movement technique; 2) mastery of rhythm; and 3) the soul of dance. Based on these conditions, the use of inappropriate learning methods greatly affects student learning outcomes. Therefore, the use of learning models is very important to be applied in the learning process so that student learning outcomes tend to be better. According to Lirahman & Heniwaty (2019), the art of dance is one of the lessons that requires interactive multimedia to assist in the learning process.

In general, aspects that can be used as assessment criteria for a dance work include the quality of movement, rhythm, and spirituality. Certain aspects or elements that are used in the evaluation of dance presentations are wiraga, wirama, and wirasa.

- a. Wiraga is the dancer's ability to move. Included in the scope of Wiraga are movement techniques and skills. The quality of the movement is shown by the dancer's ability to do the movement correctly. Movement skills are demonstrated by strength, speed, balance, and body flexibility when performing dance movements.

- b. Wirama is the dancer's ability to adjust the dance moves to the accompaniment. Included in the scope of Wirama is the rhythm of movement. A dancer is required to be able to dance according to the rhythm of the accompaniment, and this rhythm compatibility does not mean that the dance rhythm and accompaniment have the same tempo; sometimes the tempo and accompaniment are in contrast.
- c. Wirasa is the dancer's ability to appreciate a dance according to the atmosphere, role, and meaning of the dance performed. Appreciation will appear when the dancer really understands the accompaniment, the characteristics of the role, and the atmosphere of the dance performed. (Nur Taufik, 2015).

In connection with the above, another solution is sought, namely looking for other alternatives by utilizing technology. Audio Visual video learning media is learning using media that can be seen and heard, consisting of tools that can project images and sound. With this learning method or model, it is expected that students who dance the Jumentara dance will experience an increase. Visual learning and video media have been proven to be more efficient in communicating between educators and students. Visual learning media (such as still images, moving images, television, three-dimensional objects, etc.) have a fairly high positive correlation (Arsyad, 2013). According to learning experts, learning media can improve the quality of the learning process. Some of them are Baugh (in Arsyad, 1996), which states that approximately 90% of a person's learning outcomes are obtained through the senses of sight, 5% from the senses of hearing, and 5% from other sources. While Dale (in Arsyad, 1996) estimates that 75% of learning outcomes are obtained through the senses of sight, 13% from the senses of hearing, and 12% from others, Thus, learning dance should not only rely on the lecture method, which exploits the listener's senses, but also be further developed in its variations, especially using various relevant media.

According to Gusti Ayu Made Puspita's research entitled Audio-visual media increasing the ability to dance Sekar Jagat by students at PGRI 4 Denpasar, it shows The results of the data analysis revealed that the use of audio-visual media had a positive impact on students' ability to dance the Sekar Jagat dance. These results can be seen in the increase in the average value of students from the initial observation to the end of the second cycle, which experienced an increase. Furthermore, at the end of the second cycle, all students had scored above the minimum completeness criteria. Therefore, it is concluded that audio-visual media can improve students' ability to dance the Sekar Jagat dance. For teachers who experience similar problems, the results of this study can be used as a reference for improving the quality of learning. Differences faced by teachers The supposed cause of the problem among them is the number of students so that the teacher can not teach students one by one. In addition, the demonstration methods used are also viewed as less creative so students quickly get bored in receiving learning. (Aryaningsih, 2016). Moreover, the time factor is very limited, because the use of demonstration methods It takes a long time and can affect the learning process. (Dibia, 2013). Based on the phenomenon above, the writer is interested in raising this problem and making it into a study with the title "Enhancing Jumentara Dance Learning: Exploring the Integration of Video into Dance". In this study, the authors try to raise the following issues: Therefore, his study explores how video technology can enhance dance learning methods. The benefits of developing learning media through this video can minimize the level of technical errors regarding the variety of movements so that it can improve students' ability to express themselves both in motion, rhythm, and appreciation of the dance.

