JDDES: Journal of Dance and Dance Education Studies

Journal homepage:https://ejournal.upi.edu/index.php/ JDDES/index

Collaborative Strategies in Learning Tor-Tor Dance

* Diah Ayu Putri Anggraini[1], Heni Komalasarit[2], Fitri Kurniati[3]

Dance Arts Education Study Program, Faculty of Art and Design Education, Indonesian University of Education

*Correspondence: E-mail: diahayuputri@upi.edu, henikom@upi.edu, fitrikurniati@upi.edu

ABSTRACT

This study aims to determine the level of student learning outcomes before and after the implementation of a collaborative strategy in dance classes at SMPN 1 Kunduran. To achieve optimal learning outcomes, appropriate teaching strategies are essential. At SMPN 1 Kunduran, the effectiveness of dance education has faced challenges, as reflected in the low student performance. This issue stems from a one-way teaching method that limits students' opportunities for exploration and focuses mainly on memorization and imitation of movements. The research was conducted using a quantitative approach, employing an experimental method to evaluate the impact of collaborative strategies on student learning outcomes. The findings indicate that the implementation of collaborative strategies in dance education at SMPN 1 Kunduran has proven effective. There was a significant improvement in students' learning outcomes, covering cognitive, affective, and psychomotor aspects. These results highlight the importance of adopting more interactive and collaborative teaching methods. Based on these findings, collaborative strategies are worth considering as an effective approach to enhancing the quality of education, particularly in art subjects such as dance. In dance education, student interaction and active participation are crucial to achieving optimal learning outcomes.

ARTICLEINFO

Article History:

Submitted/Received 21 July 2024
First Revised 11 Nov 2024
Accepted 08 Dec 2024
First Available online 01 Mar 2025
Publication Date 15 Mar 2024

Keywords:

Collaborative Strategy, Learning Outcomes, Dance Learning, Tor-tor Dance

© 2025 Journal and Publication Office UPI

1. INTRODUCTION

Education plays an important role in improving the quality of life of individuals and plays a role in the progress of society as a whole (Darojat et al., 2025). In addition, education is one of the main determinants in assessing the development of a country, because with education, superior human resources can be produced, innovation can develop, and social welfare can be achieved. Plato(2000)said education is a process that guides individuals towards goodness and higher levels of knowledge. The main purpose of education is to prepare its citizens with broad skills, knowledge, and understanding so that they can utilize their potential. The purpose of education requires innovative learning (Komalasari et al., 2021).

Dance arts education plays a role as a form of learning outside the academic realm that can stimulate the development of creativity, form critical attitudes, and foster an aesthetic sense (Aprilianty et al., 2024). Sekarningsih, F., & Rohayani (2006) explains that dance education has a significant role in developing aesthetic and artistic sense, which in turn forms critical, appreciative, and creative attitudes in students. This attitude can develop through various art activities, both inside and outside the classroom, which actively involve students (Putrawangsa & Hasanah, 2022).

This research refers to several previous studies, including: Rochmi (2023)researching about collaboration between extracurricular activities and entities outside the school (studios) is a strategy that is implemented. Research conducted by Tenrisau (2023) which emphasizes the importance of teachers having effective teaching methods and being able to choose learning strategies that are appropriate to the lesson concepts being taught. This is different from the research conducted by Kristin (2016)which discusses how the discovery learning model allows students to explore their own interests to develop competence and satisfy curiosity. In this case, the difference lies in the model used, namely the collaborative strategy model and is more focused on students.

Achieving high academic grades cannot determine that the growth and development of an individual's intelligence is categorized as good, because each individual has various intelligences that can support their development and thinking abilities (Sari et al., 2021). To achieve optimal learning results, appropriate learning strategies are required (Kurniati et al., 2023). Strategy is a long-term plan that is designed to achieve a specified target. Learning strategies are often ignored by educators because they do not observe students first, so many students are less interested in the learning provided by educators. Learning strategies are very important because by implementing learning strategies, learning can be made more effective so that students are more interested in learning. In addition, using learning strategies will facilitate the process and results of student learning so that what is planned can be achieved well by students.

