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Instilling the Value of Cooperation in Dance Arts Learning for Deaf Students at SLB Negeri 1 Demak

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Abstract

Dance learning at SLB Negeri 1 Demak for deaf students uses learning materials determined by the teacher according to the student's abilities. The dancers, children with special needs (ABK) or hearing impairments, are very different from normal children in general, such as in adjusting the tempo and the intensity of energy in dancing. Cooperation in dance learning is necessary to create a unified and beautiful dance. This research aims to analyze the cultivation of collaboration in dance learning for deaf students at SLB Negeri 1 Demak. This research used qualitative methods with data collection techniques, namely interviews, observation, and documentation. It used source triangulation and technical triangulation to validate data. In addition, data analysis includes data collection, data reduction, data presentation, and conclusions. The results show that dance learning for deaf students at SLB Negeri 1 Demak is conducted in three stages. The first stage is pre-learning activities by students and teachers through prayer and attendance. The second stage is core activities carried out by delivering learning materials using teaching materials and learning methods that support learning. The third stage is closing activities with questions and answers from students and teachers regarding the material and prayer. The cultivation of cooperation in dance learning was shown in the attitudes of students and teachers in collaboration, caring, and sharing.

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INTRODUCTION

Deaf students find difficulties in dance learning to demonstrate dance movements, lack interest, and lack self-confidence. The dancers, children with special needs (ABK) or hearing impairments, are very different from normal children in general, such as in adjusting the tempo, and the intensity of energy in dancing, but the most important thing is when they can receive the material, memorize the material, adjust the beat or tempo, and not reduce the compactness when dancing.

Children with special needs can express their talents with confidence. Self-confidence is a belief in one's abilities. Because of their limitations, children are introverted and quiet. Their self-confidence must be fostered so that they are confident in the community. Through this dance learning, the self-confidence of deaf children begins to increase and form.

Dance learning is also expected to help students achieve development or potential in forming students' physical, and emotional, controlling student behavior, and how students socialize (Gunawan, 2016).

Learning is the process of interaction between students, educators, and learning resources, including teachers and students who exchange information (Pristia et al., 2019, p. 238). Meanwhile, according to Suryosubroto (2013, p. 32), the implementation of teaching includes three stages: the stage before teaching (pre-instructional), the teaching stage (instructional), and the stage after teaching (evaluation and follow-up).

The learning method refers to the approach teachers use to teach students so they can understand and receive the material well. The teaching and learning process between teachers and students is influenced by the relationship between the two parties. In other words, the way students learn is greatly influenced by the way teachers deliver the material. Therefore, it can increase students' interest in learning (Permatasari, 2015).

The interaction between teachers and students or students and other students

makes dance learning in the classroom demonstrate an attitude of cooperation to achieve learning goals together. Cooperation is a relationship between humans as living beings who naturally, can only live with other people. Cooperation can be achieved perfectly by carrying out two stages, namely the stages of social contact and communication.

Individuals need primary capital in the form of self-confidence and motivation to carry out activities for ongoing communication with other people in a social relationship. Due to hearing impairments, the formation of language as a way of communicating is hampered. Especially, children with special needs (ABK) with hearing impairments verbally experience difficulty in conveying thoughts, feelings, ideas, needs, and desires to others so their needs are not perfectly satisfied.

Cooperation called *gotong-royong* is the Indonesian term that describes the process of working together to achieve a desired result (Sitompul et al., 2022, p. 3474). Cooperation is the ability to carry out activities together voluntarily. Therefore, the activities can run smoothly, easily, and lightly. The elements of cooperation are collaboration, caring, and sharing (Hadiansah, 2022, p. 123). Cooperation in dance learning is needed to make compactness in a beautiful dance. Cooperation with friends to build compact movements is one manifestation of the successful instillation of cooperation values.

Dance learning at SLB Negeri 1 Demak for children with special needs uses learning materials that have been determined by the teacher according to the student's abilities. Students learn creative dances that have been modified and created by the teacher. Thus, students can imitate and remember the movements that have been taught. In dance learning, deaf students can express themselves and develop self-confidence through dance. Thus, this study aims to determine the instillation of mutual cooperation values in dance learning for deaf students at SLB Negeri 1 Demak.

RESEARCH METHOD

The research method used in this study is qualitative research method by describing objects or subjects in the field in real terms and explaining all research activities carried out.

