



Improving Dance Skills Through Online Learning

**Intan Ayu Febriyanti¹, Ayo Sunaryo², Heny Rohayani³, Dewi Karyati⁴*

Dance Education Study Program, Universitas Pendidikan Indonesia

*Correspondence: E-mail: intanayuf@upi.edu,

ABSTRACT

Dance has a role as a medium of expression, creative thinking, developing talents, and also a medium of communication. During the pandemic, the dance studio was also affected, namely not being able to carry out face-to-face learning. One of the efforts that could be made was by conducting online learning. For dance learning through online learning, utilizing internet applications as a medium for mutual interaction and learning, one of which was the Google Meet application, the advantages of the Google Meet application for online dance training include this application which can be downloaded and used free of charge so that anyone with a gadget can access this application. Research conducted using experimental methods with a quantitative approach, Pre-Experimental design research design with the category of one group pretest-posttest design. The samples used in this study were 20 people with different age levels, from the age range of 7 to 17 years. Based on the results of the study, the average values for each meeting were 75.5, 81 and 92.5. At the third meeting, the student assessment criteria were rated (A) very well, with the resulting average score increasing rapidly and being in very good criteria, this was because students were able to perform dances well and their dancing skills increased at each meeting.

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1. INTRODUCTION

According to Jazuli, (2008) dance has a role as a medium of expression, creative thinking, developing talents, and also a medium of communication. Dance has an important meaning in human life because it can provide various benefits, such as entertainment and a means of communication. Given this position, dance can live, grow, and develop throughout the ages in accordance with the development of culture and the people around it. In other words, the developments and changes that occur in dance are largely determined by the interests and needs of the supporting community. At the end of 2019, the world was shocked by the threat of a new disease outbreak originating from Wuhan City, China.

Several relevant studies on online dance learning have been conducted. Wahyuni, (2021), a student of the Sunan Ampel State Islamic University Surabaya Islamic Elementary School Teacher Education Study Program, this thesis research has something in common with my research plan, namely that they both use the Google Meet application in their online learning, but in this thesis it is used by students. class V SD to see the development of student learning outcomes, while in my research it will be used on dance studio students to see the development of their dancing skills Risti Rizkinda Sari, (2021), a student of the Department of Performing Arts Education, Yogyakarta Art Institute. This study describes the strategy for learning Yogya Putri dance online at SMK Negeri 1 Kasihan Bantul Yogyakarta, by reading this thesis it explains that dance learning can be carried out even with online learning, if in this study online dance learning is carried out at SMK then in my research it will be carried out in the dance studio. Sofiani, (2021) a Dance Education Student at the Indonesian University of Education. In this study, the researchers used a quantitative approach research method with a pre-experimental design and conducted dance lessons online at SLB to see an increase in students' dance movement abilities. The research method that will be used in this study is the same as what I will use, even though the research subjects are different.

The theory used in this study serves to help solve research problems, as a foundation for compiling research instruments and used as a reference in discussing research results. The theory used is related to effectiveness and dance learning. Effective is the original word for effectiveness, which means success. So effectiveness can be said to be a success in achieving goals (Sawir, 2020). Learning is said to be effective if the teaching and learning process goes well in accordance with the learning objectives and learning outcomes. Effective learning can create an optimal environment both physically and mentally, a happy mood without pressure, it can make it easier for students to understand the subject matter. Online education means learning that is carried out remotely, using educational applications or social networks (Syafini & Embong, 2020). Online education means education that is tried without face-to-face meetings, but through an existing platform. All forms of study modules are distributed online, communications are also attempted online, and checking is also carried out online. This online education system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom (Palvia et al., 2018; Park, 2015; Trust, 2016). Skill is the ability to do or do something well. The