According to Sato (2007) proposed a learning model as a solution known as collaborative learning. He argued that learning should 'transcend and jump' the goal through collaboration. Sato argued that the goal of collaborative learning carried out in groups is not to create unity through group activities. Instead, students in groups are expected to find various opinions or thoughts that come from each individual in the

group. In the learning process, participants are given the opportunity to play an active role in each learning activity through questions and answers, brainstorming, and discussions, as well as practice (Sabaria & Budiman, 2022).

Learning arts and culture, especially dance material, at SMPN 1 Kunduran shows a lack of effectiveness, which is reflected in student learning outcomes. This situation is a challenge for art and culture teachers at school. This method tends to present one-way learning and causes a lack of enthusiasm in students in participating in learning, so that learning outcomes do not reach optimal levels (Ulfah & Arifudin, 2023). Therefore, the learning method used in the collaborative strategy aims to facilitate the achievement of student learning outcomes effectively. This collaborative learning strategy invites students to be more active, communicate, and provide a fresh learning nuance, making art and culture learning more dynamic compared to the previous lecture method.

In this study, using collaborative learning methods is highly recommended for students because this method is based on various educational theories. According to Tiballa et al (2017) stated that the learning process is an activity that aims to teach students to achieve certain expected abilities. This learning is a complex process, which is influenced by various factors such as teachers, students, facilities, learning media, and the surrounding environment. To create an effective learning process, the role of teachers is very crucial. Teachers are not only as transmitters of knowledge, but also as motivators and facilitators who support students in developing their desire to learn independently.

Surya (2013) also put forward various benefits of using collaborative learning methods, which include: 1) Increased academic achievement. 2) Deeper understanding of the material. 3) A more interesting learning process. 4) Development of leadership skills. 5) Increased positive attitudes. 6) Increased self-confidence. 7) Inclusive learning. 8) A sense of belonging among students. 9) Development of skills relevant to the future.

Based on the results of observations of dance learning in the field, precisely in SMPN 1 Kunduran class 8a there are several problems such as the lack of student learning outcomes in dance learning, the less than optimal learning process that emphasizes the achievement of learning outcomes, the method used is a one-way method, which results in students not having the opportunity to explore, students are only emphasized to be able to memorize and imitate the movements given by the teacher.

The purpose of this study is to obtain data on the level of student learning outcomes before the collaborative dance learning strategy is implemented, to find out how the process of implementing collaborative strategies to improve student learning outcomes, to obtain data on the level of student learning outcomes after the implementation of collaborative dance learning strategies in class 8a of SMPN 1 Kunduran. It is hoped that this study can be a reference and insight both in theory and practice of learning from the implementation of collaborative strategies to improve student learning outcomes.

2. METHODS

This research adopts a quantitative paradigm with a pre-experimental experimental method (Creswell, 2024). The design used is One Group Pretest-Posttest, involving one group without control. The independent variable is collaborative strategy, while the dependent variable is student learning outcomes. The research procedure includes: Pretest (O1), Treatment with collaborative strategy (X) and Posttest (O2). This method was chosen to analyze the impact of collaborative strategy on learning outcomes, by comparing data before and after treatment (Erni Haera Nisa, Ayo Sunaryo and Badaruddin, 2023). This approach allows students to experience hands-on learning through experimentation and exploration. Data will be analyzed using statistical methods to test research hypotheses.

The research participants included art and culture teachers of SMPN 1 Kunduran and 30 students of class 8A. The selection of this class was based on the low participation of students in art and culture learning. Meanwhile, the location taken in this study was at SMPN 1 Kunduran which is located at Jl. Raya Kunduran - Blora Timur No. 34, Karangmojo, Kunduran, Kec. Kunduran, Kab. Blora, Central Java 58255. In this study, the population consisted of all students of class 8 of SMPN 1 Kunduran who participated in dance learning. The sample was taken using a purposive sampling technique, with special considerations and recommendations from the art and culture subject teacher. Based on this method, the researcher chose one class as a representative sample, namely class 8A which consisted of 30 students. This sample selection aims to represent the characteristics of the population effectively, allowing researchers to conduct an in-depth analysis of the application of collaborative strategies in dance learning and its impact on student learning outcomes.

