

The Development of the Productive Creative-Based Choreography Learning Model in Padang State University



Hamsidar, Agusti Efi, Indrayuda

Abstract: *This study is aimed to improve students' choreography skills. Since students are still constrained in coming up with ideas, creative imagination in choreography as a result they have minimal choreographic results. The diversity of students' input in the Sendratasik Department is one of the factors causing the low creativity and productivity of students' choreography. It means that the students have different basic abilities of choreography so that they have a minimum of ideas and creativity in learning choreography. Even though the lecturer has used his competence as a choreography lecturer, however in reality the lecturer is more likely and always uses a learning model that has not been able to build students to be more motivated and quick to find ideas and find stimulation of imagination, so they are slow in generating ideas and finding stimulation of the imagination. This type of research is development research or what is called Research and Development (R&D) with qualitative and quantitative approaches. The Productive Creative-based Choreography Learning Model in this study has produced a valid, practical, and effective model because it has an impact on increasing the choreography ability and learning motivation of students.*

Keywords: *choreography, creative, productive*

I. INTRODUCTION

Based on the survey data, it can be concluded that as long as students attend choreography class in the semester of 2018, the average student is constrained in generating ideas, finding initial stimuli, stimulating imagination, and creating arable sources or finding motives from exploration results or exploration of the body. Apart from that, they are still slow in preparing the framework for the form of the dance that will be produced from the choreography lectures referred to [14] [15] [16] [17]. Although the lecturer has used his competence as a choreography lecturer, in the learning process, the lecturer is more likely and always uses a learning model that has not been able to build students to be more motivated and to find ideas quickly and stimulation of imagination, on the other hand, they are slow in generating ideas and finding stimulation of imagination [7] [8] [9] [10] [11] [12].

This is because the student learning model tends to be individual, in terms of choreography it can be developed more with group work, which in turn between students will share experiences, and encourage each other in finding ideas and stimulating imagination.

In addition, there has not been anything that stimulates a sense of creativity or pressure from the lecturers so that students have to be creative in finding ideas, expressing new concepts and working patterns in the production of choreography [1] [2] [3] [4] [5] [6]. Seeing the above conditions, it is necessary for researchers to develop learning models that can help lecturers to improve development in pedagogical competencies or competencies in learning. Therefore, researchers need to develop a new learning model that is able to answer problems that have been found in previous survey data, one of which is to increase motivation to explore, find stimulation of imagination, or discover initial stimuli for students in choreography learning. Given the high demand for choreography courses, the output of which is a product of a dance work, lecturers in choreography courses must carefully use strategies and relevant learning models that are carried out in the learning process. In the end, students are able to quickly and precisely achieve the target of learning. Therefore, students have been able to produce their dance work products at a right time, and lectures are complete according to the set course achievements.

II. METHODOLOGIES

This type of research is development research or what is called Research and Development (R&D) with qualitative and quantitative approaches. This research was conducted using the 4D model. The research data was taken in the Department of Drama, Dance, and Music, Padang State University. The data analysis of this research was carried out using descriptive statistical analysis techniques and descriptive techniques. Descriptive statistics to analyze student learning achievement and choreography skills, observation sheets, and questionnaires. While the descriptive technique is to analyze the results of interviews, analysis, and field notes.

III. RESULTS ANALISYS

3.1. Product Validity

Validation of the model is carried out by looking at three aspects, namely aspects of graphics, language, and learning.

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The reliability value of the Model Book Validation Instrument, Student Book, and Lecturer Book for Productive Creative-based Choreography Learning is calculated using the assistance of MS Excel 2007. The following are the results of the reliability calculation of the Productive Creative-based Choreography Learning Model Book Validation Instrument.

Table 1. The validation value of the Choreography Learning Model based on Productive Creative book

Aspect	K	Explanation
Supporting theory	0.73	Valid
Syntax	0.61	Valid
Social system	0.61	Valid
Principle of reaction	0.81	Very valid
Support system	0.81	Very valid
Instructional impact	0.75	Valid
Accompaniment impact	0.75	Valid
Model implementatin	0.68	Valid
Average	0.72	Valid

Based on Table 1, the value of the Productive Creative-based Choreography Learning Model Book is 0.72. These results indicate the level of consistency of the Productive Creative-based Choreography Learning Model Book Validation Instrument is in the valid category.