purpose of this thinking is that skill is the skill and ability that a person has to understand the intelligence he is born with. use educational applications or social networks (Syafini, 2020). Online education means education that is tried without face-to-face meetings, but through an existing platform. All forms of study modules are distributed online, communications are also attempted online, and checking is also carried out online. This online education system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom. Skill is the ability to do or do something well. The purpose of this thinking is that skill is the skill and ability that a person has to understand the intelligence he is born with. use educational applications or social networks. Online education means education that is tried without face-to-face meetings, but through an existing platform. All forms of study modules are distributed online, communications are also attempted online, and checking is also carried out online. This online education system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom. Skill is the ability to do or do something well. The purpose of this thinking is that skill is the skill and ability that a person has to understand the intelligence he is born with. but through an existing platform. All forms of study modules are distributed online, communications are also attempted online, and checking is also carried out online. This online education system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom. Skill is the ability to do or do something well. The purpose of this thinking is that skill is the skill and ability that a person has to understand the intelligence he is born with. but through an existing platform. All forms of study modules are distributed online, communications are also attempted online, and checking is also carried out online. This online education system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom. Skill is the ability to do or do something well. The purpose of this thinking is that skill is the skill and ability that a person has to understand the intelligence he is born with. Skill is the ability to do or do something well. The meaning of this thought is that skill is the expertise and ability that a person has to understand the intelligence that he has brought since birth. Skill is the ability to do or do something well. The meaning of this thought is that skill is the expertise and ability that a person has to understand the intelligence that he has brought since birth.

Dance skill is a person's ability to make movements regularly and according to the rhythm, just like a deep soul correctly and precisely. Dance skills are shown by the ability to make good and precise movements of what needs to be done. To be able to move according to the rhythm of the dance. Assessment of a person's dancing ability refers to the quality of the dance performance performed by the dancers (Chappell et al., 2009; Huddy, 2017; Koff, 2000). So it can be said that dancing skills can be assessed from 3 aspects, namely Wiraga, Wirama and Wirasa. Studio activities are in the form of educational activities which include the learning process, creation to production and almost all normal processes in the studio (depending on whether there is equipment in the studio) (Kasmahidayat et al., 2021; Sekarningsih et al., 2021). In contrast to learning in schools, usually in the studio, all aspects will be explored more, then more practical learning in dance studios will be included in non-formal education, meaning that in general, non-formal education can be interpreted as the provision of education outside

official educational institutions or not from the school environment. Usually, this non-formal education serves the community's need for knowledge or skills outside of school. According to RI Law No. 20 of 2003 Article 26 states that non-formal education is an education which includes early childhood education, life skills, women's empowerment education, literacy education and others which have the aim of being able to develop the abilities and skills of the learner. Jumantri & Nugraheni, (2020) explained that "Jaipong movements which are very dynamic and attractive depict Sundanese women who are full of struggle, full of enthusiasm, friendly, strong and agile". this was explained by Ramlan, (2013) "Jaipongan dance has four sources of its structure, namely Tap Tilu, Pecal Maenpo (Pencak Silat), Mask Banjet and Bajidoran". The Jaipong dance itself is a dance that depicts an energetic contemporary Sundanese woman, this can be seen from the movements found in the Jaipong dance. Jumantri & Nugraheni, (2020) explained that "Jaipong movements which are very dynamic and attractive depict Sundanese women who are full of struggle, full of enthusiasm, friendly, strong and agile". This can be seen from the movements found in the Jaipong dance.

Based on the results of observations made by learning researchers at the Intan Ayu Dance Studio during a pandemic, only using the WhatsApp application by sending videos in chat or conducting training with video calls, the training as above went quite well but could not be carried out simultaneously at one time because If you make video calls, participants who can take part in video calls on WhatsApp are limited to a maximum of 8 people. With that, the researcher will conduct learning through Google Meet so that all students can do it at the same time so that they can save time and the learning is delivered evenly.

The purpose of writing this article is to conduct in-depth research on how effective online learning with the Google Meet application is, especially in training in dance studios so that students can still improve their dancing skills even during a pandemic. This problem is important to research because the impact of the pandemic that has occurred has not only affected part of the community, almost all levels of society have felt a huge impact, the same has been experienced by artists, one of which is a dance studio organization. Many students have difficulty practicing on their own at home so that their dancing skills decrease, and also many dance trainers lose income because they cannot do their job as dance coaches.

