Inhibiting Factors of Dance Learning in the Higher Grades of Elementary School Students

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Abstrak

Pembelajaran seni tari pada siswa sekolah dasar mengalami ketimpangan dengan tuntutan kurikulum yang berlaku. Realitanya, pembelajaran seni tari belum diperhatikan oleh berbagai pihak sehingga siswa tidak memperoleh kesempatan untuk mengembangkan kreativitas dan imajinasi dalam gerak tari. Penelitian ini bertujuan untuk menganalisis faktor penghambat pembelajaran seni tari pada siswa kelas tinggi di sekolah dasar secara mendalam. Penelitian ini termasuk penelitian kualitatif deskriptif yang menggunakan pendekatan studi kasus. Teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Teknik keabsahan data berupa triangulasi sumber dan teknik. Teknik analisis data yang digunakan adalah model Miles dan Huberman. Hasil penelitian ini menunjukkan bahwa pelaksanaan pembelajaran seni tari pada siswa kelas tinggi di sekolah dasar masih belum optimal karena terdapat faktor penghambat dalam berbagai aspek, baik itu pihak sekolah, kurikulum, kebijakan sekolah, fasilitas, sarana dan prasarana, manajemen kelas, siswa, guru, lingkungan, dan persepsi masyarakat mengenai pembelajaran seni tari, sehingga perkembangan dasar siswa menjadi stagnan. Hasil penelitian ini dapat menjadi masukan bagi berbagai pihak agar meningkatkan kolaborasi guna memperbaiki kualitas pembelajaran ke arah yang lebih progresif dari sebelumnya.

Kata Kunci: *Analisis, Faktor Penghambat, Seni Tari*

Abstract

The dance learning process in elementary schools' experiences imbalances with the demands of the applicable curriculum. In reality, dance learning has not been paid attention to by various parties so that students do not get the opportunity to develop creativity and imagination in dance movements. This research aims to analyze the factors inhibiting dance learning among high grade students in elementary schools in depth. This research includes descriptive qualitative research that uses a case study approach. Data collection techniques through interviews, observation and documentation. Data validity techniques include triangulation of sources and techniques. The data analysis technique used is the Miles and Huberman model. The results of this research indicate that the implementation of dance learning for high class students in elementary schools is still not optimal because there are inhibiting factors in various aspects, including the school, curriculum, school policies, facilities, infrastructure, class management, students, teachers, environment, and society's perception regarding dance learning, so that students' basic development becomes stagnant. The results of this research can be input for various parties to increase collaboration in order to improve the quality of learning in a more progressive direction than before.

Keywords: Analysis, Inhibiting Factors, Dance

1. INTRODUCTION

Ideally, dance learning for elementary school students is used to explore students potential, creativity, imagination, socioemotional and experiences, which are channeled through dance movements, so that they can increase plural intelligence applied through dance. In reality, the implementation of dance learning has not run optimally as required by the applicable curriculum (Asriyanto et al., 2022; Fathinnaufal & Hidayati, 2020). Dance learning for elementary school students is currently experiencing an imbalance with the demands of the applicable curriculum and has shifted from the concept of dance in the context of educational dance, so that students do not have the opportunity to explore their creativity, imagination, socio-emotional and experiences in dance movements (Becker, 2013; Rosala & Budiman, 2020).

In reality, the implementation of dance learning has not run optimally because it has not been paid attention to by various parties, including schools, teachers, students and the community. Based on the results of an interview with the head of SDN 1 Tunggulsari was stated that dance learning was taught according to the abilities of each teacher, where some teachers taught dance but only tended to the cognitive aspect because they felt they were not flexible, whereas some teachers teach dance which still seems monotonous and only refers to the teacher's handbook. Teachers must have creativity in conducting learning (Dharma, 2019; Rambe, 2018). The component that influences determining success in learning is the teacher.