In this study, the researcher used research instruments with test and non-test techniques. This test technique was carried out both during the pretest and posttest. When the researcher conducted the pretest, students would be given a performance test where students would be measured for their level of ability in mastering the material in order to achieve student learning outcomes before being given stimulation or treatment in dance learning using collaborative strategies. The instruments that would be used by the researcher were observation guidelines, interview guidelines, test guidelines, and documentation guidelines to collect accurate and analytical data (Badaruddin et al., 2024). The data analysis technique used is the Paired T-Test. Paired T-Test is a hypothesis testing method that involves one individual experiencing two different treatments. This method is used to evaluate the results before and after the implementation of collaborative strategies in learning with the help of the IMB SPSS version 27 program.

3. RESULTS AND DISCUSSION

3.1 Initial Conditions of Student Learning Outcomes in Dance Learning at SMPN 1 Kunduran

Before the implementation of collaborative strategies, student learning outcomes in dance learning in class 8a of SMPN 1 Kunduran showed limitations. Based on observations and interviews conducted, there were important findings, namely an interview with Mrs.

Sutiningsih on July 15, 2024 revealed that students in class 8a were less active in expressing ideas, most of them thought that dance was only for women, which resulted in low learning outcomes. This problem is exacerbated by the lack of teacher knowledge in choosing learning models and methods, where lecture and book methods are often used without giving students the opportunity to explore. The results of the observations showed that: 1) student learning outcomes in the cognitive aspect are low; 2) the learning process is not optimal in achieving learning objectives; 3) the selection of learning models is not appropriate; 4) the methods applied are one-way; and 5) students are only required to memorize and imitate the movements given by the teacher.

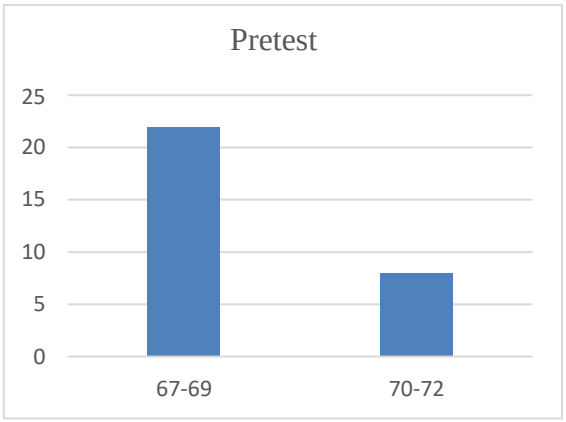

Figure 1. Pre-Test Score Result Graph

In addition, in the interview, the art and culture teacher recommended class 8a as a research sample because student learning outcomes were lower than other classes. The pre-test is an initial assessment conducted to assess students' conditions before implementing collaborative strategies in dance learning, which aims to measure students' initial understanding of dance. The pre-test results showed that students in class 8a of SMPN 1 Kunduran had not received an effective learning model, so they lacked understanding, memory, and good dance movement practice. In the pre-test, the researcher taught the Tor-Tor dance and evaluated students' learning outcomes through observation and tests. The results showed an average value for the cognitive aspect of 68.93, the affective aspect of 68.30, and the psychomotor aspect of 68.46, with an overall average of 68.56, which is included in the fairly satisfactory category. Statistical analysis showed a score range of 15, an average score of 68.57, a median of 68, a mode of 67, and a standard deviation of 1.576. The frequency distribution table shows that 70% of students scored between 67-69, while 30% of students scored between 70- 72. The graph results *pre-test*shows that most students have scores in the range of 67-70.

3.2 Dance Learning Process Using Collaborative Strategy

The learning process through the application of the Collaborative model to improve student learning outcomes is carried out in three meetings with a time allocation of 2 x 45 minutes. The following is an explanation of the learning process:

1) First Meeting (Identifying Dance Movements)

In the first meeting, the learning objective was to identify dance movements. The activity began with a 10-minute introduction, where the researcher opened the class with greetings and prayers and explained the learning objectives to be achieved. Furthermore, in the core activity which lasted for 60 minutes, the researcher explained the learning objectives of dance and asked students questions about dance. The researcher used a video from YouTube to provide stimulus and explain the basic movements of the Tor-Tor dance, then divided the students into three groups. Each group was asked to find information about the dance. The researcher went around to check group work, provide guidance, and ensure positive and active interactions among group members. In the closing activity, for 10 minutes, the researcher and students concluded the material that had been learned, gave additional assignments to find references and study the next material, and closed the meeting with a prayer. Figure 2 shows students appreciating the dance video as part of the learning process. In the picture, students are watching the learning video.

