



TPACK APPROACH TO LEARNING CREATIVE DANCE CLASS XI IIS₃ SMA NEGERI 1 ANYER

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ABSTRACT

This research aims to examine more deeply the application of the TPACK approach to creative dance learning in class XI IPS SMA Negeri 1 Anyer. The research method used is descriptive qualitative through observing, understanding, describing, and analyzing data. Data collection techniques in the form of observation, interviews, and documentation. The results of the study show that from the learning implementation process to the results of the overall evaluation of learning with the application of the TPACK approach, it is carried out in accordance with the research indicators, namely the seven components of the TPACK approach, including CK, PK, TK, PCK, TCK, TPK, and TPACK. In addition, SMA Negeri 1 Anyer has facilities and infrastructure that are able to properly support the TPACK-based learning process. In addition to making it easier for teachers and students, the involvement of the use of technology in learning can encourage students' enthusiasm for learning, so that they can improve their ability to learn both at school and outside the school environment.

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1. INTRODUCTION

The technological era has changed the system in all aspects, including the education system in Indonesia. Technological advances can make changes in the social environment, this then becomes an era of global disruption that can uproot conventional order, including the implementation of learning activities. Global disruption is a change in various sectors due to digitalization and the Internet of Things. Currently, the increasing needs of students for learning activities must be balanced with teachers who not only have PCK (Pedagogical Content Knowledge) abilities, namely content and pedagogical knowledge, but teachers must have more abilities than that.

TPACK is a framework that identifies the knowledge teachers need to teach effectively with a technological framework accompanied by interesting content. The teacher as the main figure for students must be able to convey learning material well because learning is a process of self-development in terms of knowledge, skills, and behavior in a person, especially students. In this way, the teaching or learning activities carried out are by student needs. Therefore, with Lina Marlina's ability and sensitivity towards this matter, dance learning at SMA Negeri 1 Anyer in class XI was designed using the TPACK approach.

This research will focus on the application of the learning process using the TPACK approach and the results of students' achievements in creative dance material using the TPACK approach, to find out the suitability between the seven TPACK components and the application of the TPACK approach to learning. Researchers are interested in raising this topic because they see that rapid technological advances can change learning activities, including creative dance material.

2. METHODS

The type of research used is descriptive qualitative. Data collection techniques were carried out to describe the results of research regarding the TPACK approach process in creative dance learning in class XI IPS SMA Negeri 1 Anyer. This research uses observation, interview, and documentation techniques. This research was carried out by researchers as data collectors from related respondents, then the data was described according to the actual situation. This research uses Miles and Huberman analysis techniques, data can be done by collecting data (data collection), data reduction (data reduction), presenting data (data display), and drawing conclusions or verification (conclusions).

3. RESULTS AND DISCUSSION

Anyer 1 Public High School is located at Jl. Raya Anyer-Sirih KM. 127,600, Cikoneng, Kec. Anyar, Kab. Serang-Banten. SMA Negeri 1 Anyer was initiated and began accepting new students in the 1985/1986 academic year as a remote class for SMA Negeri 1 Serang. Establishment and opening based on Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0887/0/1986 Concerning: Opening and Establishment of Senior High Schools, date of stipulation 22 December 1986, A.N.B Secretary General Soetanto Wirjoprasanto. Before having its building, in 1985-1987 teaching and learning activities were carried out in the SMP Negeri 1 Anyar building. Thanks to the support of the Anyar community and its surroundings, in 1986, on January 22, 1986, a statement letter was signed to relinquish rights to land covering an area of 15,000 square meters.

Implementation of Creative Dance Learning using the TPACK Approach

a) CK (Content Knowledge) in Creative Dance Learning in Class XI IIS 3 SMA Negeri 1 Anyer

The relationship between knowledge and material for teachers when learning is included in the CK part of the TPACK approach. Based on the researcher's observations, the arts and culture teacher has mastered the material presented in class XI IIS 3. At the first meeting, Lina Marlina conducted creative dance lessons in class using PowerPoint to deliver the first material in the first week of May 4 2023 using the lecture method. During the presentation of the PowerPoint, Lina Marlina linked creative dance performances with what students usually see at school during national holiday celebrations. Apart from that, she linked modern K-pop dance performances in questions related to the shape of the stage and lighting for dance performances, of course not. showing K-pop shows that are not suitable for students to see. Then the students showed their enthusiasm by answering questions given by Lina Marlina S.Pd. She was able to provide examples that were easy for students to understand and was able to state the definition of creative dance, elements of dance, and things that must be considered when performing a dance performance and then there were stages of evaluating the dance performance.

