



## The Process of Dance Learning Based Sekolah.Id LMS at SMKN 1 Bandung

Wulan Purnamasari<sup>1</sup>, Juju Masunah<sup>2</sup>, Beben Barnas<sup>3</sup>

Dance Education Study Program, Indonesian Education University, Jl.Dr. Setiabudhi No. 229, Isola, District.  
Sukasari, Bandung City, West Java, 40145.

E-mail: [purnasariw907@upi.edu](mailto:purnasariw907@upi.edu), [jmasunah@upi.edu](mailto:jmasunah@upi.edu), [barnas@upi.edu](mailto:barnas@upi.edu)

### ABSTRACT

The development of technology and information has now been applied in human life, including in the field of education. The presence of website-based technology is now being used as a medium or tool that can help teachers' performance in teaching and the learning process for students. This research aims to describe a comprehensive and integrated website to facilitate the teaching and learning process at SMKN 1 Bandung, especially in learning dance. The method used in this research is a descriptive analysis method with a qualitative approach. Data obtained from observations, interviews and documentation in the process of learning dance using the Sekolah.id LMS is to find out the features and use of teachers and students at SMKN 1 Bandung. The results of this research show that the Sekolah.id LMS in the process of learning dance at SMKN 1 Bandung has features that can help teachers in teaching and doing administration such as student absences, student data, creating final exam questions and others. LMS Sekolah.id also makes it easier for students to learn. It is hoped that this research will also be an example for other schools, so that in the future there is no need to worry about whether the use of technology can be more optimal in helping learning at school.

### ARTICLE INFO

#### Article History:

Submitted/Received 23 Jun 2023

First Revised 11 Jul 2023

Accepted 01 Sep 2023

First Available online 01 Oct 2023

Publication Date 01 Oct 2023

#### Keywords:

learning process,

dance art,

LMS Sekolah.id

## 1. INTRODUCTION

One of the things we cannot avoid in this life is technological development (Sekarningsih et al., 2021). This is because technological progress goes hand in hand with scientific progress. Technological developments are used for all elements of human life, both in the economic, political, cultural, and educational fields. In the education sector, technology is used as a learning medium that can present learning material in a more attractive, non-monotonous appearance, and makes it easier to convey all learning information. Various types of learning technology such as e-learning can be utilized via the Internet either synchronously or asynchronously (Rahayu et al., 2022). This can be a supporting tool for educators and students so that information aimed at building one's knowledge can be up to date.

With this technology, it is very important to use technology for education and learning in schools. So, since COVID-19, people who are annoyed about learning technology have been forced to, and people popping up here and there are using online learning (Badaruddin, 2023). Many of these schools have also tried using technology-based management, one of which is the LMS (Learning Management System). This LMS is very helpful in managing and supporting the learning process. Through LMS, students can access material, have discussions with teachers, and can also submit assignments (Badaruddin, and Masunah, et al, 2023). LMS also has flexibility, allowing teachers and students to access the LMS anytime and anywhere via various devices (Fitriani, 2020). As time went by, Covid-19 gradually disappeared, and then learning began to be carried out face-to-face again. Many schools that initially used technology only to help with online learning, now continue to use it for face-to-face learning using various types of LMS, one of which is Sekolah.id LMS. This is also called blended learning, namely learning that optimizes the use of technology.

Several studies have been carried out, the Sekolah.id website has a great influence on the learning motivation of class XI OTKP students in civil service subjects at SMK Bina Warga Bandung (Dwiyani, 2022). Apart from that, blended learning using Sekolah.id can improve students' creative thinking skills on ecosystem material at SMA Pasundan 3 Bandung (Dewi, 2022). Then, (Sulistyo, 2022) conducted research on the Sekolah.id LMS which was carried out to influence learning outcomes in the financial management automation subject for class XI students at SMKN 3 Cimahi. However, no one has conducted research on the process of learning dance using the Sekolah.id LMS.

LMS Sekolah.id is a website designed to help schools in the teaching and learning process so that it can run effectively and efficiently. According to (Putri, Budiman 2022) Using the Sekolah.id LMS is included in how to utilize technology that can foster student motivation, student contribution and interest in learning. So that more creative, active and innovative learning can be created. Its characteristics of being able to collect and deliver created learning content or learning materials in a short time really help teachers to be able to provide material before learning begins, so that when learning has started the teacher doesn't explain much which will make students bored, but the teacher will explain when students ask about what they have not understood from the material that has been given previously. So the class will be active with students who think critically and spark creativity to be able to create a project when the teacher assigns it (Yana & Adam, 2019). Another characteristic is the features of the Sekolah.id LMS which were created to help improve time utilization, because it is easy to access and has a learning quality that is no less than learning using books, to also help in achieving learning goals. Regarding the use of the Sekolah.id LMS itself, it is a place to deliver learning materials, manage learning activities along with the results obtained, monitor, store, assess, and track school administration, and then facilitate communication,

interaction and collaboration between teachers and participants. his education (Sari et al., 2021).

