

IMPLEMENTATION OF LEARNING DEVICE OF SOUTH SULAWESI BASIC DANCE ART PERFORMANCE MANDAR ETHNIC

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ABSTRACT: *This research aimed to obtain the effectiveness of the learning device of Basic Dance South Sulawesi implemented, particularly in ethnic Mandar in terms of responses given by students. This study was conducted to the unavailability of learning device that are implemented in the implementation of learning at Department of Art Performance Education. This research is conducted ex post facto in the even semester academic year 2014/2015. Subjects in this research is 45 student class of 2014. The results obtained indicate that as many as 97.78% of the students responded positively to the implementation of the learning device Basic Dance South Sulawesi, and 2.22% of the students gave negative responses. Student response to the implementation of the learning device Basic Dance South Sulawesi in the form Textbook for Students and Learning Video gives a positive response, therefore the learning device Basic Dance is said to be effectively utilized.*

Keywords: Learning device, traditional dance, basic dance, ethnic Mandar.

1. INTRODUCTION

The teaching and learning strategy has a strong impact on student self-efficacy, motivation and performance. Teaching methods can improve basic cognitive abilities and student achievement. Therefore, instructors or lecture need to use a diversity of teaching techniques in the classroom to dynamically involve students to promote effective accomplishment in advanced levels of learning (Zaidi, 2017) [1]. The learning process in the field of dance at the college level of education is expected that the acquisition of skills and knowledge of dance is a provision for the students when they teach at school or in the studio, complete and can be done well.

The learning process at university level is very different from other education that emphasizes the mastery of dance based on the area of origin of the dance, while at the junior high school level is based on the type of courses that develop specific knowledge and mastery of dance deeper. This is reflected in the curriculum structure Art Performance Education, Faculty of Art and Design, Makassar State University

The observations conducted by researchers in the field shows that the results of learning the basics of dance in South Sulawesi specifically four- ethnic incompatible with the purpose of learning, because the courses are only two (2) credits with learning device that do not support the implementation of the process of learning, and learning materials include dance four ethnic groups, namely *Bugis, Makassar, Mandar and Toraja* also has not been implemented properly. Therefore, in this research among the four points of the research will focus on one subject, namely the basic learning dance ethnic Mandar South Sulawesi where chosen as the basic dance is dance *Pattukduk Kumba*.

Based on the above, learning Dance Basics Mandar that has been applied to the number of students is quite large (35-40 people) are implemented in practice rendered. So it is necessary to do some innovative efforts as a solution to solve their problems.

One subject of learning basic dance South Sulawesi, where researchers focused choose Mandar basic dance (dance *Pattukduk Kumba*) because previous research on the dance *Pattukduk Kumba* only discussed the shift in value orientation of the sacred to profane (Padalia, 2002: 8) [2]. The other

study was conducted by Ram Kalpana (2000) [3] *Dancing the Past Into Life: The Rasa, Nirtia and Raga of Immigrant Existence*, which illustrates that the reason the orientation towards cultural values as a representation of a human civilization is a disorder underlying the relationship is more important to past and present, the script turned into Indian dance and music is a good language to appreciate the magical powers of representation and assiduity of the level of experience embodied in a coherent and meaningful without their depiction.

Moreover, learning Dance Basics South Sulawesi has been using conventional methods so that the learning outcomes are achieved not maximized. Therefore, should be developed and implemented more effective learning tools to improve learning outcomes over the maximum. Learning device that is seen to increase the effectiveness of learning is Textbook for Students and Video Learning. Learning Model is being used is Student Team Achievement Divisions (STAD) Cooperative Learning Model.

Based on the description on the above background, the fundamental problem experienced by students is the difficulty in understanding the learning material Basic Dance South Sulawesi ethnic Mandar taught conventionally. Therefore, the purpose of this research is to obtain the response of students to the learning device Basic Dance South Sulawesi in the form of ethnic Mandar Textbook for Students and Learning Video implemented on Art Performance Education, Faculty of Art and Design Makassar State University.

2. RESEARCH METHODS

Type of this research is an ex post facto research. This research has been conducted 6 months in the Faculty of Art and Design Makassar State University. The subjects in this study was the student of class 2014 Art Performance Education as many as 45 students.