The location of the study is SLB Negeri 1 Demak which is located at Kudus Street No 52, Sasak Hamlet, Bintoro Village, RT 08/ RW 09, Demak Sub-District, Demak Regency, Central Java Province, Postal Code 59511. The researchers chose SLB Negeri 1 Demak as the research location because SLB Negeri 1 Demak is a driving school that has implemented an independent curriculum and applied dance subjects for students with special needs, especially deaf students. Learning dance for deaf students is different from learning dance for ordinary students. A special way is needed to convey the material so that the material can be understood by deaf students.

Data in the study can be obtained through observation so that it produces information that can be included in the study. The researchers used primary and secondary data.

Primary data is obtained directly from the research subject or related resource person. In this study, primary data was obtained from Mrs. Ayuk Pitri Kumaidah, S. Pd. as an arts and culture teacher at SLB Negeri 1 Demak to get information regarding dance learning and instilling the value of cooperation, and Mr. Muhson, S. Pd. as an acting head of SLB Negeri 1 Demak to obtain information regarding school data and overall student data.

Secondary data is obtained through sources, documentation, or other written sources as a complement and to strengthen the research. The secondary data used by researchers is in the form of documentation of student lists, curriculum, and teaching modules related to the research subjects.

Researchers obtained the necessary data by conducting observations, interviews, and documentation. Observations were carried out four times, namely on April 6, May 4, May 11, and May 25, 2023. In this study, data validity

techniques used source triangulation and technique triangulation. In addition, data analysis includes data collection, data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

Dance Arts Learning for Deaf Students

In an interview conducted on February 24, 2023, with Mrs. Ayuk Pitri Kumaidah, S. Pd. as a dance teacher at SLB Negeri 1 Demak, dance arts learning for deaf students was carried out on certain days by grouping each level and its limitations. The implementation of dance arts learning for deaf students at the high school level at SLB Negeri 1 Demak was attended by grade X and XI students who are united in one room. Dance arts learning at SLB Negeri 1 Demak was carried out according to the determined learning schedule but not all students participated.

The implementation of dance arts learning for deaf students at SLB Negeri 1 Demak for the SMALB level was in the form of creative dances that are adjusted to the development and abilities of students. The movements given were only basic ones that do not burden students because they must be modified to the capability of deaf students in order to understand the dance movements taught by the dance teacher. In the dance learning at SLB Negeri 1 Demak for SMALB deaf levels, dance teachers used practical and staged learning methods.

Learning activities were carried out by deaf teachers and students in grades X and XII with basic dance movement material. In the pre-research observation, dance learning for deaf students was carried out by paying attention to three aspects, namely introduction, core, and closing as stated by (Ruhimat, 2010, p. 1) that the learning process has three stages of procedures, namely; pre-learning or beginning of learning, core learning and end or closing of learning.

Learning began with greeting and praying together. Then, it was continued with student attendance by the teacher. The teacher greeted students and asked

how they were communicating so that learning could take place in two directions. Furthermore, the teacher reviewed the material on basic dance movements. The aspect of student enthusiasm was also seen when learning began. Students showed a positive response when the teacher delivered the basic dance movement learning plan. During the core learning activity, the teacher explained the basic dance movement material by giving examples which were then followed by students. This is evidenced by the following figure:



Figure 1. Basic Dance Movement Learning (Source: Yunita, 2023)

Figure 1. shows that Mrs. Ayuk used printed teaching materials in the form of pictures of basic dance movement material for the hand parts. The figure was shown to students who practiced it directly by Mrs. Ayuk. The material given in the lesson on April 6, 2023, was the basic dance movement for the hand parts, namely the hand shapes *ngrayung*, *nyekithing*, *nyempurit*, and *ngepel*. Mrs. Ayuk as a dance teacher gave an example of *nyekithing* with the middle finger meeting the thumb and then the index finger, ring finger, and little finger forming a circle which was then followed by students. Then, it was continued with *ngrayung* with the thumb attached to the palm and the other fingers standing attached.

Then, the closing activity was carried out by praying and reviewing the students' memories by lining up and then being given questions about basic dance movements. If the students could answer, the students were allowed to go home.

The Process of Instilling Mutual Cooperation Values in Dance Learning for Deaf Students

Collaboration

Collaboration is an activity where cooperation occurs between various parties in realizing educational goals, both from within and outside the academic institution (Nugraha & Rahman, 2017).

On April 6, 2023, data was obtained that collaboration was shown when learning activities were attended by students in grades X and XI. Students from different classes could adjust to a situation of togetherness in dance learning that was combined into one. It can be seen from the following figure:



Figure 2. Collaboration of combined classes (Source: Yunita, 2023)

The figure above shows that students who were indicated using the blue arrow are students in grade X, while students who were indicated using the red arrow are students in grade XI. It can be seen that students from different classes can still collaborate in one dance lesson in the same class.