This research is important to carry out because there has been no research that publishes and describes the Sekolah.id LMS in the dance learning process, namely regarding the features in the Sekolah.id LMS, strategies for using the Sekolah.id LMS by teachers and the use of the Sekolah.id LMS by teachers. student. What is interesting in this research is related to the explanation of the features in the LMS Sekolah.id teacher accounts and student accounts along with their functions, which until now there has been no research that explains this, so it is important to publish it so that the public know both teachers and students about how to use the Sekolah.id LMS properly and correctly. Then another attraction is regarding strategies for using the Sekolah.id LMS by teachers regarding the strategies teachers plan for teaching, which no previous research has discussed, and regarding the use of the Sekolah.id LMS by students who explain the learning process using the LMS Sekolah.id also what is gained from each lesson carried out. In general, it can provide knowledge about how to make good use of technology or digital media, which can be adapted to the learning needs of each school.

The aim of this research is to analyze the content in the Sekolah.id LMS in dance learning. Apart from that, this research also examines the strategies used by teachers in the process of learning dance, and this research also examines the use of LMS Sekolah.id by students in the process of learning dance. Through this research, it is hoped that it can become a new source of reference for researchers, institutions, teachers, and students regarding the use of LMS Sekolah.id as an innovation in developing digital media for learning dance.

## 2. METHODS

The method for research on the dance learning process based on the Sekolah.id LMS at SMKN 1 Bandung uses a descriptive analysis method with a qualitative approach, which aims to describe, analyze, document, and publish regarding the use of the Sekolah.id LMS in the dance learning process at SMKN 1 Bandung. Meanwhile, qualitative research is defined as a research and understanding process based on a methodology that investigates a social phenomenon or social problem (Kartika, 2020). The data that will be explored in this research is regarding features, strategies for use by teachers, and use by students regarding LMS Sekolah.id.

The participant in this research is the deputy principal in the curriculum sector, information is needed from him, namely regarding the content of the Sekolah.id LMS in dance learning at SMKN 1 Bandung. The next participant is an arts and culture teacher, information from him is needed to find out strategies for using the Sekolah.id LMS by teachers. Next, class the research location is Jalan Wastukencana No.3, Rt.03/ Rw.07, Babakan Ciamis Village, Sumur Bandung District, Bandung City, West Java.

In the research process, of course, to obtain data there must be a way to obtain the data (Nahdiyah et al., 2022), in this research, namely by observing 2 times. The first observation was carried out to obtain permission from the school, then the second observation was to see the situation of learning dance using the Sekolah.id LMS in the classroom. Next, carry out the interview process 3 times. The first interview was conducted with the deputy head of curriculum, namely Mrs. Dini, to ask about the school profile, the school's vision and mission, and the reasons for making a policy for conducting learning using the Sekolah.id LMS. The second interview was conducted with Mrs. Nining as an arts and culture teacher to ask about strategies for using the Sekolah.id LMS in the dance learning

process, and the third interview was conducted with class X AKL 2 students to ask for information related to students' use of the Sekolahan.id LMS. Documentation is carried out to obtain data regarding the content or features in the Sekolahan.id LMS, documentation when teachers teach using the Sekolahan.id LMS. A questionnaire was also used to obtain additional data regarding students' use of the Sekolahan.id LMS.