The procedures to be implemented by a team of researchers in this research consisted of three (3) stages:

a. First Stage

The activities in the first stage of the research team consists of:

- 1) The research team conducted a meeting with all the lecturer in the Department of Art Performance Education. During the meeting, the research team put

forward a plan for science and technology research community.

- 2) The research team conducted discussions with all the lecturer in the Department of Art Performance Education concerning the implementation of the learning device Basic Dance South Sulawesi ethnic Mandar form for a student textbook and learning videos.

b. Second Stage

The activities in the second stage of the research team consists of:

- 1) The research team conducted observations about the lesson plans used by Dance Basic lecturers at the Art Performance Education.
- 2) The research team conducted a discussion (Forum Group Discussion) with all the lecturer in the Art Performance Education to establish indicators and objectives of learning by using learning tools such as textbooks for students and learning videos.
- 3) The research team examines referral sources such as textbooks and curricula to prepare a learning tool for students in the form of textbooks and learning videos.
- 4) The research team conducted discussions to define the indicators and objectives of learning by using learning tools such as textbooks for students and learning videos.
- 5) The research team conducted training or simulation to be used as a learning tool in the form of learning videos of Dance Basics South Sulawesi ethnic Mandar (*Dance Pattukduk Kumba*) in Art Performance Education.

c. Third Stage

The activities in the third stage of the research team consists of:

- 1) Formulation of the learning device by the research team based on the results obtained in the development of the second stage.
- 2) The research team discussed the results of the formulation of the learning device Basic Dance South Sulawesi ethnic Mandar.
- 3) The research team conducted the editing of the draft learning device developed.
- 4) Binding and doubling of the learning device Basic Dance South Sulawesi ethnic Mandar.
- 5) Implementation of the learning device Basic Dance South Sulawesi ethnic Mandar in Education Program Art Performance.
- 6) Measurement of the effectiveness of the learning device Basic Dance South Sulawesi ethnic Mandar implemented and measured by results on the response of the Art Performance Education student.

Data analysis techniques used in this study is the percentage of the effectiveness of the use learning device. Learning device is effective, if the student meets the criteria in response to the basic device used Mandar ethnic dance in learning activities. Data on student responses obtained from the questionnaire responses were subsequently analyzed by the percentage of students. Activities undertaken to analyze the student response data are:

1. Calculate the number of students who gave a positive response in accordance with the aspect of being asked, then calculate the percentage.

2. Determine the student category for a positive response by matching the percentage with defined criteria.
3. If the analysis shows that the student has not a positive response, then the revision of the device developed.

The criteria are set to determine that students have a positive response to the learning device is more than 50% of them gave a positive response to at least 70% the number of aspects in question (Nurdin, 2007: 155) [4]. The effectiveness of the basic the learning device Mandar ethnic dance is said to have reached if a positive response criteria students to aspects of learning videos and textbooks are fulfilled.

3. RESULTS

The dance is a beautiful expression of the human soul that is expressed in gestures are refined through aesthetics. Some experts who study dance stated as follows. Hawkins (1990) [5] states that dance is an expression of the human soul that is transformed by the imagination and given form through the medium of motion so that a form of motion is symbolic and as an expression of the creator. Mery (1986: 12) [6] states that the form of symbolic expression in the form of higher must be internalized. To become a tangible form then it also puts on dance in the expression of subjective given objective form. In an effort to reflect the dance.

Dance is often seen in various events through the medium of television, as well as various other activities such as special events such as dance performances, in state activities and events related to religion, marriage or any other party associated with custom. According to Gunarsa (1982) [7] that someone is paying attention to the model to be imitated because the model shows or have a nature and of great quality, successful, elegant, powerful, and other properties as one component of the learning process.

Dance is one branch of art, where the medium used is the body. Dance received great attention in the community. Dance like motion language is a means of human expression as a universal medium of communication and can be enjoyed by anyone, anytime. As a means of communication, dance has an important role in public life. At various dance events can function according to their importance. Society needs a dance not only as an aesthetic satisfaction, but also needed as a means of religious ceremonies and customs.

According to Furth (1970) [8] that a person has to feel the beat of the music with a sense of motion starting from the first variety. When listened to in particular, dance makes one moved to the rhythm of the dance, dance, and performance capabilities, and willingness to the public clearly. Dance gives a sense of appreciation, empathy, sympathy, and satisfaction especially for the supporters.