Figure 2. Students Appreciate Dance Videos And Practice Movements

2) Second Meeting (Developing Competence)

In the second meeting, the focus of learning was to develop students' competence in dancing. The activity began with the researcher opening the class with greetings and prayers, followed by conveying the learning objectives. In the core activity, the researcher connected learning previously with the learning that will be carried out, providing stimulus in the form of dance videos to inspire students, and instructing students to appreciate and demonstrate the movements shown. Furthermore, the researcher guides students in group exercises, supervises how they work together, and finds effective ways to memorize movements. The researcher is also ready to help students who have difficulty until they can do the dance movements well. The activity ends with the researcher giving appreciation to the students, concluding the day's learning with the students, and closing the session with greetings and prayers. In this activity, the researcher plays an active role in ensuring that each student is involved and able to develop their dancing competence well.

3) Third Meeting (Student Performance)

In this third meeting, dance learning focused on student performance, with the aim of evaluating and practicing the dance movements that had been learned. Learning began with a 10-minute introduction, where the researcher opened the session with greetings and prayers, and conveyed the learning objectives to be achieved. In the core activity which lasted for 60 minutes, the researcher reminded the learning objectives and asked questions related to the previous material to measure student understanding. Furthermore, students were directed to continue practicing and were given stimulus for those who had difficulty, while the researcher actively checked and supervised the students' preparation before performing. Each group of students then performed the dance they had learned in front of the class, followed by a session of appreciation, criticism and suggestions from other groups. The researcher also gave appreciation and prizes to each group as motivation, and evaluated the day's learning. At the end of the 10-minute session, the researcher summarized the learning and closed the activity with a prayer, ensuring that students had a good understanding of the material that had been learned. In the field, the implementation of this activity involved the active involvement of all students, where they were encouraged not only to show their dancing skills, but also to participate in providing constructive feedback to their classmates. Researchers play an important role in maintaining class dynamics, providing support for students who need it, and ensuring that each group gets a chance to perform and receive recognition for their efforts.

Figure 3. Students Appreciate Dance Videos And Practice Movements

3.3 Condition of Students' Psychomotor Abilities After Implementing Collaborative Learning Model

The entire series of learning processes were completed, then the researcher conducted a posttest with the same ability test as the previous test to determine whether students' abilities had improved after the treatment in the form of implementing the Collaborative learning model in dance learning. The results of the posttest of students' psychomotor abilities after the treatment of implementing the Collaborative learning model in dance learning are presented in the following graph.

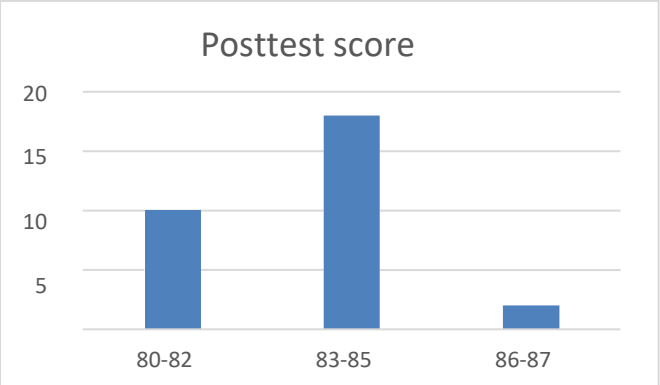

Figure 4. Student Post Test Results

The results of the post-test on dance learning in class 8a showed that the overall average score of students was 83.33 with a range of 19. The cognitive aspect had an average of 83.9, affective 83.3, and psychomotor 83. The most frequent value modes were 82 and 83, while the median of this data was 83. The standard deviation of the post-test results was 2, which indicated that the variation in student scores was relatively small. Most students (60%) were in the range of 83-85, indicating consistent achievement in class. After implementing collaborative strategies involving motivation, use of video media, group discussions, and active interactions, students became more involved, shared ideas, and better understood and applied the learning materials. The results showed a significant increase in student learning outcomes after the collaborative strategy was implemented, as evidenced by the comparison between the pretest and posttest and positive changes in students' thinking and participation during the learning process.