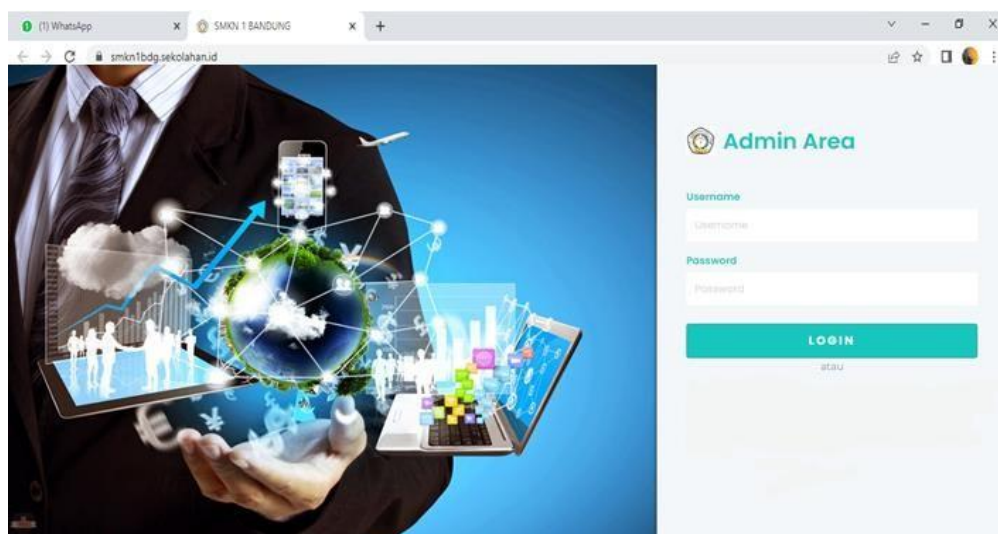
Data analysis in research is the process of systematically searching and compiling data that has been obtained from observation, interviews, and documentation. This research uses data analysis according to Miles and Huberman (1984) in (Suparyanto, 2020) namely data reduction which aims to focus on important points related to features, use by teachers, and use by students of LMS Sekolahan.id, then presenting the data explained in various forms such as short explanations, diagrams, and others. Then the last thing is data verification or drawing conclusions which will be made in the form of a statement in the form of a description of something that has been obtained and clarified.

### 3. RESULTS AND DISCUSSION

#### 3.1. Features of the Sekolahan.id LMS Teacher Account

Physically, the research was carried out at SMKN 1 Bandung, which is a vocational school whose mission is to produce graduates who master technological developments. The research was carried out on a website, namely LMS Sekolahan.id, whose features have been adapted to the existing needs of the SMKN 1 Bandung school. The website page between teachers and students is made differently, and the features in it are also more teachers, because apart from being a teaching medium, teachers can also carry out all forms of administration related to students and schools, such as student data, questions for exams, and reports. related facilities, and so on. The following is the Sekolahan.id teacher LMS.

SMKN 1 Bandung has used the Sekolahan.id LMS since the pandemic in 2020. Based on the results of an interview with Mrs. Dini as deputy principal for curriculum, at that time the government made a policy related to PJJ (Distance Learning). This requires every school to have a Learning Management System to facilitate teachers and students so they can continue to carry out teaching and learning activities remotely. For example, teachers in giving assignments, services, learning, or correcting, discussing, and other things.



**Figure 1.** Sekolahan.id Website for Teachers  
(Doc. <https://smkn1bdg.sekolahan.id/>)

So, for now learning is face-to-face as usual again, but SMKN 1 Bandung has not stopped using the Sekolah.id LMS for the teaching and learning process at school because of course education cannot be separated from technology. So, for example, during the pandemic it was called PJJ (Distance Learning), now it can more accurately be called blended learning, which means learning is done face to face but utilizes technology for the teaching and learning process or it could also be interpreted as learning that optimizes technology. So that teachers can be there and always facilitate their students wherever and whenever without being hindered by time and space.

Apart from that, the Sekolah.id LMS is a very comprehensive and integrated system, not only used for learning, but can be used for teacher administration, student report cards, communication or discussions between teachers and teachers, teachers and students, or teachers and parents. LMS Sekolah.id has features that will help teachers in carrying out administration and teaching in class. The following are the features and their functions in the Sekolah.id LMS, namely, the dashboard which is the main menu of the Sekolah.id LMS, the function of this feature is to display or show several other features in the Sekolah.id LMS, namely data updates, announcements, student data, reports/submissions, teaching schedules, LMS, materials, exams, report card input, and student absences. However, before entering this page, of course, you must enter the registered teacher's e-mail and password. Then there is an announcement feature which usually contains announcements to inform all members of the school or those concerned, for example, notifications regarding school exams or class XII student release activities. For this feature, when there is an announcement, it will immediately appear, but if there isn't then this page is empty. There is a data update feature that functions to notify about updates made by the school so that teachers can find out what has been updated in the Sekolah.id LMS used.

The student data feature contains all student data, starting from name, major, class, gender, and student identification number. This feature can also help teachers find out all the students who will be learning with them. Then for the report/submission feature, teachers can submit reports regarding damage to facilities or things that are disturbing during learning. The existence of this feature is also very helpful in areas within the school, especially in knowing the condition of facilities and infrastructure from incoming reports. In the teaching schedule feature, there is a teacher's teaching schedule according to each subject. This schedule automatically exists because the curriculum sector has shared teaching schedules via the Sekolah.id LMS account owned by the curriculum sector and this teaching schedule can also be printed out. Then there is the LMS feature, which is a feature that displays all classes taught by teachers in the subject concerned, for example, arts and culture subjects. When you click on the LMS feature, a dashboard will immediately appear, which is the initial display of the LMS for each class that has been set up by the school, which contains activities that have been carried out, for example making assignments, carrying out discussions, and so on. In the LMS feature, there are also other features such as the teaching materials feature which functions to store teaching modules or materials in PPT form. Then there is an assignment feature where you can make assignments and the answers that students who