Dance education tends to use imitation methods, so that students do not have the opportunity to develop their creativity and imagination. Imitation patterns in order to imitate movements in dancing such as the movements exemplified by the teacher can make students less confident in their abilities (Lucero, 2021; Xing & Qi, 2022). Educational dance is an activity that prioritizes students creative processes, who are given the freedom to move according to their imagination, so that students' basic development increases (Fathinnaufal & Hidayati, 2020; Xing & Qi, 2022). Educational dance for elementary school students is not aimed at making students become reliable, flexible dancers and have aesthetic value, but educational dance aims to develop students' creativity, psychomotor and basic development, as well as instilling cultural values in students from an early age.

The implementation of SBdP dance learning for high class students at SDN 1 Tunggulsari has not proceeded as required by the current curriculum. This can of course increase the unattainability of learning objectives, which has implications for students basic development becoming stagnant. Based on the results of pre-research conducted by researchers on January 9-13 2023 at SDN 1 Tunggulsari among high class students, it can be explained that learning SBdP dance is less than optimal because there are teacher misconceptions in teaching SBdP dance, where teachers are of the view that teaching dance is of course, teachers must teach dance in class (Mulyani et al., 2020; Pitriani, 2020). In fact, dance learning is used to develop students creativity and imagination which is channeled into dance movements.

Basically, the ideal SBdP dance learning that must be applied to elementary school students must of course be used as a forum for exploring potential, creativity, imagination, which is channeled through dance movements. In reality, SBdP dance learning has not run optimally because the teacher uses the imitation method, so students do not get optimal opportunities to develop their creativity in dance movements (Muzdalifah et al., 2023; Rahayunita & Werdiningtyas, 2020). Based on the results of an interview with a class 5 teacher on March 18 2023 at 10.45 WIB, it was explained that SBdP dance learning was not optimal because the teacher did not come from the field of dance. Apart from that, the teacher felt that he was not flexible in practicing dance, so the teacher used learning media in the form of dance videos sourced from YouTube, then the students imitated the movements exemplified in the video. Based on these problems, the application of the imitation method applied by teachers in SBdP dance learning can hinder students from developing creativity which is channeled through dance movements. Teachers must adapt teaching materials to the content that will be taught to students and carry out classroom management (Pitriani, 2020; Rahayunita & Werdiningtyas, 2020). The role of the 21st century teacher is not only to teach the art of dance, but to provide conscious guidance to students in order to improve basic development and creativity.

Based on the problems presented by the researcher, this research have a urgency and novelty to describe and reveal the truth in the field in more depth regarding the factors inhibiting SBdP dance learning among high class students at SDN 1 Tunggulsari Kendal, whether from the school, curriculum, policy schools, facilities, facilities and infrastructure,

class management, students, teachers, environment, and community perceptions regarding dance learning. This research aims to anlyze in more depth regarding the implementation of SBdP dance learning in the context of dance education for high grade students in elementary school.