Teaching materials Basic Dance South Sulawesi is striving to provide convenience for the students to discover the concepts and ideas of basic materials South Sulawesi dance (Dance Mandar). The development of teaching materials in this research generally uses six (6) criteria expressed by Collete and Chiappetta (Arif, 2008) [9]. Given the teaching material is only used limited limited trial, the 6 criteria are not all done. So the quality of the paper and the envelope is not made with high quality paper and durable. The criteria are as follows:

- a. The present situation, according to the age level of students that includes the background and development of concepts and principles and relevant to students.
- b. Organization: the organization of writing topics and sub-topics, meet the curriculum, flexible.
- c. Reading level: use of the phrase or word as well as the type and size of letters adjusted to the age level of the students, technical words cultivated minimal and clearly explained.
- d. Illustration: according to the current situation, the photo should be clear and reliable, in relation with the material, page titles and chapters are well written and accurate, useful in learning and strategically placed within the text.
- e. Learning Tools: at the end of one or two sub-topics created questions prepared and useful to review, suitable for a wide range of student abilities suggested activities to challenge and stimulate thought.
- f. Physical decoration: to get students motivated to see the teaching material, the cover must be attractive, well-made books and durable, easy to read, good-quality paper used.

The materials on the Mandar Basic Dance is a *Pattukduk Kumba* dance. Sub material being taught is a) *Uru-uruna*, b) *Mallappe' Sipi'*, c) *Mi'oro Miundur*, d) *Mioro Mijaramming*, e) *Appe' Mata Anging*, f) *Sau-Dhomai*, and g) *Millamba Malai*. The following is an outline of diverse *Pattukduk Kumba* dance.

- a. Variety I, *Uru-Uruna* (opening): (1) the right hand straight down at your sides, holding a fan, and a scarf (fan in a closed state); (2) the left hand: *mattiting lipak*, *Kingking lipak* (Makassar); and (3) the right leg and the left goes into the stage, making a circle in a clockwise direction
- b. Variety II, *Mallappek Sipik*: (1) the left hand raised parallel to the shoulder, (fingers facing down), then reversed (fingers facing up); (2) the right hand to the right shoulder, (holding the closed fan); (3) and then swung to the back (fingers fan facing down), 45 degrees and then back to the shoulders, *miellok=ammeklu* (Makassar), then down to the bottom; (4) *miondo=Kondo'* (Makassar); (5) open fan; and (6) this variety carried while spinning a loop, and then change the position, as specified.
- c. Variety III, *Mioro Mikundur*: (1) sitting; (2) the right leg straightened forward; (3) the left leg bent into the groin. The right hand is on the side of the body (fan in the open state, the fan fingers facing up); (4) both played each hand at your sides, swayed to the front of the eye, the left hand holding the upper end of the fan, then lowered; (5) the left hand *mamanjeng=Ammanjeng* (Makassar); (6) the right hand on the right shoulder to swing down (the fan fingers facing inward); and (7) the left hand raised at shoulder level (fingers facing down), behind, bent, *miellok=ammeklu* (Makassar) and then lowered to the bottom.
- d. Variety IV, *Mioro Mijaramming*: (1) is still in a state of sitting; (2) The right hand holds a fan (open), the left hand is at the fingertips of the fan below; (3) slowly directed to the right, followed by a body (*sipissekdeang*) to the left, (*sipissekdeang*), back to the right (*sipissekdeang*), then the next (*sipioloang*); (d) the left hand fingers rubbed the fan from top to bottom; (e) hands played alongside fan; (f) closes right hand fan; and (g) slowly stood up.

- e. Variety V, *Appek Mata Anging*: (1) the right hand to the shoulder, then lowered; (2) The right-leaning body, the weight is in the right leg, *miondo=kondo'* (Makassar), position of the body back to the center; (3) The right hand is in front of the chest, an open fan (fan fingers facing down); (4) the left leg swung back, change direction toward; (5) closing the left foot right foot; (6) the left hand swung from below (fingers facing down) up parallel to the shoulder, then reversed (fingers facing up), then bent down; and (7) the right hand raised in front of his chest, fingers facing down fan.
- f. Variety VI, *Sau Dhomai*: (1) the fan in the open state; (2) The right leg is lifted to the back; (3) closing the left foot right foot (feet elevated at the same forward or backward), then *miondo: kondo'* (Makassar); and (4) the right hand swung backward, parallel to the hips, then forward.
- g. Variety VII, *Millamba Malai* (Closing): (1) the fan is closed; (2) hands raised parallel to the shoulder; (3) fingers facing down *miondo*, reversed, then bent, then unloaded on the side of the body; and (4) slowly dancer left the theater.