b) PK (Pedagogical Knowledge) in Creative Dance Learning in Class XI IIS 3 SMA Negeri 1 Anyer

Classroom management, motivation, and apperception, as well as the application of learning strategies and learning evaluation, are the links between teacher knowledge and how teachers teach. As the author observes in class, the teacher can manage the class well. In the explanation section regarding theory, students' study in class with neat benches, while during the practical material section, students create a classroom by emptying the middle so they can do movement exercises, and the students' chairs are parallel to the wall to provide a large space in the middle. Furthermore, for practical assessment, they carried out activities on the school creation stage. The teacher also ordered them to upload them on social media, namely on the YouTube application and TikTok.

Motivation for learning has been carried out by teachers before learning begins and before taking attendance for students. After the teacher took attendance, the teacher presented the learning activity plan, Lina Marlina stated that the learning activities on creative dance material lasted approximately one month, in the first week the lecture method would be applied, namely explaining the material on a PowerPoint in front of the class.

In the second week, the discussion and question and answer method were applied, namely students presented in front of the class using PowerPoint or Canva with learning resources in the form of books and Google when they looked for material to present. In the third week, groups are divided and students do exercises in class. In the fourth week, group assessments were carried out on the practice of creative dance movements based on floor patterns, then students carried out daily tests online.

c) TK (Technological Knowledge) in Creative Dance Learning in Class XI IIS 3 SMA Negeri 1 Anyer

Mastery of the use of technology and learning knowledge are related to each other in implementing the TPACK approach. Based on researchers' observations, teachers are said to be able to master technology in conducting learning. In the first week the teacher delivered the material using an LCD projector and laptop in class to display power points as a medium for delivering the material, the teacher seemed proficient in doing so. Then the teacher also uses Google Forms to carry out daily tests. Apart from that, the teacher is also not left behind

by his students by using TikTok and YouTube to collect assessments on the practice of dance movements created by students in groups.

d) PCK (Pedagogical Content Knowledge) in Creative Dance Learning in Class XI IIS 3 SMA Negeri 1 Anyer

Learning objectives must be related to teaching methods and materials in learning. The learning objective of the creative material created by the teacher is that students are able to evaluate creative dance moves based on staging techniques and present the results of developing dance moves based on staging techniques, understand and be able to demonstrate what creative dance is, the various needs of dance performances, and what floor patterns are. delivered by teachers using various learning methods that are adapted to the delivery of teaching materials.

The teacher uses the lecture method to deliver material on the meaning of creative dance and various needs for dance performances. Then the teacher gives group assignments to make power point or Canva based on material that students get from various sources related to floor patterns and dance functions. After the assignment is completed, the teacher applies discussion and question-and-answer methods in class when students make presentations.

e) TCK (Technological Content Knowledge) in Creative Dance Learning in Class XI IIS 3 SMA Negeri 1 Anyer

Student involvement in using technology is a link between teaching materials and knowledge related to the material being taught which can encourage students to be able to use technology in learning. Based on observations, students were able to use technology in the form of a wheel of names to determine groups, then create PowerPoint presentations, use the YouTube application to view videos of examples of creative dance movements, and learn to practice movements by watching these videos. Apart from that, the teacher gives daily tests via Google Forms, and students can use it well.

The use of technology can improve students' understanding, this was proven when students were shown presentations in the form of power points in class. Students respond more actively and when they see live examples of images and videos they immediately understand. The use of audio-visual media has its charm in triggering students' enthusiasm for learning.

f) TPK (Technological Pedagogical Knowledge) in Creative Dance Learning in Class XI IIS 3 SMA Negeri 1 Anyer

The applications and software used by teachers in class are related to the learning material presented and adjusted to the teaching methods and materials to be delivered. Teachers use several technologies in the classroom depending on needs. The teacher uses the lecture method using an LCD projector and PowerPoint, and the discussion and question and answer method also uses these media. Then for video upload assignments use the YouTube and Tik-Tok applications, and for daily tests use Google Forms.