2. METHODS

This research is a type of qualitative descriptive research with a case study approach because the researcher seeks to describe and reveal the truth at SDN 1 Tunggulsari, Kendal regarding the factors inhibiting SBdP dance learning in more depth. This is reinforced by Qualitative research is a method used to examine the condition of natural objects, data collection techniques are carried out using triangulation, data analysis is inductive, and research results prioritize meaning over generalization (Huberman & Miles, 2012). The case study approach is an approach to exploring problems that occur by collecting various kinds of information, processing it so that the problem can be resolved, which is bound by certain places, times and conditions.This research was conducted at SDN 1 Tunggulsari, Brangsong, Kendal Regency from March 13 to April 2023. The data used in this research is qualitative primary data, where the main data is class 5, while classes 4 and 6 are supporting data for the research. The data sources used in this research were the principal of SDN 1Tunggulsari (key informant), high grade teachers (3 to 6), high grade students, and several Tunggulsari residents. The main data sources for qualitative research are words and actions, the rest is additional data such as documents. The research design is show in Figure 1.
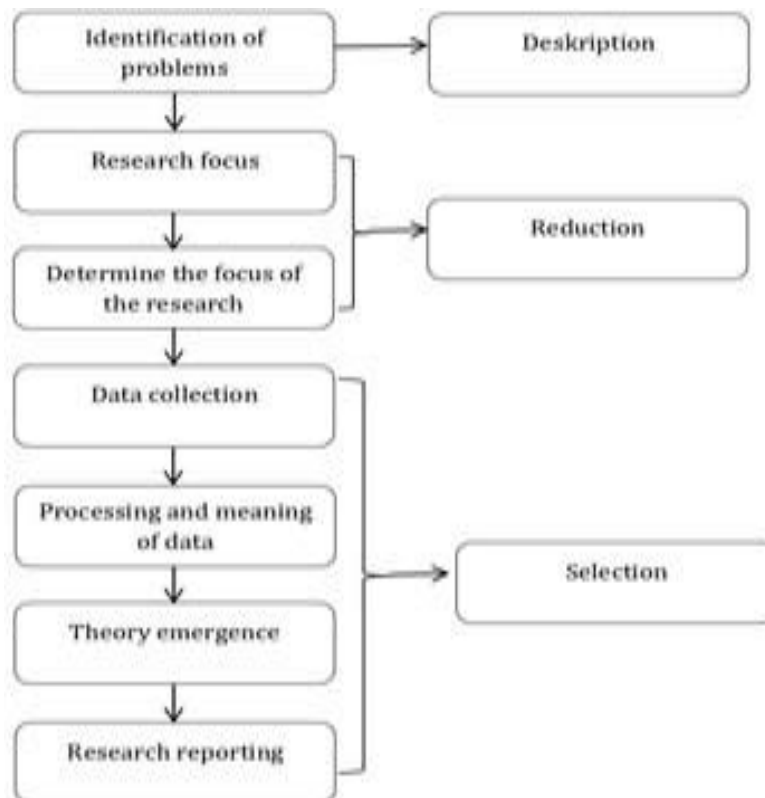

Figure 1. Research Design

Table 1. Grid of Data Collection Instruments in Research

No	Aspect/Variabel	Indicators
1.	Curriculum	1) SBdP dance learning in the 2013 curriculum
		2) SBdP dance learning in the independent curriculum
2.	School policy	1) School policies at SDN 1 nggulsari which influence the SBdP learning of dance in high grades.
3.	School principal leadership	1) principal's leadership style
4.	Classroom management	1) The teacher's abilities and skills in managing the class during SBdP dance lessons.
5.	Teacher	1) Teachers' abilities and skills in carrying out SBdP dance lessons.
		2) Teachers' teaching skills in SBdP dance learning.
		3) strategies, models and learning media used in SBdP dance learning.
		4) Teacher attention to SBdP dance learning.
		5) Teachers' views regarding whether or not SBdP dance learning is important for elementary school students
6.	Student	1) Students' interest in learning SBdP dance arts.
		2) Student activity in learning SBdP dance arts.
		3) Students' attention to learning SBdP dance arts.
		4) Students' perceptions of SBdP dance learning.
		5) Developing student creativity in the field of dance.
7.	Facilities, facilities and infrastructure	1) Completeness of facilities, means and infrastructure that support SBdP dance learning.
8.	Environment	1) The environment that influences SBdP dance learning, whether it is the school environment, family, playmates, or community.
9.	Public perception	1) Public perception of SBdP dance learning.
		2) Public attention to dance in order to preserve culture.

Researchers use research instruments as a tool in collecting data so that it is more focused and does not deviate from the research objectives. The research instruments used by researchers in conducting this research were interview guidelines, observation guidelines, and documentation instruments (photos, videos, field notes, results of observations and interviews, school profiles). This research makes it easier for researchers to collect data through observation, interviews and documentation. Research instrument grid of factors inhibiting SBdP dance learning among high class students in elementary schools.