have done it will automatically appear in this feature. Then there is a discussion topic feature which is used as a place for discussion, where later responses to the results of the discussion will be automatically recorded in this feature. This virtual face-to-face feature is provided to make it easier for teachers to teach if they are unable to attend class. There is a learning element feature that teachers use to store data about what learning elements are used, then for planning meetings to meet learning outcomes. The last feature is that there is a value type feature, where this menu functions to record what types of values will be included in the assessment of learning outcomes.

Next, there is an exam feature, which includes a question bank feature that allows teachers to distribute questions for daily tests or semester exams. And there is an exam schedule feature, namely teachers can set a schedule for students to take daily tests or school exams. The material feature is a feature that functions to upload teacher guide modules and ATP (Learning Objective Flow), this is a form of teacher strategy before learning. Then there is the report card input feature which functions to fill in formative and summative values for the grades in the report card later, but currently, this feature can only be used for classes XI and XII, for class Because of the Sekolahan.id LMS is still being developed to adapt to school needs, and of course, a process is needed for that. For the teaching student absence feature, teachers can see the absence data of the students they teach, starting from the time the student arrives at school and the time the student leaves, all data is automatically entered when the student is absent in their Sekolahan.id LMS account.

### 3.2 Features of the Sekolahan.id Student Account LMS

Apart from the features in the teacher's LMS Sekolahan.id which have been explained above, in the student's LMS Sekolahan.id there are also features that will make it easier for students to learn. There are fewer features provided on this student account because it is tailored to the student's needs, the student does not do administration so it is only to help with learning activities. The following are the features along with explanations contained in the student's LMS Sekolahan.id, namely,

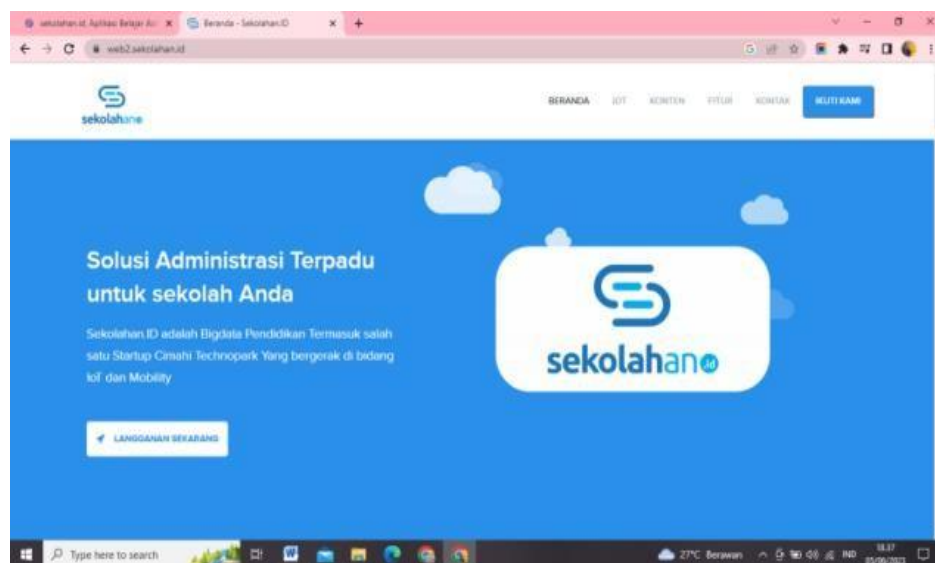


Figure 2. Sekolahan.id Website for Students

(Doc. <https://student.kerjaan.id/>)

The dashboard feature, which is the main page after the Sekolah.id LMS, has students fill in their school name, username and password. This feature contains various other features such as personal profiles, daily attendance, schedules, exams, report cards and academics. There is also a start attendance and finished attendance menu. This attendance menu can help teachers easily record student attendance at the end of the semester, because the data taken by students will automatically be entered into the teacher's Sekolah.id LMS account. Then there are also notifications such as when the subject teacher is unable to attend class, but wants to continue holding classes via virtual face-to-face, it will appear on the dashboard. Another notification is, if there is an assignment that has been given by the teacher via the Sekolah.id LMS, then the assignment will appear on the dashboard.