2. METHODS

In this study, the experimental research design was adapted to the type of Pre-Experimental design with the one group pretest - posttest design category or always called the "before and after" design with a quantitative approach, in this study it meant that only one group received intense and structured treatment in order to obtain results (Hufad et al., 2021; Rosala & Budiman, 2020; Sekarningsih et al., 2021). optimal. and this research is used to test online learning applications for dance studio students to improve their dancing skills using the Google Meet application.

Participants are subjects who are involved in research activities, both physically and mentally who respond to the learning process activities. In addition to supporting the achievement of the goals of his involvement in this research, namely, the Head of the

Intan Ayu Dance Studio, the head of the studio can provide information about the studio profile, student activities, facilities and activities in the Intan Ayu Dance Studio, Bandung City. In addition, the head of the studio also assisted in the licensing process for this research. Trainers of the Intan Ayu Dance Studio, in this study, needed information about dance training. How is the process of interaction between dance teachers and students in the training process. Students of the Intan Ayu Dance Studio, this study focused on 20 students aged 7-17 years at the Intan Ayu Dance Studio, Bandung City.

Data collection techniques were carried out by means of observation, interviews and documentation studies (Harahap, 2021; Morris, 2016; Strobel et al., 2017). This research was conducted to obtain data regarding the effectiveness of online learning through the Google Meet application to improve dancing skills at the Intan Ayu Dance Studio, Bandung City. Interview activities were used to obtain data through a dialogue of questions to the administrators and trainers at the Intan Ayu Dance Studio, Bandung City. documentation that aims to explain the results of field observations and interviews during research on students of the Intan Ayu Dance Studio, Bandung City. The test was carried out in 2 meetings with 1 pretest meeting and 1 post test meeting.

The data analysis technique used in this study is the t-test because it uses a quantitative approach to the experimental method. The research design uses one group pretest-posttest (Karim et al., 2016; Law et al., 2017). In this case the researcher measured the result data after processing the students' dancing abilities in the studio. Before treating a student, an experiment called a pretest is performed. This pretest is designed to assess students' motor skills before undergoing online learning through the Google Meet application and after being given a pretest and before testing or treatment, namely online learning through the Google Meet application. At the end of the meeting, the researcher gave a repeat test called the posttest.

The posttest test is used to compare studies conducted before and after treatment to determine whether there has been a change or not.

2. RESULTS AND DISCUSSION

3.1 Profil of Intan Ayu Dance

This dance studio is named the Intan Ayu Dance Studio, first established on February 4 2017 so until now the Intan Ayu Dance Studio has been established for 5 years and participates in preserving and developing regional arts, especially dance. The location of this dance studio is in the middle The city of Bandung, precisely at Jl. Cipedes II No. 159 Rt. 02 Rw. 04 Kel. Pajajaran Kec. Cicendo City of Bandung Prov. West Java with zip code 40173. The total number of students from the Intan Ayu Dance Studio is around 45 people consisting of students aged 4 years to 24 years and the number of trainers is 2 people, namely the main trainer and assistant trainer. Researchers choose students aged 7-17 years because basically students aged 7 years and over are felt to be able to use and participate in learning through applications independently, especially in applications that will be used by researchers, namely the Google Meet application, but can online learning or training function? properly if used in dance learning or not. Therefore the researchers took students aged 7-17 years to test the success of their experiments. Of the 45 students,

only 20 students were taken because according to the results of interviews with the head of the studio that during this pandemic, not all students were always active in participating in training and for those over 17 years of age, there were usually other activities. so the decision to take a sample of 7-17 years of age as many as 20 people was deemed appropriate and qualified for research needs. Researchers chose students of different ages because according to researchers in dancing age is not a measure of ability although younger students if they are diligent in training or in person or online will certainly see a significant increase compared to older ages if they are not diligent, and also all students can dance beautifully and well if they try even with their age difference.

3.2 The process of implementing dance learning using the Google Meet application at the Intan Ayu Dance Studio, Bandung City.

