



## Dance Learning Planning with Model Project-Based Learning on the Independent Curriculum at SMAN 1 Cisarua

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### ABSTRACT

Freedom to Learn is a new policy program from the Ministry of Education and Culture of the Republic of Indonesia from 2022 to 2024. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) provides three curriculum options that will be applied to educational units in learning, including 3 curricula, namely the 2013 curriculum, emergency curriculum, and prototype curriculum. This research aims to provide an overview of data and information regarding the results of learning planning using the PJBL model in the independent curriculum. The qualitative research paradigm used a research sample of 2 educators and 37 participants using descriptive qualitative research methods, researchers conducted research using a case study approach. Data collection techniques using questionnaires and interviews, from empirical experience. The results of the learning planning process based on the Independent Learning concept are very effective and flexible if implemented well, and students are required to be more active and innovative in processing their knowledge. This is its unique value so that the teacher's role is not only as an informant. However, it is more of a facilitator and motivator in learning. Curriculum developments in each era reveal changes in behavior and competencies to be achieved, such as balanced competencies between attitudes, skills and knowledge. This article concludes how to implement dance learning using the independent curriculum in Arts, Culture and Skills (SBK) subjects.

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## 1. INTRODUCTION

The perspective of independent learning has many pros and cons in the education system, therefore before this program the government has reviewed several points in the independent learning program by being aware of the existing laws in Indonesia so that the concept of independent learning can be fully understood (Junaidi, 2021). The Ministry of Education and Culture, through Nadiem Makarim's policy, gave a message to curriculum developers that students must be given freedom and flexibility in determining their desire to learn according to the student's interests, not based on coercion or pressure. (Istiningsih, 2020), and there are other opinions which say that the content of the curriculum itself is able to develop the character education of students (Budiman, 2020). So, that sometimes it causes students to be confused and not confident, because of this pressure. So, by creating freedom to learn, we can always handle these problems.

Research that is in accordance with thorough research, namely, the first research by (Nurcahyo, 2020) which discusses the Independent Learning concept approach in Fine Arts Learning in the Industrial 4.0 era. Second there is from (Fitra, 2022) which discusses Adaptation to the spirit of independent learning by implementing the projec based learning model as a form of innovation in learning. And third of (Imam Gunawan, 2017) which discusses the Implementation of Innovative Learning Strategies in the Implementation of the 2013 Curriculum, from the same research discussing the Independent Curriculum and the projec based learning learning model as a solution to each research with the desired results.

Freedom to learn is a new policy program from the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) from 2022 to 2024. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) provides three curriculum options that will be applied to educational units in learning, including 3 curriculum, namely the 2013 curriculum, emergency curriculum, and prototype curriculum. The emergency curriculum is a simplification of the 2013 curriculum which began to be implemented in 2020 during the Covid-19 pandemic. The Merdeka Curriculum is a competency-based curriculum to support post-Covid-19 learning recovery by implementing a projec based learning model.

The independent curriculum itself develops several learning tools, and in its implementation is projec based learning in the spirit of independent learning. Learning using projec based learning is expected to encourage the role of teachers and students, so that students can increase their creativity in developing their own potential and teachers will be freer and more flexible to develop their learning models according to students' needs. Meanwhile, students will gain more real experience if learning is related to real cases and the surrounding environment that supports learning theories (Fitra, 2022). The implementation of the projec based learning model is a superior program in the Merdeka Curriculum which offers relevant and interactive learning (Dewi, 2022; Pertiwi), so that after the Covid-19 pandemic recovery, many educators implemented the projec based learning model. Currently, educators are also increasingly innovating to implement projec based learning

models because this model is suitable to be applied in Indonesian education units at this time, therefore this model is starting to be applied in Indonesian education units (Fahlevi, 2022).

Based on observations made by researchers regarding the implementation of learning in the classroom in one of the senior high schools (SMA) in Bandung City before implementing the project based learning model, there were 8.31% with the criteria of very understanding and 4.71% with the criteria of understanding, the proportion of students who could understand theory and practice without errors. So, there are still many students who do not understand the learning content. Observations are carried out during the process to the results by asking students to make presentations periodically so that researchers can review the progress of the ongoing project creation process. Then, when applying the project based learning model to classroom learning, results increased to 34.7% of students with the criteria of really understanding theory and practice, and 27% of students with the understanding category. These learning outcomes can be seen when students are able to implement the learning outcomes provided by the teacher periodically while practice is taking place. Then, when students feel bored with learning, the teacher will carry out learning activities at several points to reduce students' boredom. So that in the end there are many students who can improve their abilities in practicing movement exploration without making mistakes in their performance after using this learning model.