METHODS

This study focuses more on analyzing the use of dance learning videos. The resulting data is descriptive data in the form of words obtained through observation, interviews, and documentation. According to Arikunto (2013), qualitative research is intended to collect information about the status of an existing symptom, namely the condition of the symptoms according to what they were at the time the research was conducted. The type of qualitative descriptive research used in this study is intended to obtain information regarding the use of instructional media in general and video learning media in particular. The participants in this study were the teacher who made the instructional videos and the four students who were the subjects of this research. Data collection techniques were used in this study. This method uses triangulation techniques, namely observation, interviews, and documentation. In carrying out the observation, the researcher collects data through indirect observation. The researcher observes the informants who make learning videos via YouTube and WhatsApp. The researcher observed the teacher's way of teaching and the teacher's ability to choose methods, models, media, strategies, and evaluation. Data analysis was carried out through the processes of data collection, data reduction, and drawing conclusions. Data analysis, namely the technique of summarizing and searching for information systematically based on interviews, observation results, and the results of documents obtained in the field and describing them as categories, then selecting and analyzing important data or information and data or information to be studied later, then analysis. Our participants were from one of the villages in Indonesia that learned and practiced the Jumentara dance. The data were collected through incorporated observation, document study, interviews, and field notes. Descriptive analysis techniques were used for data analysis, allowing for a comprehensive description of the process and outcomes of the Jumentara dance learning using video technology.

RESULTS AND DISCUSSIONS

The Kampoeng Thengul Studio is located in a village in Bojonegoro Regency with complete infrastructure that can support the learning process of Jumentara dance, such as a set of projectors, sound systems, and cameras. However, the use of infrastructure has not been optimal for learning dance. So the researchers utilized the infrastructure facilities already owned by the Kampoeng Thengul studio to support dance learning. From the results of observations made by researchers towards teachers and students, it shows that there are several problems in the dance learning process, as told by the dance teacher, Ms. Elya Ardiana (interview, May 9, 2023). First, the teacher uses the demonstration learning method, which is optimal. Third, movement students, when dancing the Jumentara dance, still need a lot of improvement. The use of a learning medium is very dependent on the needs and characteristics of students. Video is a medium that transforms an idea into a moving image and sound display, and its presentation involves certain technologies. Video is one of the good learning media used in dance lessons. The use of learning media, especially learning video media, is very helpful for students in understanding the material provided. As told by the jumentara dance teacher, Ms. Elya Ardiana (interview, May 9, 2023): "Through learning media, teachers can overcome problems related to space, place, and time. The use of media is very much needed because, in the dance learning process, media is needed as a reinforcement for the dance learning process." As told by one of the students from the Kampoeng Thengul studio, named Sifa (Interview, May 9, 2023), learning video media is very flexible because it can be watched at any time and repeatedly. In line with Khadafy, another student, Valiant Uways fera (Interview, May 9, 2023), revealed that using learning videos, he understands dance movements more quickly because learning video media displays interesting pictures and sounds, so it's not boring. As revealed by Retno in Dimiyati

(2006), the more specific students learn the learning material, the more experience they get. Conversely, the more abstract experience students get, the less experience they get. Experimental classes that use video media in the learning process before direct classes allow students to focus more on direct activities. In the world of education, presenting material through video media is not just delivering material. But also the experience or situation in the environment conveyed by the subject through the video. These activities will facilitate the teaching and learning process for students and teachers. The use of instructional video media in dance learning allows students to interact with the media both directly and simultaneously in one classroom at the same time. It also allows students to learn on their own outside of school hours in different timeframes. In addition, the use of learning video media can be a reference for choosing effective alternative learning media for dance teachers when conveying dance material to students. However, it is necessary to develop learning video media by taking into account the rules and systematics of media development, which still pay attention to the quality of the media. This aims to keep learning media relevant and up-to-date.

CONCLUSION

The use of video learning media that has been applied to learning Jumentara dance is quite effective. This is marked by the increasing effectiveness and enthusiasm of students for participating in the learning process. This is inseparable from the flexible nature of learning video media, which in this case makes it easier for students to access it. In addition, learning video media is different from other media because this media combines two media elements at once, namely audio and visual. Even though it can be said to be very good, learning video media can be classified as an alternative learning medium. This is because learning through video media only provides a stimulus for learning and cannot replace textbooks as the main source of learning media. Therefore, the teacher still plays a strategic role as a facilitator who sorts and helps explain what is contained in the media to students. Several factors inhibiting the implementation of learning were encountered, namely First, it is impractical because the teacher requires more effort to make learning videos. Often, this is what makes teachers reluctant to make learning video media and more often use learning video media that is already available on online platforms, such as YouTube. Second, the limited competence of teachers in making learning video media Learning through video media is a medium that is quite complicated. Teachers must at least have the ability to make concepts, edit, direct, and use computers and the internet. And the third is the creativity of the teacher in making learning videos. Creativity is needed when making learning video media. With high creativity, unique and interesting learning videos will be created. In addition, teachers must also be skilled at composing learning videos. This is done so that the instructional video media displayed still contains learning. The benefits of developing learning media through this video can minimize the level of technical errors regarding the variety of movements so that it can improve students' ability to express themselves both in motion, rhythm, and appreciation of the jumentara dance.

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