The implementation of dance learning activities using the Google Meet application at the Intan Ayu Dance Studio was carried out in 3 meetings. at the first meeting the students adapted to the applications used, at this meeting they also gave the first stage of motion material by introducing several movements, at the second meeting the researcher carried out the stages of giving the second stage of motion and students practiced, at the 3rd meeting the researcher evaluated the students . Then it can be seen at each meeting as follows:

1) The First Meeting

The first meeting was an introduction, the trainer taught the material for 60 minutes. Allocating time does not mean students will dance immediately, the trainer will provide material in the form of a synopsis of the dance and the names of the movements in the Makalangan dance. The trainer also gave the basic theory of the Makalangan dance at the first meeting. Learning is adapted to the situation of students, if students feel tired, the time allocation can be reduced. The variety of motion material taught by the trainer at the first meeting is the basic movement of the jaipongan dance.

Table 1. Assessment Meeting 1

No	Name	Indicator Assessment			(x)
		Wiraga	Wirasa	Wirahma	
1.	AMJ	72	75	70	72,3
2.	AK	70	80	80	76,6
3.	AAR	69	80	90	79,6
4.	CPW	69	75	70	71,3
5.	CPP	70	85	70	75
6.	DRLZ	70	75	70	71,6
7.	DA	72	75	80	75,6
8.	DANA	73	90	80	81
9.	DMA	75	75	80	76,6
10.	ENR	74	75	70	73
11.	ECA	70	75	70	71,6
12.	KF	70	78	80	76

13.	LNS	73	75	80	76
14.	NM	75	79	90	81,3
15.	RPP	70	80	80	76,6
16.	RAPG	69	79	70	72,6
17.	SAA	68	75	70	71
18.	SPU	68	80	80	76
19.	SK	70	85	80	78,3
20.	YPA	73	80	80	77
Amount		1420	1571	1540	1510,333
Average		71	78,55	77	75,51667

From the table above it can be explained that the score at the first meeting is still seen in the Fairly Good assessment criteria (C) but tends to be low, this is because students have not fulfilled the research indicators that have been determined optimally. Overall students do not meet the requirements on each of these assessment indicators. The student who got the highest score was 80, while the student who got the lowest score was 70. It can be concluded that at the first meeting students were still not active, students were still not enthusiastic in expressing opinions, answering questions, but students were seen trying to be able to express dance movements according to with elements of dance (energy, space and time) and wiraga, wirasa, wirahma as material at the first meeting even though it was not appropriate.

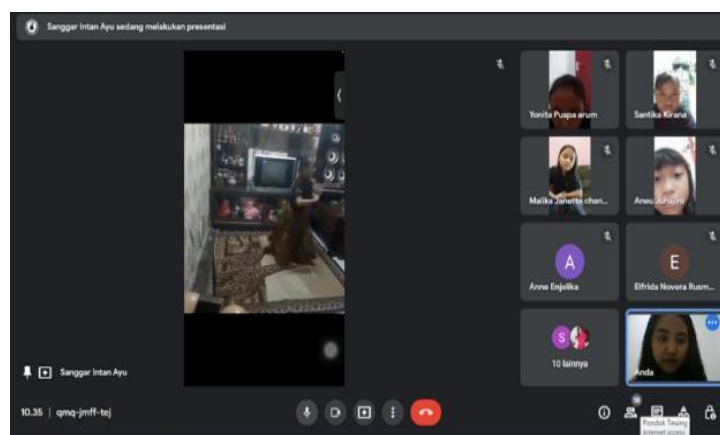


Figure 1. Meeting 1 Learning Process

At the first meeting, the trainer did not carry out an evaluation, because the material and evaluation supplies were not conveyed to the learning participants, so when entering the final activity, the trainer gave the task to the learning participants to watch the Makalangan dance video at home, so that the learning participants could provide it at the next meeting. remember the moves.