Table 2. Student book validation scores

Aspect	k	Explanation
Graphic	0.78	Valid
Learning process	0.72	Valid
Language	0.81	Very valid
Content	0.75	Valid
Average	0.76	Valid

Based on Table 2, the value of the productive creative-based choreography learning student book is 0.76. These results indicate the level of consistency of the Productive Creative-based Choreography Learning Student Book Validation Instrument is in the valid category.

Table 3. The value of the Lecturer Book validation

Aspek	K	Explanation
Graphic	0.84	Very valid
Learning process	0.81	Very valid
Language	0.94	Very valid
Content	0.89	Very valid
Average	0.87	Very valid

Based on Table 3, the reliability value of the lecturer book of the Productive Creative-based Choreography Learning Validation is 0.87. These results show the level of consistency of the lecturer book is in the valid category.

3.2. Product Practicality

3.2.1 The results of the practicality test of the model book. The practicality test (pretest) was carried out on 3 lecturers at Sendratasik UNP Padang. The lecturers were asked to fill out a questionnaire about the model book. The results of the lecturers' responses to the model book can be seen in the following table:

Table 4. The practical value of the model book

No	Pretest		Posttest	
	Score	Percentage	Score	Percentage
1	35	58.33	42	70.00
2	36	60.00	43	71.67
3	35	58.33	42	70.00
Average	35.33	58.89	42.33	70.56

Based on the data in the table above, it is known that the percentage of the model book pretest score is 58.89 and it is quite practical. Furthermore, based on suggestions from the lecturer, the model book was revised. Some parts that were revised were items number 3, 11, and 12. Therefore, they were corrected, and a posttest was carried out. The researcher asked the lecturer to fill out a questionnaire about the model book. The results of the model book assessment are 70, 56 and are classified as practical.

3.2.2. The results of the practicality test for lecturers' books. The practicality test (pretest) was carried out on 3 lecturers at Sendratasik UNP Padang. Lecturers are asked to fill out a questionnaire about lecturers' books. The results of lecturers' responses to lecturers' books can be seen:

Table 5. The practical value of lecturers' books

No	Pretest		Posttest	
	Score	Percentage	Score	Percentage
1	27	60.00	32	71.11
2	26	57.78	32	71.11
3	27	60.00	31	68.89
Average	26.67	59.26	32	70.37

Based on the table above, it is known that the percentage of the lecturers' book pretest score is 59.26 and it is quite practical. Furthermore, based on suggestions from the lecturer, the lecturers' book was revised. Some parts that were revised were items number 2, 4, 10, 11, and 12. Hence, after being corrected, a posttest was carried out. The researcher asked the lecturer to fill out a questionnaire about the lecturer's book. The results of the lecturer's book assessment are 70, 37 and are classified as practical.

3.2.2. The results of the practicality test of students' book. The first time the researcher did a pretest to students. Furthermore, the researchers divided the activities into two groups. The first group had discussion activities about choreography material. This activity was carried out for 10 meetings for 10 RPP activities. The second activity is a practical activity. This second activity includes 2 lesson plan activities, namely lesson plan 6 and lesson plan 7. There are details of the activities can be seen in the table below.



Table 6. Details of choreography learning activities

Lesson plan	Date	Activities
1-5	01 September 2020- 20 November 2020.	Choreography Intorudction
6	25-17 December 2020	Creating choreography
7	20 December 2020	Showing the choreography

The practicality test (posttest) was carried out on 20 students at Sendratasik, UNP Padang. The students were asked to fill out a questionnaire about the students' book. The results of student responses to students' book can be seen as follows.