3. RESULTS AND DISCUSSION

Results

Based on data collected by researchers through interviews, observations and documentation at SDN 1 Tunggulsari Kendal regarding the factors inhibiting SBdP dance learning among high class students in elementary schools, it can be seen that in reality, SBdP dance learning has not been paid attention to by teachers, students and other parties. schools, and surrounding communities. This is based on the results of observations researchers at SDN 1 Tunggulsari. It can be seen that SDN 1 Tunggulsari has several facilities, and

infrastructure in its school. However, the facilities that support the art of dance have not been utilized optimally by teachers in learning, one of which is the multi-purpose room, which is used as a place for tambourine and dance practice, which is rarely used. Based on the results of interviews with high school teachers, it was stated that dance training for elementary school students started when there was a competition with the aim of having the desire to win in a competition, so that the school was seen as a prestigious school. In reality, schools that do not pay enough attention to SBdP dance learning for high class students in elementary schools can certainly curb students' abilities, creativity and imagination which are channeled through dance movements. This causes students' basic development to become stagnant, both from ability and creativity in dance movements.

Inhibiting factors for learning the art of dance for high class students in terms of the school's aspect, include the enormous administrative burden, so that the time used to learn dance for students is drained and not optimal. Based on the results of observations made by researchers at SDN 1 Tunggulsari, teachers tend to leave time for classroom learning activities to complete administrative tasks. This reduces students' opportunities to develop creativity in dance movements. Apart from that, students also need guidance from adults (teachers). Asystem that refers to rigid formal administration causes teachers to be busy completing administration so that the development of students' potential is drained. Excessive school administrative burdens can prevent teachers from carrying out innovations.

Another inhibiting factor in SBdP dance learning is that low salaries can reduce teacher performance. Based on the results of an interview with the head of SDN 1 Tunggulsari explained that the teacher was not creative in conducting SBdP dance lessons, so the lessons went as they were and were often skipped. This happens because the salary is still small. In this case, teachers must earn a salary like a doctor because doctors can save someone's life, while teachers can guide students to become complete humans. Therefore, it is necessary to increase teacher salaries in order to improve teacher performance. Salary has a significant influence on teacher motivation and performance. Giving salaries to teachers has an impact on teacher performance. Relationship model of obstacles to SBdP dance learning from the school is show in Figure 2.
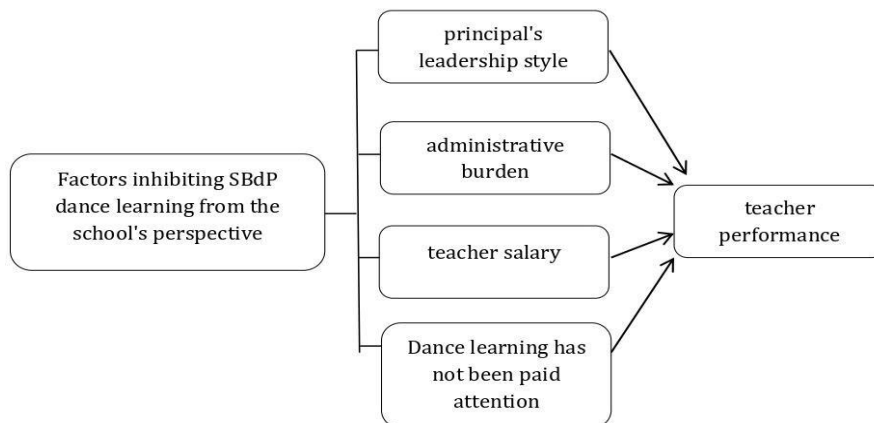

Figure 2. Relationship Model of Obstacles to SBdP Dance Learning from the School

Based on Figure 2 regarding the relationship that hinders SBdP dance learning from the school, it can be explained that low teacher salaries can reduce teacher performance in carrying out their duties and responsibilities. Apart from that, the administrative burden is so large that teachers have to complete administration because they are being chased by deadlines, so teachers cannot carry out learning well. In other words, a large administrative burden can reduce teacher performance which is influenced by receiving a low salary that is

not commensurate with the number of tasks. Apart from that, a democratic leadership style with a relaxed leadership type causes teacher performance to decline. Based on this, schools must carry out evaluations that hinder SBdP dance learning from the school in order to improve the quality of meaningful learning.

