

THE EFFECTIVENESS OF PROJECT BASED LEARNING MODEL TO INCREASE THE CREATIVITY OF DANCE MOVEMENT OF PGSD STUDENTS OF HASYIM ASY'ARI UNIVERSITY JOMBANG

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Abstract

Dance art education aims to develop various dimensions of children's intelligence and development, such as: moving hands and feet, jumping (motor development), memorizing movements (cognitive development), maintaining cohesiveness and cooperation in team or group dance (social-emotional and storytelling development and also language development). In the fact, students experience several difficulties, including limited learning time, lack of adequate facilities, and the absence of basic arts considering that students from PGSD study programs have never had previous experience. This research uses experimental research methods, a type of pre-experimental research with a one-group pretest-post-test design. The sample in the research was the 3rd semester students taking dance and drama education course totaling 19 students. Based on the ranks table above, it can be seen that the average increase in scores between before and after treatment is 10. It can also be seen that there are no exact same scores between the learning outcomes scores between before and after treatment. Then, based on the test statistics table, it is known that Asymp. Sig. (2-tailed) is 0.000, which is smaller than 0.05 ($0.000 < 0.05$). So it can be concluded that there is a significant difference in the average learning score between before and after using PBL.

Keywords: *Project Based Learning, Creativity, Dance Movement*

Introduction

Dance art learning applied at the Faculty of Education in the Elementary School Teacher Education (PGSD) study program is one of courses in Dance and Drama Education course. The focus of this research is to study the art of dance with the aim that dance education is expected to produce students' abilities in two things. First, the ability to perform dance activities in imitation and expression. Second, the students have the ability to appreciate thoughts (in the form of works) and appreciate the work of other people, in the form of dance works types. Apart from that, dance art education also develops various dimensions of student's intelligence and development, such as: moving hands and

feet, jumping (motor development), memorizing movements (cognitive development), maintaining cohesiveness and cooperation in team or group dance (social development). emotional and storytelling as well as language development). PGSD students at Hasyim Asy'ari University Jombang are required and prepared to have multidisciplinary abilities in the sense of being able to master all fields in elementary school, one of which is also the field of arts. Students as prospective elementary school teachers have a very big responsibility where teachers lead students towards their desired goals. One of them is educating to continue preserving Indonesian cultural arts so that students have skills, creativity and are interested in the field of dance. In

addition, teachers who have high qualifications will definitely be able to create and design more dynamic and constructive learning. In creating it, there must be adjusted to the educational components which include educational objectives, students, materials, methods, media and evaluation.

To achieve the desired learning goals, teachers must understand the conditions and needs of students. This causes the need of creativity in classroom management which will influence the success of learning. One of the learning components that can be used is implementing a learning model that suits students' needs to support the material. One learning model that can produce active, creative and independent students is by implementing a project based learning model.

In fact, the result interview found problems in learning dance and drama education courses. Students experience several difficulties, including limited learning time, lack of adequate facilities, and the lack of basic arts considering that students from PGSD study programs have never had previous experience. However, with the demands of learning outcomes namely mastering all areas of learning in elementary school, art, knowledge, skills and experience in creating art are needed. So, the lecturer creates a group dance project through imitation and modification activities that are adapted to elementary school age in order to increase student creativity.

To improve the quality of learning, a pleasant lecture atmosphere needs to be created so that it motivates the development of students' creativity. Planning is an action step. The planning carried out in implementing the PBL model applies creative instructions by Bender in his book entitled Project based learning. Some stages of planning development, including:

1) introduction and team planning in project based learning model;

- 2) initiating steps in the project research or information gathering process;
- 3) creation, development, initialization of evaluation, and project design or planning in the form of results reports;
- 4) designing and creating projects in accordance with the steps previously prepared;
- 5) final presentation;
- 6) publication of the final results of the project which will be presented to the public.