There is a personal profile feature that is used to record students' personal profiles, such as NIS number, NISN number, student name, class, place of birth, date of birth, gender, religion and student address. Then there is a daily attendance feature whose contents are the accumulation of attendance that students have made on the dashboard feature at the beginning. So this feature will display student attendance every month. The subject schedule feature is a place to store student subject schedule data that has been created by the curriculum, and these subject schedules are distributed according to each class. The exam feature is used when there is a test that has been created by the teacher, and students can take it by first typing the test card and test token in the column provided, if these two things are not filled in then the test will not be able to be taken. Then the report card feature for class X students is still in the development stage, so it cannot be used yet. This can be seen in the appearance of the features which are marked as blurry and cannot be opened. This academic feature displays all class learning lists, including arts and culture subjects. So in the academic feature there are also other features such as assignments, teaching materials, discussion topics, and grades. When students want to know in full about the assignments that must be done, they can open the assignment feature and of course the assignments that must be done are listed within the time limit determined by the teacher.

### **3.3 Strategy for Using the Sekolah.id LMS by Teachers**

In using the Sekolah.id LMS in the dance learning process, Mrs. Nining as an arts and culture teacher at SMKN 1 Bandung has created a strategy by preparing teaching materials in the form of materials made in module form for 16 meetings. Then the Sekolah.id LMS is also used to store module data that has been created, adjusted to the material to be taught along with the number of meetings.





**Figure 3. Teaching Module**  
(Doc. Wulan, 2023)

Regarding this module, it is also complete with lesson plans for each meeting. In order to see the depiction of the use of LMS Sekolahan.id by teachers, below are 3 examples of different meetings in using LMS Sekolahan.id in the dance learning process. The explanation here is that there is a meeting to discuss theory only, then there is a practical meeting. only, and there are also mixed meetings, namely theory and practice. This is done so that we can find out the maximum level of use of the Sekolahan.id LMS in the dance learning process, namely:

#### **1. 1st Meeting (Dance Presentation Form Material)**

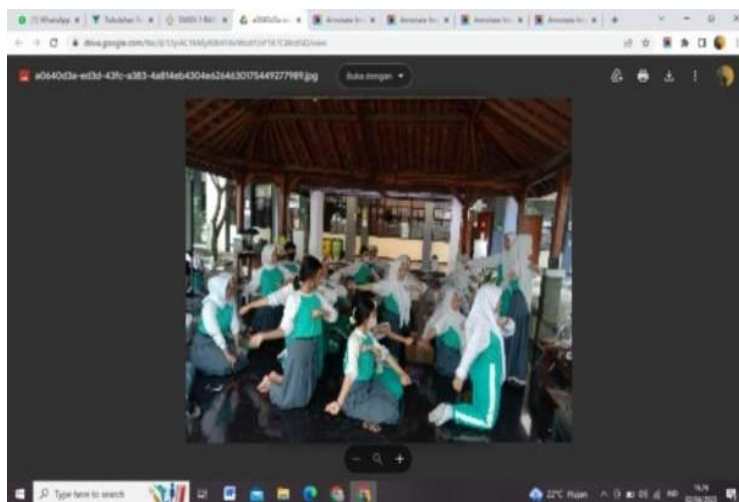
The RPP that has been made contains planning for theoretical learning, so Mrs. Nining uses the Sekolahan.id LMS as a place to store material that will be presented in class. This website helps not to explain too much, because of course the students have received the material before the class starts. , so when students enter class the material that has been given has been studied first, but if there is something they don't understand, they will ask the teacher. So in class the teacher can be the facilitator that students really need when there are students who don't understand the material, then the class will be more conducive and students will also be more active in class. Material in the form of theoretical descriptions is very suitable when studying using the Sekolahan.id LMS, there is no need to bring a lot of book sources, only with the material that is already available students can know what material they will study, and if there are missing resources, students can search for them via the internet.

Also in discussion activities, the Sekolahan.id LMS is used to conduct discussions during theory lessons, so that teachers can know who is contributing to the discussion and who is not. Teachers can also monitor all student responses to discussion activities, so this makes it easier for teachers to find out students' level of understanding of the material.



## 2. 7th Meeting (Ratoh Jaroe Dance Material)

At this 7th meeting, which was an example of a practical meeting, namely learning about the practical material for the Ratoh Jaroe dance, Mrs. Nining used the Sekolah.id LMS to store data on students who had completed assignments. The assignment is given during the lesson, namely sending photos of students dancing the ratoh jaroe dance that has been created, so the assignment is already available in the assignment feature. In using it for practical material, the Sekolah.id LMS is very helpful in collecting student assignments in the form of photos or videos, so the data or files are not messy everywhere. Teachers also feel more effective and efficient when checking assignments that have been submitted by students. And teachers don't need to bother assessing them one by one, because the grades will automatically be there when the students' answers have been uploaded.



