

Regional Origin Contribution to Learning Outcomes of Sundanese Dance

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Abstract— The implementation of higher education is carried out through the teaching and learning process in the classroom, the teaching and learning process sometimes does not work as expected, this affects the achievement of learning outcomes. The background of students from various regions, both Central and outside Java, allegedly contributed to the achievement of learning outcomes. This study aims to find out, describe, and analyze Sundanese dance learning outcomes, the relationship and influence of regional origin on Sundanese dance learning outcomes of students of the dance study program of the Faculty of Language and Arts, State University of Semarang. Library studies, observation, interviews, documentation, and performance tests are techniques used in the process of collecting data and facts of research. Reliability, validity of the research instrument was carried out before being used for research data collection. The data collected in this study was processed using statistical analysis, namely descriptive statistical analysis and inferential statistical analysis. Descriptive statistics are used to describe the characteristics of respondents' scores for each variable. For this purpose, the frequency distribution table, standard deviation, mean (average score), maximum value, minimum value, range (score range), coefficient of variance are used. Inferential statistics are used to test the research hypothesis. For this purpose, normality analysis, linear regression and simple and multiple correlations are used. The entire process of analyzing data uses the IBM SPSS Statistics 21 for Windows application program.

Keywords— *learning outcomes, Sundanese dance, from the region*

I. PENDAHULUAN

The implementation of higher education is carried out through the teaching and learning process in the classroom, the teaching and learning process sometimes does not work as expected, this obviously greatly influences the learning outcomes. Many factors cause the teaching and learning process not to work as expected, for example the factors of lecturers or teaching staff, student factors, facilities, tools and available media and environmental factors that are less supportive.

Lecturers are a very important component in the teaching and learning process in higher education, the success of the teaching and learning process depends on the expertise of the lecturer in using learning methods, techniques and tactics. Lecturers in the learning process play a very important role besides being a model or role model for students as well as learning managers. The success of a learning process is largely determined by the quality and

ability of the teacher, this is in accordance with what was stated by Norman Kirby in [1, p. 50] stated: “*One underlying emphasis should be noticeable : that the quality of the teacher is the essential, constant feature in the success of any educational system.*”

Faktor kedua yang mempengaruhi keberhasilan proses belajar mengajar adalah aspek mahasiswa yang meliputi aspek latar belakang terdiri dari jenis kelamin, tempat kelahiran, tempat tinggal mahasiswa, tingkat sosial ekonomi dan aspek sifat yang meliputi kemampuan dasar, sikap dan penampilan, adakalanya mahasiswa sangat aktif dan adakalanya mahasiswa sangat pasif. The second factor that influences the success of the teaching and learning process is the aspect of students which includes aspects of the background consisting of gender, place of birth, student residence, socioeconomic level and nature aspects which include basic abilities, attitudes and appearance, sometimes students are very active and sometimes students what we educate is very quiet and even what is very unfortunate is that students have low motivation in lectures. Thus the background aspects of students become very important in achieving maximum learning outcomes.

Referring to the information above the origin of the region becomes one of the inseparable parts of the student's background before taking lectures at the college. Based on observations on the lecture process of Sundanese dance in the faculty of dance education study program, the language and arts of Semarang State University, ethnic, cultural and regional diversity are thought to be factors that influence the achievement of student learning outcomes. Students from the city have more value in appreciating a dance work and the basic aspects of dance movement when compared to students from the village. This is certainly very influential on the learning outcomes.

Sundanese dance is one of the compulsory subjects that must be taken by students of dance education study programs in the field of military education, faculty, language and arts, state universities, Semarang. After going through a number of changes, improvements and development of the dance study curriculum, giving Sundanese dance courses aimed to provide knowledge, understanding, and skills in performing basic attitudes and movements of male dance and Sundanese princess dance using techniques right and good motion. With the mastery of the right and good attitude and basic movements, students

are expected to be able to apply it to dance practice courses according to the type and characteristics of the dance

II. DISCUSSION

Culture shock is a deep and negative response from depression, frustration and disorientation experienced by people who live in a new cultural environment. Every student is suspected of experiencing culture shock as a result of his transfer from the (old) middle school environment to the (new) university environment. Habits in the new environment can cause pressure and result in student academic competence. Ana Kholivah [2] said that the ability of a student in adapting, actively interacting, tense when entering a region that is different from the original culture is very influential on the achievement of learning outcomes.

Meanwhile, Minhayati Saleh [3] in his research on students at the Walisongo State Islamic Institute of Islamic Studies Semarang said that motivation, family factors, campus environment, and active participation in student organizations are factors that have a very positive impact on achieving maximum academic achievement.

Research on comparative analysis in 25 countries on factors that influence student learning outcomes, shows that the impact of parental education and cultural capital are two factors that cannot be ignored to obtain maximum learning outcomes [4].

A Nature of Regional Origin

The origin of the area is a place of residence where a person is settled and recorded in population. Someone who moved from his place of origin (moved from the place where he was recorded in the population of the area) was called an immigrant and the process of transfer was called migration. In general Migration is the movement of the population with the aim of staying from one place to another over administrative boundaries (internal migration) or political / state boundaries (international migration [5]. As long as the area or region of origin also means a place where the population was born or lived during his childhood or adolescence. The area of origin also means hometown.. [6].