The factor that hinders SBdP dance learning is the lack of complete facilities, means and infrastructure that support dance SBdP learning. Based on the results of observations it can be seen that there is a multi-purpose room, which is used as a place for dance practice, but is not utilized optimally by teachers. Apart from that, there are no tools that support learning as dance art, such as props, dance costumes, LCDs, and learning media as needed. Apart from that, teachers also do not optimally use learning media as dance art, which still regularly uses dance videos. from YouTube so students become bored. Support in learning can be in the form of space, tools and media to facilitate the implementation of more optimal learning. Facilities and infrastructure are able to support the creation of a quality learning process. No matter how complete the existing facilities are, no matter how strong the motivation of students in participating in learning, if it is not balanced with the teacher's skills, everything will be less meaningful.

Another factor that hinders dance learning is the seating arrangement which still uses the classic model in class, without a rolling system which shows that indirectly, teachers are training students to work as employees/robots. This can be seen from the teacher placing students in neat straight rows, students must remain seated and raise their hands when they have an opinion. In this case, the teacher must arrange the seating using various models according to the needs in the dance learning process. In the field of education, from the past until now it can be seen that the learning carried out by teachers and the seating arrangements in the field have not changed (nothing has changed), so that basic development has become stagnant because. Seating arrangements using a classic model in dance lessons can limit students' physical movements when practicing dance. The higher a person's motivation, the easier it will be for students to achieve their learning goals and achievements. Classic model seating arrangement is show in Figure 3.

Figure 3. Classic Model Seating Arrangement

Another factor that hinders SBdP dance learning is the teacher's lack of skills in providing group attention. Based on the results of observations made by researchers, it can be explained that the lack of conditioning of students in class by teachers is due to the skills in providing group attention not being implemented optimally, so the class is not conducive. In reality, the teacher gives a warning to students who make noise in class, where the teacher gives negative reinforcement to the student concerned in front of his friends. This can certainly give the impression of intimidation to the student concerned. In this case, teachers should give warnings to students carefully.

Discussion

The implementation of SBdP dance learning is also not optimal because the imitation method is used, so students do not have the opportunity to develop creativity and imagination in dance movements. Teachers often teach dance to students by imitating the teacher's movements/copying the examples in the video. Indirectly, teachers teach students that the way they create must be in accordance with the teacher's way of thinking (Miskawati, 2019; Yetti, 2012). Rather than destroying students' confidence in their abilities, it is better to motivate the expression of children's creativity through continuous experience. In learning, changes in behavior obtained by students are not only in the cognitive domain but must include three learning domains, namely the affective, cognitive and psychomotor domains so that changes in good behavior occur from before, so that they become superior individuals (Raheb et al., 2019; Wijayanti & Pratomo, 2019).

Furthermore, the lack of ability and skills of teachers in teaching SBdP dance arts has triggered student stigma towards teachers. However, the teacher did not participate in the learning process (only observing the students' dance, without providing direct examples) (Julianti, 2017; Yetti, 2012). The teacher's actions gave rise to the views of the students, "at least if the teacher is asked to practice, he can't dance." This view reduces students' confidence in the teacher's skills in teaching SBdP dance. In this case, teachers should always try to learn dance, like dance material, and provide direct examples to students to motivate students to learn (Fathinnaufal & Hidayati, 2020; Herawaty et al., 2020). Teachers must be able to create optimal learning implementation, plan appropriately, develop learning materials according to learning objectives, use learning media according to student needs and the goals to be achieved, develop learning strategies.