The completeness of technological facilities supports the smooth use of various technologies in learning activities. SMA Negeri 1 Anyer is said to be good in providing facilities for the use of technology, including a wifi network that reaches each class, a school computer, LCD projector, and a sound system. as a learning need in class and outside the classroom when needed. Completeness of facilities to support technology-based learning is an important thing that must be considered by the school. Lina Marlina as an arts and culture teacher in class XI uses the TPACK approach to learning and is active in using school facilities and infrastructure

to achieve planned learning goals using methods and media which is adapted to the delivery of learning material.

g) TPACK (Technological Pedagogical and Content Knowledge) in Creative Dance Learning in Class XI IIS 3 SMA Negeri 1 Anyer

The use of technology related to the material being taught is related to the mastery of teachers and students in conveying material and knowledge regarding teaching material to achieve learning objectives with the learning methods and media that have been planned to be applied.

The use of the TPACK approach in creative dance learning aims to create effective learning. This was conveyed by Lina Marlina that with the use of technology students and teachers are more helped in learning activities. The integration between technology, learning materials, knowledge and the teacher's way of learning is related, this can be seen when the teacher's mastery of the material is conveyed through the lecture method using Power Point, students' mastery of the material is conveyed during discussions and questions and answers using Power Point and Canva. in class, as well as mastery of technology in YouTube and TikTok applications which can help students to master one of the creative dance movements in groups for assessment by the teacher. Apart from that, the existence of smart phone technology helps students and teachers to continue learning outside of school, for example by taking daily tests via Google Form.

Achievement Results of Class XI IIS 3 Students on Creative Dance Material using the TPACK Approach

a) Achievement Results of Class XI IIS 3 Students' Cognitive Scores on Creative Dance Material with the TPACK Approach

Based on the results of student scores, children who have high scores are more dominant. Lina Marlina said that students are now more interested in involving technology in learning so that children become enthusiastic about learning and can encourage children to understand more about the material being presented. Intellectual and memory improvements in students can be proven in the daily test scores, most students have high scores and even achieve perfect scores.

b) Achievement Results of Class XI IIS 3 Students' Affective Values on Creative Dance Material with the TPACK Approach

Student attitude assessments are carried out during the learning process, starting from the first week of learning until the last week. Spiritual assessment is carried out when praying to start and end learning, then understanding each other when having friends of different religions without being isolated and remaining friends, when it is time to worship students perform worship according to the teachings in the school mosque, then students are always grateful for what they have, both smartphones and complete learning tools in the classroom that they have. Assessment of students' social attitudes is seen based on honest, disciplined, polite, and caring attitudes. Students enter the classroom on time, including assessing student discipline, and then students speak softly to the teacher and peers, including assessing student politeness, caring for others is one of the attitude assessments in the learning process. According to Lina Marlina, good or bad attitudes that come to students come from the environment they see, the role of parents and family in forming good attitudes in students determines the development of attitudes in these students.

c) Psychomotor Score Achievement Results for Class XI IIS 3 Students on Creative Dance Material with the TPACK Approach

The results of achieving psychomotor scores or skills can be achieved when students have to practice both individually and in groups regarding the creative dance material presented in class. Lina Marlina assesses students' skills by dividing groups and having them perform dance moves based on existing dances. The aspects assessed are mastery of floor patterns, wiraga, wirama, and wirasa.

Based on the student's scores, some children have mastered understanding the shape of floor patterns in dance, and they perform dance movements according to the rhythm. Skills assessment is usually carried out during the fourth week by Lina Marlina directly and then uploaded to the YouTube or TikTok application by students as a report on their assessment practice and as a documentation archive for learning creative dance in class XI IIS 3 years 2023.

4. CONCLUSION

The era of disruption must be balanced with the maximum use of technology in various fields. Cultural developments that are increasingly widespread, balanced by technological developments, can influence learning motivation and students' characteristic responses to the environment. Learning at school with the use of technology can encourage students to be more enthusiastic about learning and manage technology or the internet wisely as appropriate. This research has provided a way to make good use of technology in the school environment during the learning process to make it easier for students and teachers to master learning material. The results of this research show that the TPACK learning process in class XI IIS 3 fulfills the seven TPACK components, namely CK (Content Knowledge), PK (Pedagogical Knowledge), TK (Technological Knowledge), PCK (Pedagogical Content Knowledge), TCK (Technological Content Knowledge), TPK (Technological Pedagogical Knowledge), dan TPACK (Technological Pedagogical and Content Knowledge). Teachers can master the learning material in the classroom by fulfilling the teacher's educational duties, including preparing lesson plans and learning materials.

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