

Analysis of the dance teaching module in the dance education course in the elementary school teacher education study program

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Abstract. The existence of dance teaching modules for elementary school teacher education students in the form of textbooks still persists and is used as a learning resource to this day. The aim of this research is to analyze and determine the similarities and differences in the content of the two dance teaching modules in the dance education courses of the Teacher Education study program elementary school. The research method used in this research is the content analysis method. Research data was obtained from the results of reviewing two dance teaching modules. Data analysis is presented descriptively to describe the content of the material, similarities and differences as well as the advantages and disadvantages of the dance teaching module. The findings show that there are several similarities and differences in stages in the discussion of the process of creating dance for elementary school students. Apart from that, the advantages and disadvantages between the two teaching modules can be seen in the availability of supporting equipment for the module in the form of audio-visual media.

1 Introduction

Until recently, learning in dance education courses in the Elementary School Teacher Education study program takes place guided and directed by lecturers, and utilizes teaching modules in the form of textbooks as a guide or reference for students during the dance creation process. There are two teaching modules that are commonly used or used as a reference in Arts Education courses in the Primary School Teacher Education study program, namely the Arts Education Module in Elementary Schools published by the Open University and Printed Arts Education Teaching Materials published by the Directorate General of Higher Education, Department of National Education. The two modules have more or less the same concept, but there are also some differences.

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Studying the two modules is important because the author wants to know what aspects are the similarities and differences between the two. This will have an impact on the comprehensiveness of the references that will be used as well as the material conclusions obtained after reading the two modules. The hope is that all students in the Elementary School Teacher Education study program who teach art education courses, especially dance, can understand more deeply the process of creating dance for elementary school students.

Based on literature studies, in particular no one has researched or discussed the analysis of dance teaching modules for the Elementary School Teacher Education study program. However, there is research that discusses the development of dance teaching modules written by Sinta et al. [1]. Siswantari's research was motivated by the limitations of learning media as an alternative source of learning material about creative dance for PGSD study program students in arts education courses. Limitations are proven by the existence of the two teaching modules which are often used as references. The development of dance teaching modules by Siswantari can be seen from the components that are designed to be more interesting and the material that is prepared in a more structured manner based on the curriculum. This module contains four main materials related to learning creative dance for PGSD students, namely: (1) Definition and Types of Creative Dance; (2) Dance script; (3) Approaches and steps for creative dance development. Based on the description of the teaching modules developed by Siswantari, there needs to be a deeper analysis of the advantages and disadvantages of the two main teaching modules which are often used as references. Therefore, researchers are interested in analyzing the two main teaching modules and also seeing the similarities and differences between them.

2 Methods

This research uses a qualitative approach, in accordance with what Cresswell Ahmad [2] put forward, namely a research concept influenced by the naturalistic-interpretive paradigm. The method used is a descriptive method with content analysis techniques [3]. The content analysis technique is applied by analyzing the presentation of material from the two dance teaching modules which are used as teaching resources in dance education courses in the Elementary School Teacher Education study program.

3 Results and discussion

3.1 Results

This research discusses the content of the material, similarities and differences as well as the shortcomings and advantages of the two art education modules in elementary schools. The first module is Arts Education in Elementary School published by the Open University. The second module is Art Education Printed Teaching Materials published by the Directorate General of Education.

The following are two art education teaching modules for students of the Primary School Teacher Education Study Program in textbook form:

3.1.1 Teaching Module 1

The image on the below is an Arts Education Module in elementary schools published by the Indonesia Open University. The module contains twelve discussions and each discussion consists of several learning activities. The discussions are: (1) Art Insights; (2) Basic Knowledge of Art; (3) Basic Abilities and Art Characteristics of Elementary School Children; (4) Utilization of Technology in Creating Art; (5) Musical Exercise; (6) Creation of Musical Works for Elementary School Children; (7) Creation of Dance for Elementary School Children; (8) Creation of Fine Art Works for Elementary School Children; (9) Appreciation of Music and Dance; (10) Appreciation of Children's Fine Arts; (11) Concept of Arts Education; (12) Integrated Arts Learning.



Fig. 1. Teaching Module 1.

The discussion of dance creation consists of four learning activities. The learning activities will be described in the following table 1:

Table 1. Described learning activities.

Dance Creation Process	Dance Production Concept	Theme Source	Composing Dance Works
<ul style="list-style-type: none"> • Explorariion • Improvisation • Evaluation • Forming 	<ul style="list-style-type: none"> • Title of the Dance Work • Sources • Presentation Mode • Concept of Motion • Dance Accompaniment Concept • Stage Technical Concepts 	<ul style="list-style-type: none"> • Criteria Theme • Movement Theme 	<ul style="list-style-type: none"> • Independent Work (exploration-Forming) • Group Work (Dancers, Music, Make-up and Fashion)

Overall, dance creation in this module discusses the dance creation process starting from planning or preparation to dance performances for elementary school students.