Results of the research that has been obtained is a learning device Basic Dance South Sulawesi is made in the form Textbook for Students and Video Learning. Then simulation using the textbook along with video lessons to small groups. The actual implementation is done on the subject of research, as many as 45 student class of 2014 and result effectiveness of learning through student response device, which is 97.78% of the students responded positively and 2.22% of the students gave negative responses to the implementation of textbooks and instructional videos (*Pattukduk Kumba*).

The results above show that the implementation of learning tools is an effective use of the device to be able to achieve the expected learning goals. The reason was the presence of students who gave negative responses to textbooks and instructional videos, namely (1) there are still some regional languages are used without being followed by the definition in the Indonesian language in general; (2) there are students who are able to understand when the dance movements taught directly; and (3) there are certain students who did not have previous dance experience thus find it difficult to learn and demonstrate what in the short term.

4. DISCUSSION

The lesson plan is basically associated with the preparation and devise a device used in the learning process. Learning device are a set of resources or a learning tool that allows students and faculty can conduct learning activities. Therefore, the learning device is absolutely necessary a lecturer in managing learning. Learning device needed to manage the learning process can be Syllabus, Lesson Plan, Lecturer Handbook, Textbook for Students, and Video Learning. Learning device that will be implemented in this research is a textbook for students and instructional videos and will be known effectiveness.

Trianto, (2009: 179) [10] argues that "learning devices are a number of materials, tools, media, instructions and guidelines to be used in the learning process". The device of learning can be either (1) Implementation Learning Plan, (2) Textbook for Student, (3) Handbook for Teacher, (4) Activity Sheet

Students, and (5) Test of learning result. Based on these opinions can be concluded that learning device is a set of a tool for teaching and learning in the classroom. The Learning device must be prepared by a lecturer to face in the classroom. In in this research learning device that is intended, namely textbook for students and learning videos.

a. Textbook for Students

Textbook is a book that is used as a handle learners or students at education as a learning material related to the field of study (Depdiknas, 2006a) [11]. Textbook is the reference book of student learning activities. According to Tomlinson (1998: 7-22) [12], in the development of learning materials should be considered some basic principles. One of the basic principles of development of learning materials that are instructional material should help students find it easy to learn and must provide or facilitate students to become independent learners.

According to Piaget (Rodger & Robert: 1982) [13] that the age of the students, the level of intellectual development has been in a formal operation period (11 years - to the top). Where major progress in child during this period is that he could have thought hypothetical-deductive, propositional thinking, combinatorial thinking. Thus, a student is obviously considered to have been able to coordinate with each other or interact well with her study group included the use of textbooks in the group as a source of learning.

b. Learning Video

Learning Video is a type of media that is able to show moving images integrated with sound elements. These media types have features or exceptional ability as a medium of communication. Video capable of displaying information and knowledge in a realistic impression. Video is also able to show the events and objects recorded significantly. Prudent use of these types of media will provide an outstanding learning experience effective for learners or students.

Heinich, et al (Pri, 2015) [14] suggests some of the advantages that can be provided by the video medium in communicating information and knowledge that is: (1) video can deliver moving images (motion pictures), and can reveal information that contain elements of motion in it; (2) video may show a process of gradual. Gradual movements can be shown effectively through this medium; (3) video can be used as medium of observation safe. The pictures of objects recorded in a video program can be safely observed by viewers; (4) video can be used to learn a skill or a particular skill. Dance lessons, for example, can be studied effectively through the medium of video; (5) dramatization contained in a video program, can arouse the audience's emotions. Video medium, therefore, can shape the attitudes of individual and social attitudes; (6) video can be used to perform the appreciation or appreciation of the culture of other nations or ethnic origin; and (7) of the video medium can be used to provide the same experience (common experience) against a group of viewers who are in a different place.

5. CONCLUSIONS

The conclusions in this research is the description of student response to the implementation of learning device Basic Dance South Sulawesi in the form Textbook for Students and Learning Video gives a positive response, so that the Basics Dance learning device is effective for use.

6. REFERANCE

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