The increase in student scores can be seen from the comparison of the pretest results before the treatment was carried out with the posttest results after the implementation of the Collaborative learning model in dance learning. The following comparison of student scores is presented in the table below. Based on the data that has been interpreted in the table and graph above, the results of the study indicate that the implementation of collaborative strategies in dance learning at SMPN 1 Kunduran has succeeded in improving student learning outcomes. The pretest and posttest data showed a significant increase, where the lowest student score in the pretest was 67, with a dominance of C scores that did not meet the achievement indicators. However, after the implementation of the collaborative strategy, the lowest score in the posttest increased to 80, with most students getting scores of 83-85.

Table 1. Comparison of Students' Pretest and Posttest Results

	Name	*Pre-test*(X)	*Post-test*(Y)	d (YX)
1	A A	**67**	87	20
2	DY	**69**	82	13
3	FR	**68**	83	15
4	TF	**72**	82	10
5	WR	**68**	82	14
6	IU	**71**	82	11
7	PO	**67**	83	16
8	LU	**69**	84	15
9	IT	**68**	81	13
10	BO	**70**	84	14
11	QR	**68**	83	15
12	KY	**67**	80	13
13	NU	**70**	85	15
14	MF	**67**	83	16
15	PL	**68**	82	14
16	ER	**67**	83	16
17	A.J.	**67**	82	15
18	PT	**71**	82	11
19	DH	**68**	87	19
20	MD	**68**	83	15
21	MX	**68**	83	15
22	AY	**69**	84	15
23	IM	**67**	84	17
24	FN	**69**	82	13
25	SC	**70**	84	14
26	DP	**67**	84	17
27	SO	**71**	85	14
28	GR	**67**	86	19
29	RR	**69**	83	14
30	CL	**70**	84	14
Amount∑		**2057**	**2499**	**442**

In conclusion, collaborative strategies are proven to be effective in improving student learning outcomes, as shown by a comparison of pretest and posttest results and statistical tests conducted. Furthermore, Wilcoxon tests and hypothesis tests were conducted using IBM SPSS Statistic 26 software to determine the results of the application of the Collaborative learning model in dance learning to improve student learning outcomes in dance learning and hypothesis testing was conducted.

The Wilcoxon test is used to compare two related samples or repeated measurements within a group, such as when evaluating the impact of a treatment on the same subjects before and after the treatment. Before conducting a paired sample t-test, the obtained data must have a normal distribution as a requirement. Therefore, a normality test is first performed on the obtained data which is interpreted as follows.

Table 2. Wilcoxon Test Results

Test Statistics[a]

	post - pre
Z	-4.802b
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

In the table above shows a significance value of 0.001, then the decision making of the Wilcoxon test is as follows: If the significance value <0.05 then the hypothesis is accepted. If the significance value> 0.05 then the hypothesis is rejected. So it can be concluded that the significance value of 0.001 <0.05 then the hypothesis is accepted or there is an increase in learning outcomes using collaborative strategies.

The t-test is a statistical method used to evaluate whether there is a significant difference between the means of two sample groups. This hypothesis testing is done by examining the difference in mean values between the pretest and posttest results by conducting a t-test that still uses IBM SPSS Statistics 26 software as follows.

Table 3. Hypothesis Test Results (t-Test)

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	pre - post	-14.733	2.243	.409	-15.571	-13.896	-35.982	29	<,001	<,001

From the table above, it can be explained that the table shows a significance value of 0.001 with a degree of freedom of 0.05, which means that there is a significant influence between collaborative strategies and improving student learning outcomes. With a degree of freedom (db) of 0.05, the t table value is obtained = 1.699. Because the t test value = 10.900 is greater than the t table, this result confirms the significant influence of collaborative strategies on improving student learning outcomes. Or it can be explained as: the degree of freedom (db) is determined by n-1 = 24-1 = 29, the degree of freedom