This research aims to describe the application of educators in learning using the project based learning method in arts and culture subjects to understand the planning and learning process to the results. And knowing the effectiveness of learning that uses the project based learning model which is considered relevant to the spirit of independent learning because it gives students the opportunity to carry out collaborative learning through real experience to complete a project, where the teacher acts as a facilitator (Fitra, 2022).

## 2. METHODS

The type of research carried out by researchers is using a descriptive qualitative approach with a case study method. According to Moleong, qualitative methodology is a research procedure that produces descriptive data in the form of written or verbal sentences from people and behavior that can be observed directly and naturally. (Moleong L., 2012). According to (Sugiyono, 2016), qualitative methods are methods that are based on positivism and are used to research natural objects, where the researcher is the key instrument for data collection techniques. And the results of qualitative research emphasize meaning rather than generalizations, whereas according to Bogdan and Tailor, they "define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words or in the form of policy actions. (Moleong LJ, 2013). The researcher creates a research flow so that the researcher is free to find information and obtain factual and specific data about things required for research purposes, in order to make the research easier, therefore the researcher creates a research flow that will be carried out starting from the planning stage, the implementation stage, and the final stage.

In qualitative research, researchers write from theory to data, and end up with the relevance of the indicators to the findings. The problem that occurs in the planning process

for the project-based learning model is that teaching staff do not understand the preparation of teaching modules such as ATP and CP in the independent curriculum. Based on this background, the researcher is interested in conducting further research which will be presented in the research report

The participants in this research were the parties involved in the research study, namely the curriculum wakaek and arts and culture teachers as informants in interviews, as well as class XA students at SMAN 1 CISARUA as observation subjects. Location: This research was carried out at SMAN 1 CISARUA Jl. Colonel Masturi No.64, Jambudipa, Kec. Cisarua, West Bandung Regency, West Java 20551. SMAN 1 CISARUA is one of the schools selected as a prototype school or pilot school.

The data collection technique used by this researcher is, conducting observations first to ensure that SMAN 1 CISARUA carries out learning planning using the project based learning model correctly in accordance with the contents of the Merdeka Curriculum. Next, an interview session was held with the Deputy Principal for Curriculum, Arts and Culture Teachers, and Class XA students as informants. Interviews were conducted to determine the application of the Project Based Learning learning model in the independent curriculum. Apart from interviews, researchers also used questionnaires as a supporting tool in the research. (Budiman et al., 2019, 2020, 2022; Karyati et al., 2020; Nugraheni et al., 2020; Risner, 2015). The questionnaire was only given to class XA students, and was completed by 37 students. The collection is documentation in nature to find out the learning process in the classroom using the project based learning model carried out by the teacher in class XA at SMAN 1 CISARUA.

Data analysis is carried out by researchers in order to compile data from findings in the field, from the beginning of the research starting from observations, interviews, questionnaires or questionnaires. At this stage there are several stages, namely, first, data reduction which determines the main things obtained in the field and summarizes the important things. Data reduction also has the advantage of making it easier to explain the found data (Sugiyono D., 2015). The results of the data obtained from observations and interviews regarding the use of project-based learning models at SMAN 1 CISARUA from the planning process to the results of dance learning planning. Second, data collection is part of collecting research results by providing a possibility, as well as drawing conclusions from the presentation of data and the existence of actions. (Prastowo, 2012). In the final stage, it is about drawing a conclusion from the research results and findings. Then the researcher will prepare dictions that are easy to understand, with this the researcher will conclude the results of the existing problem focus.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Conditions for Learning Dance Before Implementing the PJBL Model**

Based on observations and observations, at SMA NEGERI 1 CISARUA there are several arts fields in the Arts and Culture subjects including Music, Fine Arts and Dance. The dance learning process is not running optimally, because it is caused by student factors and the learning media itself. Students think dance lessons are difficult compared to other arts fields such as

fine arts and music. The dominant arts in the field of learning are singing and handicrafts. Dance learning can be done in several meetings, depending on students' interests and time allocation. In the Merdeka Curriculum, it is also emphasized that educators understand the creation of teaching materials or what is called the Flow of Learning Objectives and Learning Achievements in the Merdeka Curriculum. In the Merdeka Curriculum there are teaching modules which include Learning Outcomes (CP), Flow of Learning Objectives (ATP), within the Learning Outcomes there are subtitles which include: Planning, Development, Approach and Evaluation in arts and culture learning. Mr. Dang Iyun and Mr. Edwin Mahfudin prepared the material by developing the material and looking for other sources of teaching materials. As arts and culture teachers, they first understand the content of the Learning Outcomes and the Flow of Learning Objectives in the Independent Curriculum.