**Figure 4.** Evidence of student assignments stored in the Sekolah.id LMS  
(Doc. Wulan, 2023)

## 3. 16th Meeting (Performing Arts Production Management Material)

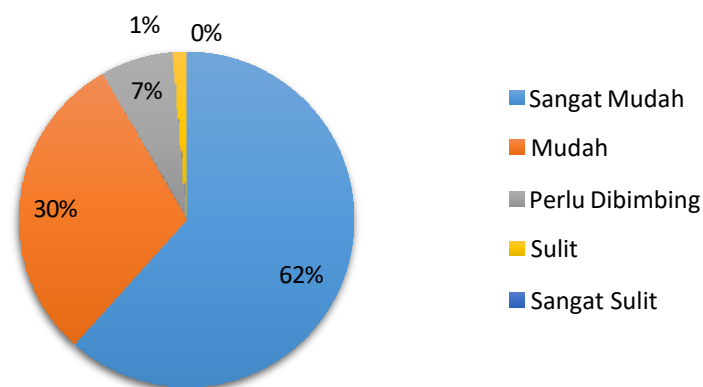
At the 16th RPP meeting, Mrs. Nining has planned mixed learning, namely theory and practice. Before the practice is carried out, Mrs. Nining first provides a theoretical explanation about production management in performing arts via the Sekolah.id LMS, because the theory that has been explained in the form of material in the module is already listed on the website, so when the teacher explains it again, students can immediately see it in the module section of the teaching materials feature. This re-explanation of the theory that was given at the previous meeting was carried out so that each committee involved would not make any mistakes carry out the tasks that have been given and able to be responsible for everything, if something is not in accordance with the activity plan that has been prepared.

After that, practice can be carried out according to the plan that has been made, namely that the 12 classes This was done because of limited space for practical exams, because the room could not accommodate as many as 12 classes, so groups were created to appear in turns. This is also done to be more effective at the time planned in the rundown. The use of the Sekolah.id LMS in mixed learning is based on theoretical explanations that are presented before the practice, the material that has been given is stored properly in the Sekolah.id LMS, so that when it is reviewed again, the material about performing arts

production management is still there and stored properly. OK, then the next use lies in the assignment feature as well, which is used to collect the final report from the results of the Ratoh Jaroe dance arts and culture practice exam that has been carried out. The purpose of collecting the final report is as a task for theoretical and practical assessment.

### 3.4 Use of the Sekolahan.id LMS by Students in the Learning Process

In using the Sekolahan.id LMS, students are facilitated from the moment they enter school at SMKN 1 Bandung because the teaching and learning process uses a website, so from the start when students are accepted, they already have a website account along with a username and password created by the school for student learning. Of course, all subjects implemented, including arts and culture, use the Sekolahan.id LMS. Based on the results of interviews and surveys using questionnaires aimed at respondents, namely class difficulty in using it, because the website is not difficult to understand in use, it's just that it's difficult to access it, sometimes there is no signal. The use of the Sekolahan.id LMS by students has proven to make things easier, which can be seen during the learning process in class, as follows. In theoretical learning, the use of LMS Sekolahan.id by students really helps students in learning through modules that have been created by the teacher. Where the module has been automatically saved in the teaching materials feature that has been shared by the teacher. So for modules or materials that have been given by the teacher, students have received them before entering class. Students can study it first, so if there is material they don't understand, students have the right to ask the teacher when class starts. Learning theory using the Sekolahan.id LMS really helps the learning process with effective implementation, because this website has a comprehensive and integrated system so that when things happen like students forgetting the material, they can see it in real-time. over and over again and the file data will never be lost.



**Figure 5.**Percentage of LMS Sekolahan.id Use by Students

(Doc. Wulan, 2023)

Furthermore, in practical learning, students use the Sekolahan.id LMS to collect assignments given by the teacher. As in the 7th practical learning meeting regarding the Ratoh Jaroe dance. In this meeting, students were asked to create the Ratoh Jaroe dance in terms of movement, so learning also took place in practice by exploring the movements for the Ratoh Jaroe dance creation. However, during this meeting the teacher also created an

assignment bag on the Sekolah.id LMS, so that students had to do it. The task is to send photos of the Ratoh Jaroe dance movements that the students have created. This is where the Sekolah.id LMS is used to store assignments that have been given by the teacher so that students' answers to these assignments can be well organized. Students can also see directly the grades they get when they have finished collecting.