used is 0.05. then t table = 1.699, ttes> t tab = 10.900> 1.699

3.4 Discussion

The results of the first problem formulation show that before the collaborative strategy was implemented, dance learning in class 8a tended to be boring because the method used was only a one-way lecture. This makes students not serious about learning and become passive. In developideas, especially male students who think that dance is only for women. Previous research by Indriani et al (2021)also shows that the one-way lecture method tends to make students passive and less involved in learning. When researchers teach Tor-Tor dance without collaborative strategies, many students are less effective in learning, so that their learning outcomes do not reach the expected success standards. From the results of interviews with art and culture teachers at SMPN 1 Kunduran, it was revealed that students in class 8a were less enthusiastic in learning dance because the learning strategies applied were less appropriate, resulting in boredom and low learning outcomes. In conclusion, dance learning in class 8a of SMPN 1 Kunduran before the collaborative strategy was implemented showed low learning outcomes, because the learning methods used were less effective. Field observations also support this finding, which indicates the need for more interactive and collaborative learning methods. The data shows that student learning outcomes are still "quite satisfactory" with an average pre-test score of 68.56, so a more effective approach is needed to improve their learning outcomes.

Collaborative strategies were implemented in three meetings with different stages. The first meeting focused on finding dance movements using videos, where students were divided into groups to find and define Tor-Tor dance movements. In the second meeting, students practiced dance in groups with teacher guidance, focusing on cooperation to memorize movements. The third meeting involved students presenting their practice results in front of the class and getting feedback from friends and teachers.

This method aims to increase student participation, encourage cooperation, and create a more dynamic learning atmosphere. After implementing this strategy, there was a significant increase in student learning outcomes (Rochmi, 2023). In the first meeting, students learned through group discussions and dance videos, while in the second meeting they actively practiced and shared ideas. The third meeting was a performance session where students showed the results of their practice. The study showed that collaborative strategies were effective in improving students' social and academic skills. The post-test results showed that the average score increased to 83.33, higher than the pre-test of 68.56, proving that this strategy was successful in improving students' learning outcomes in dance. This study shows that collaborative learning strategies are effective in improving students' learning outcomes in class 8a of SMPN 1 Kunduran. Data from the pre-test and post-test showed a significant increase in learning outcomes after this strategy was implemented. The Wilcoxon test and paired t-test confirmed that collaborative strategies did have a positive impact. Recent research by Widodo (2013) also supports these findings, showing that collaborative learning not only improves academic outcomes, but also skills such as critical thinking and teamwork. In addition, a study by Pandie & Manapa (2021) the great benefits of using technology and interactive approaches in learning. The results of this study confirm that collaborative strategies increase student activity and engagement, as well as improve critical thinking and problem-solving skills, this is in accordance with the statement (Tenrisau, 2023)This

strategy is certainly very appropriate to solve critical thinking problems for students in schools. This study emphasizes the importance of more interactive and student-centered learning methods to improve learning outcomes and social and creative skills.

4 CONCLUSION

The results of the study showed that before the implementation of collaborative strategies, student learning outcomes in class 8a of SMPN 1 Kunduran in dance learning were relatively low due to the ineffective one-way learning method. The implementation of collaborative strategies has been proven to be able to increase active student participation through group formation, discussions between students, and the use of appropriate learning media, so that students are more involved and able to absorb the material better. The significant increase in student learning outcomes after the implementation of this strategy, as seen from the comparison of pretest and posttest scores, indicates that collaborative strategies can be an effective approach to improving the quality of learning, especially in subjects that require active student involvement such as dance. Therefore, it is recommended that this strategy be implemented more widely in schools and teachers are given training to design and implement it more effectively.

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.

6 REFERENCES

Aprilianty, TS, Kasmahidayat, Y., & Badaruddin, S. (2024). TOKECANG DANCE AS AN ALTERNATIVE MEDIA IN DEVELOPING EARLY CHILDHOOD CHARACTER. Gesture: Journal of Dance Arts, 13(2), 196.https://doi.org/10.24114/gjst.v13i2.63304

Badaruddin, S., Alsri, D., Akbar, M., & Suherman, L. (2024). The Muang Jong Ritual Ceremony of the Sawang Coastal Community on Belitung Island. 13, 65–78.https://doi.org/10.24036/js.v13i3.130721

Creswell, J. W. (2024). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.