Table 7. Students' pretest and posttest results

No	Pretest		Posttest	
	Score	Percentage	Score	Percentage
1	23	51.11	32	71.11
2	25	55.56	32	71.11
3	26	57.78	31	68.89
4	27	60.00	31	68.89
5	23	51.11	30	66.67
6	26	57.78	33	73.33
7	24	53.33	34	75.56
8	25	55.56	32	71.11
9	25	55.56	32	71.11
10	28	62.22	34	75.56
11	31	68.89	31	68.89
12	30	66.67	34	75.56
13	29	64.44	34	75.56
14	29	64.44	37	82.22
15	27	60.00	32	71.11
16	27	60.00	30	66.67
17	24	53.33	33	73.33
18	33	73.33	36	80.00
19	28	62.22	35	77.78
20	27	60.00	33	73.33
Average	26.85	59.67	33	72.89

Based on the table above, it is known that the percentage of the student's book pretest score is 59.67 and it is quite practical. Furthermore, based on suggestions from the students, the students' book was revised. Some of the parts that were revised were items number 2, 4, 8, 10, 11, 12, 18, and 20. Therefore, after being corrected, a posttest was carried out. The researcher asked the lecturer to fill out a questionnaire about the students' book. The results of the students' book assessment are 72, 89, and are classified as practical.

3.2. *Product Effectiveness*

Here are the details of productive creative-based choreography learning model.

Table 8. Details of Choreography Lessons

Lesson Plan	Date	Activities
1-5	25 November 2020	Choreography Intorudction

6	2 -3 April 2019	Creating choreography
7	9 April 2019	Showing the choreography

After all learning from 1 to 7 is carried out smoothly. The researcher asked the help of a choreography lecturer who taught to fill out a questionnaire on the effectiveness of model book and lecturer book. Then for students, researchers asked students to fill out an effectiveness questionnaire about student book. Following are the results of the normality test.

Table 22. Print out the normality test One-Sample Kolmogorov-Smirnov Test

		Pretest	postes
N		20	20
Normal Parameters ^{a,b}	Mean	64.5000	76.2500
	Std.	11.5735	7.92647
	Deviation	6	
Most Extreme Differences	Absolute	.194	.182
	Positive	.194	.135
	Negative	-.133	-.182
Kolmogorov-Smirnov Z		.868	.814
Asymp. Sig. (2-tailed)		.438	.522

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the SPSS output table, it is known that the significance value of asymp.sig (2-tailed) is 0.552, greater than 0.05. Hence, in accordance with the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed. Thus, the assumptions or normality requirements in the regression model have been met.

Table 23. Print out the homogeneity test Test of Homogeneity of Variances

Nilai			
Levene Statistic	df1	df2	Sig.
6.705	1	38	.074

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig) of the variable value of Productive Creative-based Choreography Learning is 0.074. Because of the Sig. 0.074 > 0.05, so as the basis for decision making in the homogeneity test above, it can be concluded that the variance of the data on learning outcomes of Productive Creative-based Choreography Learning is the same or homogeneous.

Table 24. Result of the pretest and posttest

	Paired Samples Test						t	df	Sig. (2-tailed)
	Paired Differences				Lower	Upper			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
		n							
Pair 1	pretest - posttest	21.5000	10.01315	2.23901	26.18630	16.81370	9.602	19	.000



The significant value (2-tailed) of the SPSS output is 0.000 ($\alpha < 0.05$), therefore, H_0 is rejected, it can be concluded that there is a difference between the pre-test and post-test scores. Then, based on the average as shown in the excel attachment, it is known that the average post-test score is higher than the pre-test, in which the average post-test score is 76, 25 and the pre-test average value is 64.5, It can be said that there was an increase in student scores before and after the implementation of the Productive Creative-based Choreography Learning Model.

IV. CONCLUSION

This research is a research on the development of a productive creative-based choreography learning model along with the system / product support models in the form of lecturer and student books. Based on the discussion of the research results, it can be concluded that 1) Creative Productive-based Choreography Learning Model through the 4D development model has been produced. 2) Productive Creative-based Choreography Learning Model that meets the criteria of validity, practicality, and effectiveness. The model is said to be valid with the characteristics of the suitability of the research model development with the 4D procedure.

The model is said to be practical with the characteristics of ease of use, time suitability, language readability, attractiveness and feasibility of each phase in the model. The model is said to be significantly effective proven to be able to improve writing skills and student motivation.

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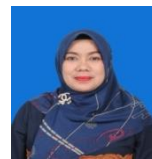
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AUTHOR PROFILE



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