Cooperation with each other was in the form of floor patterns by moving according to the count and beat with compact movements. Cooperation in groups when dancing is extremely needed because it is to achieve togetherness and beauty. Solidarity in dancing is one of the successes of a group dance performance.

On May 25, 2023, the process of instilling the value of cooperation in dance learning can be seen during the core activities. In the core activities, students helped each other to explain and demonstrate movements and floor patterns in the Indonesian Medley Dance. Students

reminded each other of the position of the floor patterns that had been learned in the previous meeting.

Caring

Caring is a trait that makes the actor feel what others feel, and know how it feels to be someone else, sometimes shown by giving or being involved with that person (Khiyarusoleh & Indriawati, 2018).

On April 6, 2023, caring was seen in the teacher to students who did not understand the material. Mrs. Ayuk as the teacher in charge of the dance subject provided basic hand dance movement material slowly and gradually so all students understood. Mrs. Ayuk paid attention to each student so all students could practice it. When paying attention and explaining to each student, Mrs. Ayuk helped each student who felt difficulty practicing basic dance movements.

In the teaching stage on May 25, 2023, a form of caring was also seen, namely when the floor pattern used was in pairs, the two students worked together to communicate movements together. The two students were involved in a close relationship with each other to create unity in group dance.

Sharing

Sharing is a prosocial behavior for feeling something people have, including skills and knowledge (Riska et al., 2018). In the learning on April 6, 2023, students were given hand drawing sheets of dance basic movements by the dance teacher as learning material to be attached to paper or books. The process of instilling the value of cooperation also occurred with students through sharing sheets of paper with friends. Students also helped each other when attaching the sheets of drawing movements by using glue to the paper in the book.

Then, the form of sharing was also seen in the learning on May 11, 2023, the instillation of the value of cooperation was also carried out at the teaching stage or core learning activities. The instillation of the value of collaboration was implemented through cooperation between

students and dance teachers in carrying out the practice of learning the Indonesian Medley dance. In the middle of the dance practice activities, several students were still confused about practicing the movements in the dance movement section which was quite difficult. Then, the student asked Mrs. Ayuk about the movement. In addition, Mrs. Ayuk explained the dance movement slowly.

The form of sharing was also seen at the meeting on May 4, 2023. The process of instilling the value of cooperation in dance learning was also found in the core activities. During the core learning activities, some students did not understand the dance movement parts when the dance practice. Mrs. Ayuk asked one of the students to explain to her friend.

During the core activities on May 25, 2023, Mrs. Ayuk and the students danced together but in the middle of the dance practice, Mrs. Ayuk and several students forgot one movement. Then, one of the students expressed his opinion that Mrs. Ayuk and several students were wrong and the student reminded them of the forgotten movement.

CONCLUSION

Based on the research results obtained and the discussion regarding dance learning and the process of instilling cooperation values in dance learning for deaf students at SLB Negeri 1 Demak, it can be concluded that dance learning for deaf students at SLB Negeri 1 Demak dance learning was carried out in three stages, namely pre-learning activities, students pray together with the teacher and they continue with attendance. The core activity was conducted by delivering the Indonesian Medley Dance movement material. The learning media used is audio or sound. Meanwhile, the learning method used was the *tadrij* method or the stage method. It means that the learning material was given by the teacher to the students in stages. The closing activity was a learning evaluation, namely questions and answers between students and teachers regarding the learning material or in-depth study.

Then, it was continued with praying together.

The process of instilling cooperation values in dance learning for deaf students at SLB Negeri 1 Demak was in the form of collaboration, caring, and sharing. Instilling cooperation values was carried out in pre-learning activities, core activities, and closing activities. The form of student collaboration in dance learning can be seen in the differences in class levels during learning. The grade X and XI students collaborated on one dance subject to achieve learning goals. Collaboration was also shown in student cooperation in dance groups and collaboration with fellow friends in floor pattern material. The second form is caring. Teachers observed each student who did not understand the material by giving special attention to each student. Caring was also shown in students who care about each other when they saw their friends who did not understand the material and then they studied together. The third form is sharing. It can be seen in the attitude of students who shared glue and paper with their friends who did not bring them so that they could stick the teaching materials to their books. The form of sharing was also seen in teachers and students who shared knowledge. Teachers provided their comprehension or materials to their students and students shared their understanding with their friends who did not understand the learning material that had been studied.

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