The following is a lesson that combines theory and practice. This theoretical and practical learning was held at the 16th meeting, discussing material on performing arts production management by creating simple dance performances. The theory regarding the management of performing arts production has been made in the form of power points and modules, the material contains the formation of management or committees for a performance, along with an explanation of the duties of each division. Then, for practice, they made a Ratoh Jaroe dance performance that had been learned at the previous meeting. The use of the Sekolah.id LMS in this meeting lies in the use of teaching material features which are of course used by students to remember and re-understand material about performing arts production management, which will then be applied to existing practices in the simple dance performances that have been planned. Then the use of LMS Sekolah.id in this meeting was also very helpful for coordinating all accountability reports collected in the assignment feature, as a requirement for theoretical and practical assessments.

### 3.5. Discussion

Based on the findings in the field, the content/features of the Sekolah.id LMS for learning dance at SMKN 1 Bandung are used to assist teachers' teaching activities, managing administration, as well as student activities in the learning process. The available features can be adjusted to suit the needs of teachers and students. According to (Siregar, 2020) The content of LMS Sekolah.id which refers to the philosophy of educational epistemology regarding the features available in it was not just created on purpose, but was created by looking at the situation and needs of the school, where all important elements or aspects must be integrated in a complex process and systematic. Starting from planning, then developing, and managing into a system that suits your needs, then can be used or utilized.

Dance learning uses the Sekolah.id LMS when it is done face-to-face again, SMKN 1 Bandung does not give up or stop using the Sekolah.id LMS because the system is comprehensive and integrated. Teachers no longer need to download many applications or websites for all the work that must be done at school (Asyifa et al., 2022). This is a form of utilizing website-based digital media for the world of education.

In using the Sekolah.id LMS, the teacher has planned a strategy, namely by creating teaching materials and a flow of learning objectives which are stored in the material and LMS features in the Sekolah.id LMS. According to (Hijriyanni et al., 2020) Teachers who prepare materials, models, methods, and media in a learning activity systematically are related to the stages carried out before the learning process begins. So, when a teacher wants to teach, he or she must have a planned strategy, namely by utilizing the knowledge that has been obtained and then organizing it into material or other teaching materials. For learning dance in the even semester at SMKN 1 Bandung, there are three forms of learning that the teacher

has created, such as learning in the form of theory, the teacher has a strategy by making material descriptions that are designed in the form of learning modules and also power points which are stored in the teaching materials feature on LMS Sekolah. id. This is done so that when the teacher teaches in class, the students already have the material to be studied, this can help make study time more effective. Then in practical learning, the teacher asks students to explore movements that will later be used as dance movements created by Ratoh Jaroe. Here students are free to create creative movements as long as they already know the basic movements that they appreciate through video, so students can be directed and not just create them. When they have finished making their creative movements, students can document these movements and collect them in the assignment feature on the Sekolah.id LMS. From the results of students' answers or responses to assignments, teachers can clearly see that students' creativity is very good and of course, varied. For theoretical and practical learning, the teacher provides the material first through the modules listed on the Sekolah.id LMS, then the material is immediately applied to practice.

For the use of LMS Sekolah.id by students in the process of learning dance, they do not find it difficult because they obey (Dianto et al., 2022) These students belong to the Citizenship generation, namely digital citizens or the generation who were born and live in an era of rapid development of information technology. So, there is no doubt that it is not difficult for them to adapt to a website that they use to study at school. And related to the learning that has been carried out, the learning objectives related to the independent curriculum must be achieved, for example in theoretical learning the critical reasoning character of students emerges because they are able to express opinions from their own thoughts related to the material being discussed (Armadani & Budiman, 2022). Then, in practical learning, creativity emerges in students. This mixed learning between theory and practice will turn students into students who have the character of critical reasoning, working together, and being creative.

#### 4. CONCLUSION

Based on the results of research and analysis carried out by researchers, it can be concluded that the features in the Sekolah.id LMS for dance learning at SMKN 1 Bandung has a comprehensive, integrated system and has been adapted to school needs, so that it is helping teachers in the teaching process and other administrative work, and can also help students in the learning process. Then regarding the strategy for using the Sekolah.id LMS by teachers in the dance learning process, namely by creating teaching materials/materials/modules for teachers to use, a flow of learning objectives, and modules for students in the form of theoretical, practical, and mixed learning. All of this is attached to the Sekolah.id LMS in the material and LMS features section. Regarding the use of LMS Sekolah.id by students in the process of learning dance, they do not find it difficult to learn using the website. In the learning process, there are learning objectives that develop the character of the Pancasila student profile and this exists in every learning in the form of theory, practice, or mixed (theory and practice). For this reason, using the Sekolah.id LMS in the dance learning process at SMKN 1 Bandung is very helpful in the teaching and learning system, as well as in administrative work. However, the teacher still plays the main role as a facilitator in guiding and directing his students.