Researchers found that the dance learning process was lacking in terms of delivering material. As one example of this, the teacher does not prepare a thorough plan for learning in the classroom, and the teacher only gives the task to his students to create a dance without explaining the basic theory and basic movements to his students. Students experience difficulties in understanding and creating a dance because they are not given the basic theory of dance which includes the elements of dance such as elements of space, energy and time, teachers also do not provide stages of creativity such as exploration, improvisation, and composition in creating a movement. dance. After the researchers conducted interviews with the students and teachers concerned, it turned out that this could happen due to lack of optimal learning planning.

From this, researchers want to know the obstacles in implementing the project-based learning model in the Independent Curriculum unit. So that educators are able to develop teaching modules for learning in the classroom through project-based learning in a lesson which at the end of the meeting produces a dance work that is complete and ready to be presented/shown.

**Table 1.** Data findings before implementing the learning model

Thinking and working artistically (Thinking and working artistically)		
Assessment criteria	Mark	Average
Think and work artistically	75-100	82.5
Experience	75-100	79
Create	75-100	83.8
Reflect	75-100	78.8
Impactful	75-100	80

To find out the picture in the classroom, the teacher carries out a pre-test first to find out in advance what the conditions of the students are and what learning model will be chosen. Educators choose a project based learning model, so that students are more creative, in this case researchers need data to maximize the results of the learning process in the classroom. Before implementing the project based learning model, there was 8.31% with the criteria of very understanding and 4.71% with the criteria of understanding. However, after implementing the project based learning model, the increase in learning outcomes increased

to 34.7% with the criteria of really understanding theory and practice, and 27% of students with the category of only understanding.

### **3.2. Implementation of PJBL-Based Dance Learning**

Based on the results of observations and research findings regarding the dance learning process using the project based learning model, in class itself is 75. The independent curriculum in general is one of the government's goals to educate the nation's future candidates, and through the national education system, the government ensures educational equality. Increasing the quality, relevance, and efficiency of education management is expected to be able to face the challenges of educational development in every era, and can achieve national education goals.

In the learning process in this class, the teacher applies it according to the content of ATP and CP for 1 semester, totaling 12 meetings, where in the first 3 meetings the teacher explains the art of dance, creative dance, elements of dance, in the next 2 meetings the teacher makes quizzes and discussions together to measure students' knowledge regarding the presentation of the material that has been explained by the teacher in front of the class, then there are 5 meetings for practice and the process of making works which have been discussed in groups, in these 5 meetings students are directed to explore movements and compile a series of movements obtained from the results of the exploration, and at the end there were 2 meetings in which there were 2 activities, namely initial presentation, final presentation and evaluation. With the assessment criteria of creativity, wiraga, wirasa, and wirama. The ATP and CP prepared by arts and culture subject teachers are guided by the applicable curriculum, namely the Merdeka Curriculum. Teachers also prepare learning media to facilitate the learning process which lasts for one semester. Based on the research results found in the field, the teacher outlines an ATP and CP which become a benchmark for the flow of the learning process. In this case, it can be seen through the Flow of Learning Objectives and Learning Outcomes which have been prepared by the art and culture subject teacher in detail. The researcher's documentation can be seen as follows.

#### **1. Learning Planning**

Based on the findings from interviews with resource persons, in the initial stages before learning begins, educators will make ATP and CP first before entering the class. As educators, they must understand the focus point of the curriculum itself. The focus of the curriculum at the institution studied by this researcher focuses on the Independent Curriculum, the content of which is the same as the previous curriculum. This independent curriculum has a tendency towards creating a project, be it art, entrepreneurship, science, and so on. In the independent curriculum, it is also emphasized that educators understand the creation of teaching materials or what is called the Flow of Learning Objectives in the Independent Curriculum. In the independent curriculum there are teaching modules which include Learning Outcomes (CP), Learning Objectives Flow (ATP), within a Learning Outcome there are subtitles which include; Planning, Development, Approach and Evaluation in dance learning. Educators prepare material by developing material and looking for other sources of teaching materials. As educators in the field of dance, they must first understand the contents of the CP and ATP independent curriculum before developing it.

Learning planning has important components that include learning steps starting from, initial assessment, and learning media that will be used during learning in the classroom. The objective of the component states that the teaching materials from the modules provided by the government do not provide a special format. Educators only adapt to the modules provided by the government and develop them according to learning needs in the classroom.

**Table 2.** Contents of the Medeka Curriculum Teaching Module

<b>No</b>	<b>ModuleTeach the Independent Curriculum</b>
1	Annual Program (Prota)
2	Semester Program (Prosem)
3	Learning Objective Flow (ATP)
4	Learning Outcomes (CP)
5	Learning Objectives (TP)
6	Indicators of Achievement of Learning Goals (IKTP)
7	Mid-Semester Summative (STS)
8	End of Semester Summative (SAS)
9	Assessment Indicators
<u>10</u>	<u>Formative</u>

The school facilitates a development program for educators, namely in-house training (training within the school). This program helps educators understand the contents of the Independent Curriculum and the teaching tools contained in it. Educators can modifying the teaching modules provided by the government to educators, in its application educators have their own techniques in implementing the project-based learning model itself by referring to the teaching modules that have been developed, such as Learning Planning, Learning Objectives, Learning Achievements, and preparation of the planning flow from start to finish, along with the components in the Independent Curriculum.