3.1.2 Teaching Module 2

The image on the below is Printed Teaching Material for Arts Education published by the Directorate General of Higher Education, Ministry of National Education. The printed teaching materials are described in twelve teaching material units and each unit consists of sub-units. The units are: (1) Art Insight; (2) Basics of Fine Arts, Music and Dance; (3) Foundations and Basic Concepts of Arts Education; (4) Artistic Development of Children in Elementary School; (5) Art Appreciation and Criticism; (6) Steps for Art Appreciation and Criticism; (7) Creating Fine Arts; (8) Creating Musical Arts; (9) Creating dance art; (10) Art Performances and Exhibitions; (11) Arts Learning in Elementary Schools; (12) Evaluation of Arts Learning in Elementary Schools.



Fig. 2. Teaching Module 2.

The dance work unit consists of three sub-units. The three sub units will be described in the following table 2:



Table 2. Described three sub units.

Composing the Design of a Dance Work	Techniques and Steps for Composing Traditional Dance	Types of Dance Works and Choreographers
<ul style="list-style-type: none"> • Working on the concept • Identify Supporting Aspects of Dance • Demonstrate your own dance work 	<ul style="list-style-type: none"> • Learn to Compose Dance Works • Motion Exploration • Traditional Dance to Dance Works 	Types of Dance Works <ul style="list-style-type: none"> • Traditional dance • Folk Dance • Classical Dance • New Dance Creations • Ceremonial Dance • Social Dance • Spectacle Dance

Overall, the dance creation unit in this module not only discusses the process of creating creative dance for students, but also about the preparation of traditional dance works.

A comparison of the two modules above (in the discussion of dance) can be seen in the following table 3:

Table 3. A comparison of the two modules.

Teaching Module 1	Teaching Module 2
 <p>Modul Pendidikan Seni di Sekolah Dasar Universitas Terbuka [4]</p>	 <p>Bahan Ajar Cetak Pendidikan Seni di Sekolah Dasar Direktorat Jenderal Pendidikan Tinggi [5]</p>
Discussion of Dance Creation for Elementary School Children <ul style="list-style-type: none"> • Dance Creation Process • Dance Creation Concept • Theme Source • Composing a Dance Work 	Dance Creation Unit <ul style="list-style-type: none"> • Arranging a Dance Work Design • Techniques and Steps for Preparing Traditional Works • Types of Dance Works and Choreographers
Equipped with supporting modules in the form of VCD (Video Compact Disc)	Not equipped with supporting modules

Based on the table above, you can see the differences between the two, starting from the discussion structure to the completeness of the supporting modules. In teaching module 1, the discussion focuses on creating creative dance works and is equipped with module support in the form of a VCD (Video Compact Disc) which aims to help students understand the contents of the module. However, it is a shame that the use of VCDs is no longer relevant at this time, because technology has become more advanced and sophisticated. Meanwhile, in teaching module 2, the discussion also touched on the importance of compiling traditional dance works before creating creative dance. Teaching module 2 is not equipped with supporting modules like teaching module 1. So if they want to better understand the contents of the module, students are assigned to look for supporting modules independently.

3.2 Discussion

In general, both modules discuss the process of creating creative dance for elementary school students. The objectives of the two modules also have similarities, namely developing creativity and self-expression, critical thinking skills, social and emotional skills. These goals are in line with the learning outcomes to be achieved, namely developing creativity, motor skills, training self-confidence, critical thinking, and being able to have good social skills among peers [6–8].

Ultimately, the aim of this module is to produce students who are not only proficient in dance but also have a strong and balanced nature. It is hoped that students will develop into complete and competitive individuals with a focus on developing social skills, motor skills, creativity, self-confidence and critical thinking [9]. Students' ability to work together in a dance group also prepares them to work together and interact with others in a wider social environment in the future. It is hoped that all of this will provide a strong foundation for students to maximize their potential in various aspects of life.

4 Conclusion

These two teaching modules serve as a guide for elementary school teacher education students in guiding students to create and appreciate art, especially dance. This module discusses the introduction of dance elements to the process of creating dance works for elementary school students. These two modules are not yet equipped with images that can fully construct the stages of the process of creating a dance work. Therefore, students still find it difficult to understand the stages of the process of creating dance works for elementary school students.

Based on the literature study above, it was found that the two teaching modules have similarities and differences in terms of content or material in discussing dance creation or dance creation. Then the differences that can also be seen are in the completeness of the supporting teaching modules. Teaching module one is equipped with module support, namely in the form of a VCD (Video Compact Disc). Meanwhile, module two is not equipped with module support. Of course, the completeness of the module will really help students understand the discussion in the printed teaching module.

So it should be, digitalization of dance teaching modules can be further developed as a complete learning resource and a form of effort to help elementary school teacher education students understand the material, especially at the stages of the dance creation process.

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