Methodology

This research used experimental research method. It is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. There are several forms of experimental research designs. However, this research used a type of pre-experimental research with a one-group pretest-posttest design. The sample used in this research was 19 students in 3rd semester who were taking dance and drama arts education courses. This research used a performance test instrument at the pre-test and post-test stages to see the creativity of students' dance movements. The data collection carried out was a semi-structured interview. This interview was conducted as a preliminary study to determine the difficulties faced by students in practicing dance learning as well as responses after participating in learning using the project based learning model. The data analysis technique used is quantitative descriptive by describing the data collected through data processing applications.

Finding and Discussion

A. The description of *score before being taught by using Project based learning in Dance Art learning activity (Pretest)*

Here shows the table which describe the pretest score. The score is taken from 19 students of PGSD study program.

Table 1. Students' score before treatment

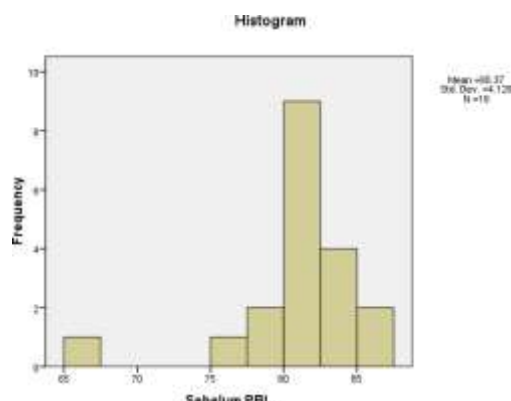
No	Students Code	Pre-Test	Category
1	S1	80	High
2	S2	78	High
3	S3	83	High
4	S4	84	High
5	S5	85	High
6	S6	67	Medium
7	S7	80	High
8	S8	80	High
9	S9	81	High
10	S10	80	High
11	S11	75	High
12	S12	82	High
13	S13	81	High
14	S14	85	High
15	S15	84	High
16	S16	78	High
17	S17	83	High
18	S18	81	High
19	S19	80	High
Total		1527	
Average		80,4	
Highest score		85	
Lowest score		67	

Next is the interval category of pretest based on predetermined category intervals. It showed the frequency from the very high category to very low category.

Table 2. The category Interval of pretest in creative dance movement

No	Interval	Category	Frekuensi	Percentage
1	$X \geq 90$	Very high	0	0%
2	$70 \leq X < 90$	High	18	94,7%
3	$50 \leq X < 70$	Medium	1	5,3%
4	$30 \leq X < 50$	Low	0	0%
5	$X < 30$	Very low	0	0%

From the table 2 it showed that there is no frequency in very high, low and very low category in students' pretest. 94.7% of students get high score and 5.3% get medium category. The pretest score then presented in diagram picture. The diagram showed the pretest result in creative dance movement before being taught by using project based learning.



Pic 1. The diagram Interval of Pre-test

After finding the interval of pretest, the next step is analyzing the data by using SPSS 16.0. this activity aimed to find out the statistical data of dance movement creativity. The result of SPSS is shown as follow:

Table 3. The statistical data of pretest

Descriptive		
	Statistic	Std. Error
Mean	80.37	.947
Median	81.00	
Variance	17.023	
Std. Deviation	4.126	
Minimum	67	
Maximum	85	

B. The description of score after being taught by using Project based learning in Dance Art learning activity (Posttest)

The posttest result is also taken from 19 students of 3rd semester in PGSD study program. The data then is shown as follow:

Table 4. Students' score after treatment

No	Students' code	Posttest	Category
1	S1	91	Very high
2	S2	82	High
3	S3	93	Very high
4	S4	91	Very high
5	S5	92	Very high
6	S6	69	Medium
7	S7	85	High
8	S8	83	High
9	S9	87	High
10	S10	85	High