### 3.3. Project-Based Learning Results

As a result of the findings from interviews and reviews conducted by researchers with resource persons, he explained that the learning model that uses the project-based learning model has been declared effective, because art learning cannot be separated from projects. Therefore, the existence of project-based learning makes students creative and innovative in learning based on the achievements that have been arranged in the CP. The learning that has been carried out has been declared successful, because the students were able to design a dance work based on the theory presented in class. In the independent curriculum, it is known that it is focused on project-based learning, where students produce product results at the end of the learning objectives.

Findings from the results Based on data processing resulting from the application of the project based learning method, researchers found an increase in learning outcomes in the classroom showing (a certain percentage) of students obtained results that were said to be

close to perfect and achieved achievements that were in line with what the educators wanted. Meanwhile (a certain percentage) of students who experience delays in the process experience improvement due to the use of appropriate learning methods, so that these students are able to achieve the learning outcomes desired by educators. The following is data on the achievement of a learning plan that researchers found in the field;

**Table 3.** Data found after implementing the Project Based Learning learning model

Assessment criteria	Mark	Average
Think and work artistically	75-100	95.5
Experience	75-100	83.4
Create	75-100	92.8
Reflect	75-100	81.8
Impactful	75-100	82

Testing of the learning model applied in the independent curriculum has shown significant improvement. Where students' scores have increased from the lowest score of 78.8 to the highest score of 95.5, and there are no longer any students who get low scores. The increase in student scores can certainly indicate that learning using the project-based learning model is said to have high effectiveness. After implementing the project-based learning model, students become more confident in expressing opinions, answering questions and demonstrating movements. Play an active role in the learning process, and work hard to get maximum grades.

### 3.4. Discussion

Based on the results and findings obtained, the learning planning process using project based learning carried out by arts and culture teachers and applied to class XA students at SMAN 1 CISARUA is in accordance with the steps in the Merdeka Curriculum. In application in dance learning, project based learning is used by educators so that students are able to create a work of dance art through learning in the classroom. And from the results of 37 students from class A, 37 students stated that learning the art of dance was interesting to learn. When researchers asked whether learning dance was fun after sports lessons, they said learning dance was like releasing emotions that words couldn't express. There were 9 students who said that learning art was not enjoyable because they thought that there were gender differences, they thought that the art of dance was only for women. The results of implementing learning using the project-based learning model, it was declared successful because in implementing the learning the material was very easy for students to understand and the classroom atmosphere was not tense, according to students, therefore educators had the freedom to apply the learning model in the classroom. By starting the learning process in the classroom, the researchers concluded that the class that students wanted was a fun class, by creating games to stimulate students to think critically.



The learning process in the classroom has improved from before using the project based learning learning model. After its implementation, teachers and students are able to collaborate on it, and students are given the freedom to create a dance work that will be used as material for a dance art project. During the learning process, students have experienced improvements in terms of practice and theory, this can be seen from the results of the work creation process which was carried out for approximately 1 semester.

Based on the findings obtained, students were able to understand both theory and practice by the teacher. Students' understanding of the material and practice is obtained from the students' own creative thinking abilities. The results of implementing the project based learning model cause students to be able to develop creative thinking skills and try to realize the idea in a dance work. The results of the development of learning planning have had quite an increased impact compared to before. Students are required to develop an idea according to their creativity, and students are able to be responsible for this task properly and correctly. This is in line with opinion (Heni Komalasari, 2021). From this income, learning using the project based learning model will increase students' creativity to learn independently or in groups, students using the right learning model will increase interest and motivation to learn so that they are able to realize more active, creative and innovative learning, as well as being independent because it is centered on student learning activities. In presenting, students develop the character of responsibility both individually and in groups, and are able to form characters who are responsible, creative and disciplined in understanding the material conveyed by educators to their students.



**Figure 1.** Dance Creation Project Assignment

As a result of creating dance works on projects, students are also involved in project-based learning, gaining experience in making plans for performance management material.

#### **4. CONCLUSION**

The results of in-house training activities for educators to prepare learning plans for arts and culture subjects, especially dance in class. In its development, teachers use the project-

based learning model because it is considered effective and appropriate so that at the end of the lesson a project is produced. Teachers see an increase in the grade scale which usually starts from, Thinking and working artistically, Experiencing, Creating, Reflecting. Impact (Impacting).

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