## 5. REFERENCES

- Armadani, ED, & Budiman, A. (2022). Utilization of Qr Code Technology to Improve Critical Thinking Abilities in the Implementation of the Independent Curriculum. *Ringkang Journal*, 2(2), 260–270.
- Asyifa, S., Masunah, J., & Barnas, B. (2022). USE OF DANCE LEARNING VIDEOS FROM YOUTUBE FOR JUNIOR HIGH SCHOOL STUDENTS. 2(1), 87–95.
- Badaruddin, S. (2023). The Developments of Performing Arts Technology In Indonesia. *Rhythm: JOURNAL OF DESIGN ARTS AND ITS STUDY*, 5(1), 1-8.
- Badaruddin, S., Masunah, J., & Milyartini, R. (2023). Two Cases of Dance Composition Learning Using Technology in Dance Education Study Program in Indonesia. In *Fifth International Conference on Arts and Design Education (ICADE 2022)* (pp. 549-561). Atlantis Press.
- Dewi, M. (2022). Increasing Students' Creative Thinking Abilities Through Blended Learning Using "E-Learning Sekolah.id" on Ecosystem Material in High School. *Education*.
- Dianto, M., Hidayat, AN, Harahap, ST., Amanda, CA, Pratiwi, S., Oesraini, DD, Khadijah, S., Hilmi, T., Hazrin, Y., Parinduri, LAS, Lubis, S. , & Rahmadani, S. (2022). THE ROLE OF PARENTAL EFFORTS IN REALIZING A MILLENNIAL GOOD CITIZENSHIP GENERATION IN TANJUNGANOM VILLAGE. *Journal of Social Science Education*, 1, 3.
- Dwiyani, RA (2022). The Influence of Using Learning Media Based on the Sekolah.id Application on the Learning Motivation of Class XI OTKP Students in Civil Service Subjects at Vocational School Bina Warga Bandung. *Education*.
- Fitriani, Y. (2020). Analysis of the Use of the Learning Management System (LMS) as an Online Learning Media During the Covid-19 Pandemic. *Journal of Information Systems, Informatics and Computing*, 4(2), 1. <https://doi.org/10.52362/jisicom.v4i2.312>
- Hijriyanni, AA, Sekarningsih, F., & Barnas, B. (2020). Online Interactive Multimedia Based Problem Based Learning Model to Improve Understanding of Dance Movements. *Sumkang: Studies in Dance and Dance Education*, 1(2), 57–67.
- Kartika, A. (2016). Learning Dance Using Audio-Visual Media in Class Xi Arts and Culture Subjects at SMA Negeri 1 Boja, Kendal Regency. *Journal of Dance Arts*, 5(1), 1–10.
- Nahdiyah, U., Arifin, I., & Juharyanto, J. (2022). The education profile of Pancasila students is viewed from the concept of an independent curriculum. *National Seminar on Management Strategy for Developing Pancasila Student Profiles in Early Childhood Education (PAUD) and Basic Education (Dikd As)*, 5, 1–8.
- Putri, Aliya & Budiman, A. (2022). Increasing Interest in Learning Dance Using Ispring Suite Digital Media 9. *International Electronic Journal of Elementary Education*, 2(2), 218–227.
- Rahayu, R., Iskandar, S., & Abidin, Y. (2022). 21st Century Learning Innovations and Their Application in Indonesia. *Basicedu Journal*, 6(2), 2099–2104. <https://doi.org/10.31004/basicedu.v6i2.2082>

- Sari, DP, Sukmawati, RA, Wiranda, N., Purba, HS, & Rosyadi, I. (2021). Training on Using the Learning Management System (LMS) to Increase Teacher Competence in Managing Online Classes during the Covid-19 Pandemic. 3(3), 205–210.
- Sekarningsih, F., Rohayani, H., & Budiman, A. (2021). Website Literacy-Based Dance Education Tourism Model. *Journal of Dance and Dance Education Studies*, 1(1), 18–27. <https://ejournal.upi.edu/index.php/JDDDES/article/view/32950>
- Siregar, E. (2020). *Foundations of Educational Technology*.
- Sulistyo, NPM (2022). The Influence of the Sekolah.id Learning Management System on Student Learning Outcomes (Study on the Subject of Financial Management Automation for Class XI Students in the Office Administration Skills Program at SMK Negeri 3 Cimahi). *Education*.
- Suparyanto, R. (2020). Strategy for Improving the Quality of Education through the Civilized School Program to Produce Globally Competitive Graduates. *Education*, 5(3), 248–253.
- Yana, D., & Adam, A. (2019). Effectiveness of Using the LMS Platform as a Blended Learning-Based Learning Media on Student Learning Outcomes. *Journal of Dimensions*, 8(1), 1–12. <https://doi.org/10.33373/dms.v8i1.1816>