The factor that hinders SBdP learning in dance is that the quality of teacher competence is still quite low, thus preventing the achievement of SBdP learning objectives in dance. Implementation of SBdP dance learning in the field. SBdP dance material is like sheet music, but the problem is that the orchestra players (teachers) cannot play music (meaning dance material which covers 3 learning domains). So that dance learning continues as it is. So, what needs to be done is to improve the quality of teacher competence in order to improve the quality of SBdP dance learning. No matter how well the educational curriculum has been designed, if it is not balanced with the teacher's abilities and skills, everything will be less meaningful (Herawaty et al., 2020; Raheb et al., 2019).

The factor that hinders learning SBdP dance arts is that teachers place more emphasis on imparting exact knowledge than SBdP dance arts. Dance education has now shifted to the actual concept of dance education, resulting in minimal space for students to explore potential, creativity and imagination in dance movements (Julianti, 2017; Sani & Yuliasma, 2022). Apart from that, teachers have difficulty in managing dance SBdP learning time because the available dance SBdP learning time allocation is only 2 hours per week, making it difficult for teachers to create comprehensive dance SBdP learning. The lack of SBdP dance lesson hours can make it difficult for teachers to carry out holistic learning, so that students do not get the opportunity to develop creativity and motor skills in dance (Arbibah et al., 2018; Xing & Qi, 2022).

The factor that hinders SBdP dance learning is that teachers manipulate the results of dance SBdP learning, which are not in accordance with actual abilities. This of course makes it difficult for teachers to provide guidance to students according to their needs and indicates that teachers are not optimal in carrying out authentic assessments (Miskawati, 2019; Yetti & Jakarta, 2021). Apart from that, the evaluation of dance SBdP learning can be used by teachers to improve learning in a more progressive direction to make it easier for students in the dance SBdP learning process. Teachers often manipulate student learning outcomes that are not in accordance with their abilities (Julianti, 2017; Sani & Yuliasma, 2022). If teachers

sell off student learning outcomes, it can have a negative impact on students as learners without any effort from the teacher to improve the quality of SBdP dance learning in elementary school.

Students' lack of interest in participating in dance arts is also an obstacle to learning. The results of interviews, students feel too stiff to dance and lack confidence so they are afraid of being laughed at by their friends (Bernard et al., 2019; Kudinov et al., 2020). Lack of experience in dancing, fear of being laughed at by classmates, lack of support from teachers and parents can trigger feelings of lack of self- confidence (Bernard & Senjayawati, 2019; Diana et al., 2016). Based on these problems, it can be understood that the low interest of students in learning dance can trigger the teacher's view of "well, never mind, the child doesn't want to. So, don't worry." Low student interest can affect teacher performance in implementing learning.

Factors that hinder learning SBdP dance are the lack of support from parents and the family environment for their children so that students feel insecure, and reluctant to learn dance. This is because each student has a different family background, where there are parents who believe that their children should excel in exact subjects rather than dance. Besides that, parents are busy working to earn a living, but do not pay enough attention to their children so that students seek attention from outsiders, including children becoming hyperactive in class. Each student also has a different parenting style from his parents. Often parents and teachers cannot control their emotions so they are impatientand scold them. This action affects students' psychology so that students' learning motivation decreases. The environment has a strong influence on students.

4. CONCLUSION

The implementation of SBdP dance learning at SDN 1 Tunggulsari has not run optimally because it has obstacles in various aspects which are viewed from the school, the curriculum implemented, school policies, facilities, facilities and infrastructure, class management, teachers, students, the environment and community perception. . In this case, these inhibiting factors must of course be used as input and followed up by various related parties in order to improve the quality of learning in the art of dance in a better direction, so that it can support students' basic development and multiple intelligences applied in the art of dance. Whether or not students are interested in taking dance lessons depends on the teacher in packaging the learning creatively and in a fun way. Besides that, learning as a dance art must be taught to increase creativity, imagination, socio-emotional.

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