B Itself Tests Learning Outcomes

There are several terms that require an explanation regarding the description of the test, namely the terms test, testing, tester and testee, each of which has a different meaning; a) Test. Is a tool or procedure that is used to know or measure something in the atmosphere, by means and rules that have been determined; b) Testing. Is the time when the test was carried out. Can also be said when taking the te; c) Testee (tried). Is the respondent who is working on the test. These people will be measured or assessed; d) Tester (testing). The person who was handed over to take the test to the respondents [7, p. 66].

Definition of Learning Outcomes Tests

The learning outcome test is called the mastery test, because this test serves to measure students' mastery of the material taught by the teacher. The test was tested after the students obtained a number of previous material and the test was conducted to find out the mastery of the students on the

material (Purwanto, 2009, pp. 66–67). Therefore, a good learning outcome test must be able to measure the ability of students to understand the material being taught. The learning outcomes test is a data source and as an evaluation for the teacher and the school. With these tests, students can find out their abilities in receiving material compared to their peers.

Purwanto [8] Therefore, a good learning outcome test must be able to measure the ability of students to understand the material being taught. The learning outcomes test is a data source and suggests that "the learning outcomes test is a mastery test, because this test measures students' mastery of the material taught by the teacher or learned by students" .3 Meanwhile, according to Sudijono, he stated that "learning outcomes tests are one the type of test used to measure the development or progress of learners."4 From the definition of the experts it can be concluded that the learning outcome test is a test used to measure students' mastery of the material taught and can measure the progress of the learning progress of the teacher. as well as the school. With these tests, students can find out their abilities in receiving material compared to their peers.

Learning Outcomes Test Function

In general, there are two kinds of functions possessed by the test, namely: a) As a measuring tool for students. In this case the test serves to measure the level of development or progress that has been achieved by students after they take the teaching and learning process in a certain period of time; b) As a measure of the success of the teaching program, because through the test it will be known how far the predetermined teaching program has been achieved [9, p. 4].

1. Classification of Learning Outcomes Tests

As a measuring device, the test can be divided into several types or groups, depending on which aspect or the reason for which the test is done.

2. Classification of tests based on their function as a means of measuring the progress / progress of learning of students.

In terms of the functions possessed by the test as a measure of student development, the test can be divided into six groups: a) Selection test. Often known as the "screening test". This test is carried out in the context of receiving new prospective students, the results are used to select the best prospective students from the many candidates who take the test; b) Initial test. Known as the pre-test term. This test is carried out with the aim to determine the extent to which the material or material the lesson being taught has been mastered by students; c) Final test. Often referred to as post-test. Implemented with the aim to find out whether all subject matter can be well mastered by students; d) Diagnostic tests. Is a test that is carried out to determine precisely, the type of difficulties faced by students in a particular subject; e) Formative tests (daily tests). Learning outcomes test which aims to determine the extent to which students have formed after they have followed the learning process in a certain period of time; f) Summative test (general / final test). Test of learning outcomes carried out after a set of teaching program units has been completed.

Classification of tests based on psychological aspects that want to be revealed [10, p. 66]. In terms of the psychological aspects that want to be revealed, at least the test can be divided into five groups: a) Intelligence tests. Namely a test carried out with the aim of revealing or knowing the level of intelligence of a person; b) Ability tests. Namely tests carried out with the aim of revealing the basic abilities possessed by the teste; c) Attitude test, which is one type of test used to reveal a person's tendency to make a certain response to the surrounding world; d) Personality tests. Namely tests carried out with the aim of revealing the distinctive features of a person, such as speaking style, how to dress, etc.; e) Test of learning outcomes. Often known as the achievement test term. Namely tests commonly used to reveal the level of achievement or learning achievement.

C Hypothesis Test

Description of the area

Data about the origin of the area is measured based on the information on the place of residence of the parents, which is obtained from the biodata of students who are actively studying and taking Sundanese dance lectures. 2 which amounted to 99 students. Based on preliminary data collected 6.06% of the students came from the provincial capital, 35.35% came from the district capital 38, 28% came from the sub-district city, and the remaining 20.20% came from the village / kelurahan. Qualitative data obtained is that the level of appreciation of students from urban areas is higher than those from villages / kelurahan. This is due to the background of the student's school that supports the activities of appreciating regional dances and modern dance.

Description of Learning Outcomes for Sundanese Dance

Data obtained from the Sundanese dance learning outcomes 2 was obtained from the performance test of ulin peacock dance and kandagan as lecture material. Distribution Based on the collected data, the lowest value is 58 and the highest expectation value is 90, so the range between the lowest value and the highest value is 32. Based on the value of the range and the score on the instrument, 4, the class interval value can be determined. amounting to 32: $4 = 8$ based on the lowest and highest values can be arranged the distribution of frequency of influence from the region on the results of Sundanese dance learning students of Unnes dance study program are as follows:

No	Kriteria	Interval	Frekuensi	% frekuensi
1	Sangat Tinggi	83 - 90	18	18,1 %
2	Tinggi	74 - 82	30	30,3 %
3	Sedang	65 - 73	38	38,38 %
4	Rendah	58 - 64	4	4,04 %

Based on the results of frequency distribution above, it can be explained that out of 99 respondents, as many as 4 respondents or as much as 4.04% have a low value of high regional origin, and as many as 38 respondents or 38.38% have moderate values, 30 respondents have high scores and 18.1% or a total of 18 students have high grades. From the description of the table above shows the average influence

from the region on the results of Sundanese 2 dance learning is medium.

III. CONCLUSION

Based on the results of the research obtained, then the origin of the region is very influential on the results of Sundanese dance studies in the education study program of the FBS University. and greatly contribute to the achievement of student dance learning outcomes

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