The child's grades range from 70-80

Finding the mean or average value ($\bar{x}$) : $\sum x$

n = number of students x number of indicators assessed n

The average value of all assessment indicators is 81

The average of each assessment indicator

$$\text{Wirasa} = \frac{1600}{60} = 80$$

$$\text{Wiraga} = \frac{1619}{60} = 80,95$$

$$\text{Wirasa} = \frac{1640}{60} = 82$$

2) Second Meeting

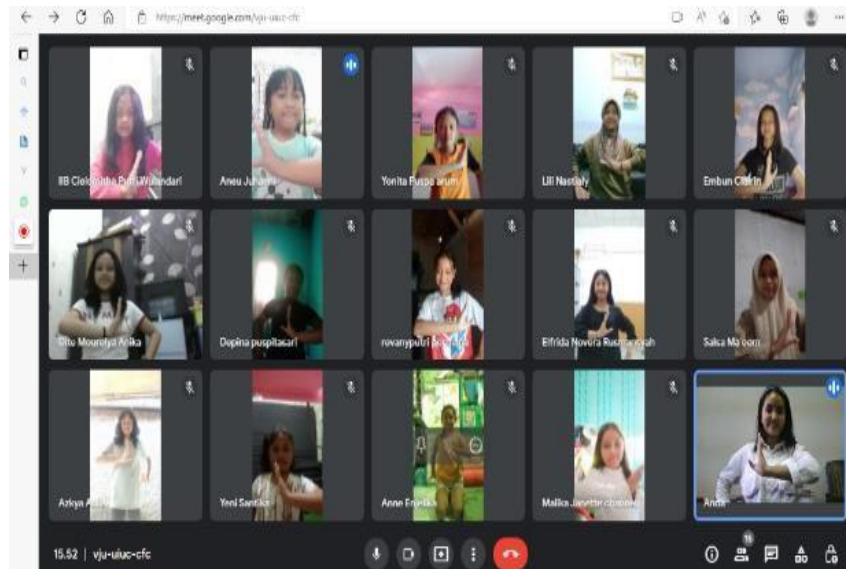


Figure 2. Meeting 2 Learning Process

Table 2. Assessment Meeting 2

No	Name	Indicator Assessment			(x)
		Wiraga	Wirasa	Wirahma	
1.	AMJ	70	80	90	80
2.	AK	80	80	80	80
3.	AAR	90	80	90	86
4.	CPW	80	80	90	83,3
5.	CPP	80	90	80	83,3
6.	DRLZ	80	75	80	78,3
7.	DA	80	75	80	78,3
8.	DANA	80	90	80	83,3
9.	DMA	80	80	80	80
10.	ENR	85	80	70	78,3
11.	ECA	85	80	70	78,3
12.	KF	80	80	80	80
13.	LNS	80	80	80	80
14.	NM	90	79	90	86,3
15.	RPP	80	80	80	80
16.	RAPG	70	85	90	81,6

17.	SAA	70	80	90	80
18.	SPU	80	80	80	80
19.	SK	80	85	80	81,6
20.	YPA	80	80	80	80
Amount		1600	1619	1640	1619,67
Average		80	80,95	82	80,9833

From the table above it shows that the scores at the second meeting showed an increase from the assessment at the previous meeting. Student assessment criteria to be (B) Good. The student who got the highest score was 90, while the student who got the lowest score was 70. It can be concluded that at the second meeting, students have started to be active in the learning process and their creativity and dancing skills have increased.

Finding the mean or average value ($\bar{x}$) : $\frac{\sum x}{n}$

n = number of students x number of indicators assessed

$$= 20 \times 3 = 60$$

$$\bar{x} = \frac{\sum x}{n} = \frac{1619,67}{60} = 80,9833$$

At the second meeting the learning was conducted at the Intan Ayu Dance Studio, the trainer distributed movement material to the learning participants in stages, starting from the geol movement, ukel and adeg-adeg. However, before entering the material stage, the trainer saw the dancing abilities of the learning participants and asked them to perform the Makalangan dance with musical accompaniment. The coach wants to see how well he can adapt to the makalang dance. When the trainer sees that the participants cannot follow the movements, the trainer provides movement materials and corrects the movements from the beginning. This is done so that students understand the actual movement skills of the trainer. The evaluation is carried out at the end of the meeting, namely where the trainer and the learning participants gather to carry out an evaluation which is delivered orally. The addition of movement material is carried out before the start of the exercise, so that the learning participants can follow the rhythm of the dance properly when entering the practice time according to the schedule. The time allocation determined by the coach is 60 minutes.