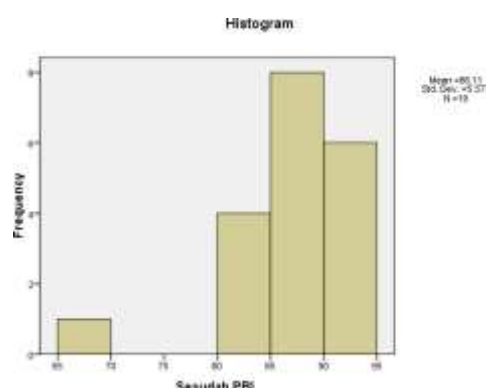
11	S11	81	High
12	S12	85	High
13	S13	84	High
14	S14	93	Very high
15	S15	91	Very high
16	S16	85	High
17	S17	87	High
18	S18	87	High
19	S19	85	High
Total		1636	
Average		86,1	
Highest score		93	
Lowest score		69	

Next is the interval category of posttest result based on predetermined category intervals. The category is in creative dance movement. Here showed the frequency and percentage of its category.

Table 5. The category Interval of posttest in creative dance movement

No	Interval	Category	Frekuensi	Percentage
1	$X \geq 90$	Very high	6	31,5%
2	$70 \leq X < 90$	High	12	63,2%
3	$50 \leq X < 70$	Medium	1	5,3%
4	$30 \leq X < 50$	Low	0	0%
5	$X < 30$	Very low	0	0%

Table 5 showed 31.5% of students get very high category. 63.2% get high category. 5.3% of student get medium category. And no students get low and very low score. Then again, it is being presented in the form of diagram picture 2. The diagram showed the category interval of posttest in creative dance movement



Pic 2. The diagram of Interval *Posttest*

After knowing the data interval of posttest, the next step is moving it into SPSS 16.0. This is to find out the statistical data of dance movement creativity. The result of SPSS showed as following:

Table 6. The statistical data of posttest

Descriptives		
	Statistic	Std. Error
Mean	86.11	1.279
Median	85.00	
Variance	31.099	
Std. Deviation	5.577	
Minimum	69	
Maximum	93	

Normality test

Table 7. Normality test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Before PBL	.816	19	.002
After PBL	.857	19	.009
a. Lilliefors Significance Correction			
*. This is a lower bound of the true significance.			

The data above showed the normality test of Saphiro-Wilk through SPSS 16.0. From the table 7, it found the value of data significance of students result before being taught by using Project Based Learning (PBL) which is 0.002. There is also the result of after being taught by using PBL which is 0.009. As we know that, to find out whether it is normally distributed or not is like this. If it is higher than 0.05, it means it is distributed

normal. However, the result in table 7 showed that the test before and after being taught by using PBL are less than 0.05, it means that it is not normally distributed. So that why, the researchers need to do statistical data by using non parametric technique.

Statistical Test

Table 8. Ranks

		N	Mean Rank	Sum of Rank s
After PBL - Before PBL	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	19 ^b	10.00	190.00
	Ties	0 ^c		
	Total	19		
a. After PBL < Before PBL				
b. After PBL > Before PBL				
c. After PBL = Before PBL				

Based on table ranks above, we are able to identify the average score from before and after treatment which is 10. It also identified that no similar score from before and after treatment. Then, from statistical test, it is known that *Asymp. Sig. (2-tailed)* is 0,000, which is less than 0,05 ($0,000 < 0,05$). In conclusion, there is a different score before and after being taught by using PBL which means it is effective to be applied in the classroom.

Conclusion

With several obstacles faced, there are positive things that students have. Those are the extraordinary enthusiasm and willingness to learn shown by students. In a relatively short time, students succeeded in completing the given project. There is increased creativity that emerges under limited conditions. There is an extraordinary increase in skill and experience gained by students after the group dance project. Students learn how to work together in teams, learn to respect other people's opinions, learn to be disciplined and respect time. This condition is expected to emerge from this activity. Knowledge, insight, skill and

Tabel 9. Test Statistics^b

Sesudah PBL - Sebelum PBL	
Z	-3.832 ^a
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

experience in creating art are created to provide teaching competence as a professional and multitalented elementary school teacher.

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