Darojat, O., Sudrajat, A., Ningtyas, LD, & Kustandi, C. (2025). Implementation of Learning Media Used by Students in Rural Areas: A Mixed-Method Study. 6(1), 44–51.https://doi.org/10.46843/jiecr.v6i1.969

Erni Haera Nisa, Ayo Sunaryo, SB (2023). INSTAGRAM SOCIAL MEDIA TO IMPROVE STUDENTS' INTEREST IN EXTRACURRICULAR DANCE ART. Ringkang: Study of Dance Art and Dance Art Education, 4(2), 333–343.https://doi.org/10.17509/ringkang.v4i2.74386

Indriani, N., Aisyah, AN, & Elok, FN (2021). One-way learning causes mathematics learning to be meaningless. Journal of Educational Charities, 2(3).https://doi.org/10.36709/japend.v2i3.23011

Komalasari, H., Budiman, A., Masunah, J., & Sunaryo, A. (2021). Multimedia Design of Android-Based Folk Dance Learning as Self-Directed Learning for Students in Lectures. Mudra Journal of Arts and Culture, 36(1), 96–105.https://doi.org/10.31091/mudra.v36i1.1260

Kristini, F. (2016). Analysis of discovery learning model in improving elementary school students' learning outcomes. PerKhasa Elementary Education Journal, 2(1).https://doi.org/https://doi.org/10.32734/st.v2i2.532

Kurniati, F., Taryana, T., Badaruddin, S., Studi, P., Seni, P., Indonesia, UP, & Bandung, K. (2023). Folk Dance Learning for Foreign Students. Ringkang, 3(3), 528–536.https://doi.org/10.17509/ringkang.v3i03.72679

Pandie, SG, & Manapa, IYH (2021). Improving Student Learning Achievement Using Collaborative Learning Model with Blended Learning Approach. SAP (Educational Articles Compilation), 6(1).https://doi.org/10.30998/sap.v6i1.8614

Plato. (2000). The republic. Cambridge University Press.

Putrawangsa, S., & Hasanah, U. (2022). Analysis of Indonesian Student Achievements in PISA and the Urgency of Literacy and Numeracy-Oriented Curriculum. What is the trend of these achievements? and to what extent have the changes in the curriculum so far had an impact on. Journal of Educational and Learning Studies, 1(1), 1–12.https://doi.org/10.60004/edupedika.v1i1.1

Rochmi, AF (2023). Collaborative Learning Model for Dance Arts Extracurricular Activities at Nahdlatul Ulama (NU) Gresik Vocational School. Journal of Sendratasik Education, 12(1), 46–60. https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-sendratasik/article/view/45585

Sabaria, R., & Budiman, A. (2022). Blended Learning Based on Edmodo Application: A Study of the Implementation of Virtual Learning in Dance Education Lectures. Mudra Journal of Arts and Culture, 37(1), 98–107.https://doi.org/10.31091/mudra.v37i1.1766

Sari, MWR, Karyati, D., & Budiman, A. (2021). Application of the STAD Type Collaborative Learning Model to Improve Students' Interpersonal Intelligence. Ringkang: Study of Dance Arts and Dance Arts Education, 1(2), 68–77.https://doi.org/10.17509/ringkang.v1i2.35863

Sato, M. (2007). Challenges that schools must face, a paper in reference readings for Lesson Study- based on Japanese experience and IMSTEP. Sisttems.

Sekarningsih, F., & Rohayani, H. (nd). Dance and drama arts education. UPI PRESS.

Suryani, N. (2013). Improvement of Students' History Learning Competence through Quantum Learning Model at Senior High School in Karanganyar Regency, Solo, Central Java Province, Indonesia. 4(14), 55–64.

Tenrisau, NA-A. (2023). Collaborative Learning Strategies in Improving Students' Thinking Understanding.https://doi.org/10.31219/osf.io/nv4tu

Tiballa, MDS, Sudana, DN, & Gading, IK (2017). The influence of the cooperative learning model of the make a match type assisted by mind maps on the science learning outcomes of grade V elementary school students. Mimbar PGSD Undiksha.

Ulfah, & Arifudin, O. (2023). Analysis of Bloom's Taxonomy Theory in Education in Indonesia. Al-Amar Journal, 4(1), 13–22. http://ojs-steialamar.org/index.php/JAA/article/view/87

Widodo, U. (2013). Application of collaborative learning methods to improve learning achievement of class X students in the subject of reading sketch pictures at SMK Negeri 2 Klaten. *http://eprints. uny. air conditioning. id/10637/1/Jurnal% 20Thesis*.