3) Third Meeting

The third meeting was held on Sunday, 18 June 2022. The teacher opened the lesson first via Google Meet, then the teacher invited students to show the dance work that had been assigned at the previous meeting. At the third meeting, the students presented the results of the simple dance work, then the other students paid attention and appreciated the work. At the third meeting, the study participants did a warm-up as usual, then the trainer will direct students to appear one by one through Google Meet. In the final activity, after distributing movement material, the trainer evaluates the learning participants so they understand what they lack. From the results of this evaluation, the learning participants were able to dance Makalangan until the end given by the instructor.

Movement integrity is quite difficult to improve. However, there are also students who are able to follow and learn quite well in remembering movements even though they are still under the guidance of the trainer. The accuracy of movement and music sometimes does not match, and this accuracy is called wirama. However, the trainer will continue to try exercises using accompaniment to guide the motion to match. Of course, the sense of every movement has also increased the adjustments to make it coordinated with the accompaniment. Likewise with the expressions of learning participants which are part of the expression or wirasa. the sense of every movement has also increased the adjustments to make it coordinated with the accompaniment. Likewise with the expressions of learning participants which are part of the expression or wirasa. the sense of every movement has also increased the adjustments to make it coordinated with the accompaniment. Likewise with the expressions of learning participants which are part of the expression or wirasa.

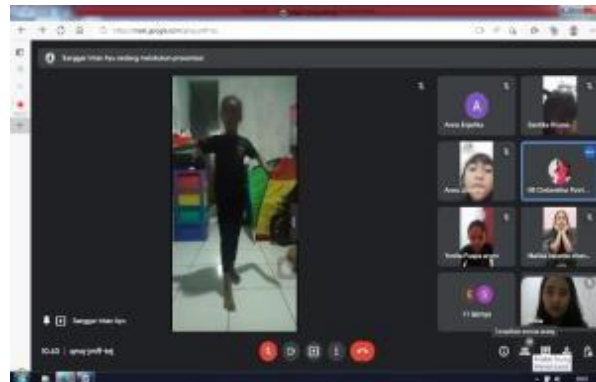


Figure 3. Meeting 3 Learning Process

At the end of the lesson there is a meeting to decide whether the participants will succeed in learning dance online using the Google Meet application efficiently or not. Judging from the evaluation of the last meeting, the learning participants were able to understand and understand the material provided by the trainer. Therefore, it can be said that the learning carried out was successful.

Table 3. Assessment Meeting 3

No	Name	Indicator Assessment			(x)
		Wiraga	Wirasa	Wirahma	
1.	AMJ	70	80	90	80
2.	AK	80	80	80	80
3.	AAR	90	80	90	86
4.	CPW	80	80	90	83,3
5.	CPP	80	90	80	83,3
6.	DRLZ	80	75	80	78,3
7.	DA	80	75	80	78,3
8.	DANA	80	90	80	83,3
9.	DMA	80	80	80	80

10.	ENR	85	80	70	78,3
11.	ECA	85	80	70	78,3
12.	KF	80	80	80	80
13.	LNS	80	80	80	80
14.	NM	90	79	90	86,3
15.	RPP	80	80	80	80
16.	RAPG	70	85	90	81,6
17.	SAA	70	80	90	80
18.	SPU	80	80	80	80
19.	SK	80	85	80	81,6
20.	YPA	80	80	80	80
Amount		1600	1619	1640	1619,67
Average		80	80,95	82	80,9833

It can be seen from the table above that the score at the third meeting shows a significant increase with the assessment criteria (A) Very Good. The student who got the highest score was 95, while the student who got the lowest score was 90. The range of scores obtained at this third meeting was 90-95. The results of the calculation of the third meeting:

Finding the mean or average value ($\bar{x}$) : $\sum x$

n = number of students x number of indicators assessed $n = 20 \times 3 = 60$

$\bar{x} = (\sum x)/n = 1850/60 = 92,5$

The average value of all assessment indicators is 92

The average of each assessment indicator

1 = $1850/60 = 92,5$

2 = $1850/60 = 92,5$

3 = $1850/60 = 92,5$

Table 4. Pretest and Posttest Questionnaire Result Data

No	Name	Tes		Total	Average ($\bar{x}$)
		Pretest	Posttest		
1.	AMJ	72	95	167	83,5
2.	AK	70	90	160	80
3.	AAR	69	90	159	79,5
4.	CPW	69	90	159	79,5
5.	CPP	70	95	165	82,5
6.	DRLZ	70	95	165	82,5
7.	DA	72	95	167	83,5
8.	DANA	73	90	163	81,5
9.	DMA	75	90	165	82,5
10.	ENR	74	90	164	82
11.	ECA	70	95	165	82,5

12.	KF	70	90	160	80
13.	LNS	73	90	163	81,5
14.	NM	75	90	165	82,5
15.	RPP	70	90	160	80
16.	RAPG	69	95	164	82
17.	SAA	68	95	163	81,5
18.	SPU	68	95	163	81,5
19.	SK	70	95	165	82,5
20.	YPA	73	95	168	84
Amount		1420	1850	3270	1635
Average		71	92,5	163,5	81,75

Based on the table above, it can be concluded that student development is seen from the pretest and posttest, of course there is a change in grades, so that learning dance through Google meet is quite effective to implement. Retrieval of data by using a test that is used to see how far the development and increase in student creativity at each meeting. After the 3 meetings were held, the average results were obtained as follows:

Table 5. Average Result of Each Meeting

No	Meeting	Average
1.	The first meeting	75,51667
2.	Second meeting	81
3.	Third meeting	92,5

The average value produced has increased rapidly and is in very good criteria, this is because students, according to researchers, have succeeded in being able to make a dance work with existing musical accompaniment, especially adding to dancing confidently and adjusting to skill criteria dance namely wiraga, wirasa and wirahma as well as creativity.

3.3 Analysis of the Process of Implementing Dance Learning Using the Google Meet Application at the Intan Ayu Dance Studio, Bandung City

The implementation of dance learning activities using the Google Meet application at the Intan Ayu Dance Studio was carried out in 3 meetings. at the first meeting the students adapted to the applications used, at this meeting they also gave the first stage of motion material by introducing several movements, at the second meeting the researcher carried out the stages of giving the second stage of motion and students practiced, at the 3rd meeting the researcher evaluated the students . The teacher opens the lesson by starting by providing the Google Meet link via the WhatsApps group. After entering Google Meet, the teacher opens the lesson first, conveying the learning objectives at the first meeting. The first meeting was held on Sunday, June 12 2022. Then, the teacher gave a stimulus to

students. The next step, students are asked to identify, analyze and convey their opinions or arguments after identifying and analyzing the images given at the stage of giving the stimulus. At the 2nd meeting the teacher opened the lesson by starting by providing the Google Meet link, after entering Google Meet, the teacher opened the lesson first, conveying the learning objectives at the second meeting. The second meeting was held on Thursday 16 June 2022, then, the teacher gave a stimulus to the students by showing a video of the next dance movement continuing the previous week, and the teacher gave a stimulus to the students to imitate. The third meeting was held on Sunday, 18 June 2022. The teacher opened the lesson first via Google Meet, then the teacher invites students to show the dance work that has been assigned at the previous meeting. In the third meeting, the students presented the results of this simple dance, then the other students paid attention and appreciated the work.

3.4 Discussion

The training activities were carried out through Google Meet at each other's homes. This is done as an adaptation or introduction for participants learning about the Makalangan dance material, before giving material at the next meeting. The trainer provides dance material in stages and this must be focused. Learning is done at the Intan Ayu Dance Studio in Bandung. The goal is for the participants to learn to see and demonstrate the dance first, so they are familiar with the Makalangan dance movements. When there are several movements that can be done or remembered by the learning participants, it will be easier for the trainer to provide material at the next meeting.

The initial activity carried out before starting learning, the trainer instructs the learning participants to warm up independently together with other learning participants. This was caused by students who entered the Google Meet link not on time, so the trainer only instructed each study participant who came to warm up independently. After the warm-up was carried out, students were asked to dance a dance that had been mastered before, namely the Makalangan dance.

After distributing the questionnaire and (pretest) before and (posttest) after learning dance through online learning, the results are obtained as shown in the table below. The purpose of distributing the questionnaire at the beginning or before online dance learning is carried out is to assess the extent of student creativity in the dance learning process. The purpose of distributing the post-test questionnaire is to see if there has been an increase after the implementation of online dance learning.

Learning is based on the process of learning activities of the Intan Ayu Dance Studio, as well as appropriate learning objectives and materials, so that the learning participants can complete the teaching of Dance Materials. The method used by the trainer is also adapted to the situation of the learning participants, so that learning can be communicated correctly. Furthermore, the media component used by the Intan Ayu Dance Studio in learning is suitable for video learning media. These tools are used to support the continuity of learning. The last component to consider is evaluation. The trainer assesses the right training participants, besides being a reference for the trainer's evaluation, but also to build the trainee's confidence in performing the dance they teach. However, there are deficiencies in the implementation evaluation, namely the success of learning is only

seen in the formative evaluation of the final meeting, and there is no summative evaluation. Evaluation activities at the last meeting were carried out based on the trainer's assumptions. Deficiencies in test results are communicated directly to study participants, not evaluated in writing. Each assessment has its own standards and assessments are made according to the circumstances of the learners. In this way, when the learner is able and confident in the dance exam, the trainer can see an evaluation of the learner's success in learning the Makalangan dance. This makes it possible to see evaluations from the aspects of Wiraga, Wirama and Wirasa. It is very important to pay attention to the needs of students in the assessment, because different skill levels require the trainer to better understand the characteristics of each learner during the assessment. From the explanation above it can be seen that the success of learning depends on the learning elements that meet the needs of the learning participants. The achievement of learning objectives depends on the application of learning components. The results of these components are also used as evaluations in evaluations related to the studies that have been carried out, such as what was done at the Intan Ayu Dance Studio, even though there are two parts of learning that are not appropriate, but other parts of learning can be studied appropriately according to needs. learning participants, so that the learning carried out can achieve the goals that have been determined. From the explanation above it can be seen that the success of learning depends on the learning elements that meet the needs of the learning participants. The achievement of learning objectives depends on the application of learning components. The results of these components are also used as evaluations in evaluations related to the studies that have been carried out, such as what was done at the Intan Ayu Dance Studio, even though there are two parts of learning that are not appropriate, but other parts of learning can be studied appropriately according to needs. learning participants, so that the learning carried out can achieve the goals that have been determined. From the explanation above it can be seen that the success of learning depends on the learning elements that meet the needs of the learning participants. The achievement of learning objectives depends on the application of learning components. The results of these components are also used as evaluations in evaluations related to the studies that have been carried out, such as what was done at the Intan Ayu Dance Studio, even though there are two parts of learning that are not appropriate, but other parts of learning can be studied appropriately according to needs. learning participants, so that the learning carried out can achieve the goals that have been determined. The achievement of learning objectives depends on the application of learning components. The results of these components are also used as evaluations in evaluations related to the studies that have been carried out, such as what was done at the Intan Ayu Dance Studio, even though there are two parts of learning that are not appropriate, but other parts of learning can be studied appropriately according to

needs. learning participants, so that the learning carried out can achieve the goals that have been determined.

4 CONCLUSION

Bold learning so that students can continue to develop their dancing skills, one way that can be done is distance training using an application, one of which is the Google Meet application, the advantages of the Google Meet application for bold dance training include this application which can be downloaded and used for free so that anyone with a gadget can access this application, so that by using the Google Meet application dance training can be carried out from anywhere. This student, according to the researcher, has succeeded in making a dance work with existing musical accompaniment, moreover adding accessories to support his appearance which are made independently, confidently and adapted to his creativity.

5 AUTHORES'NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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