Application of Peer Tutoring Method To Improve Dancing Skills in Class IV Traditional Dance Materials at SD 1 Pangenrejo

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Abstract: Improving the quality of education is influenced by the factors involved such as teachers, curriculum, infrastructure, and the environment. The curriculum for primary and secondary education is required to include art and culture subjects. The problem that is obtained at this time is the low interest of students in cultural arts subjects which results in the skills of students, especially traditional dancing, have not yet reached the criteria for completeness. Another problem is teacher-centered learning it limits students in exploring their skills. The purpose of this study was to improve students' traditional dancing skills with the specified Minimum Completeness Criteria, namely 80. The subjects in this study were 8th grade elementary school students. This is by the restrictions on activities during the COVID-19 pandemic. The instruments in this study were observation sheets, interview sheets, documentation, field notes, and tests. This, type of research is Classroom Action Research. The results showed that in the pre-cycle activities the average result was 50.78 which the value had not yet reached the KKM, then the first cycle was carried out for 4 meetings, and each meeting took a score to find the average at the end of the cycle. Cycle I got an average score of 64.28. In cycle II, the researcher also held 4 meetings and got a final average score of 83.46 with a value that has reached the specified KKM. students' traditional dance.

Abstrak: Peningkatan kualitas pendidikan dipengaruhi oleh faktor-faktor yang terlibat seperti guru, kurikulum, sarana prasarana dan lingkungan. Kurikulum pendidikan dasar dan menengah wajib memuat salah satunya mata pelajaran seni dan budaya. Permasalahan yang didapat pada saat ini adalah rendahnya minat peserta didik terhadap mata pelajaran seni budaya yang mana mengakibatkan keterampilan peserta didik khususnya menari tradisional belum mencapai kriteria ketuntasan. Permasalahan lain yakni pembelajaran yang berpusat pada guru sehingga membatasi peserta didik dalam mengeksplorasi keterampilannya. Tujuan penelitian ini adalah untuk meningkatkan kemampuan menari tradisional peserta didik dengan Kriteria Ketuntasan Minimal yang ditentukan yakni 80. Subjek pada penelitian ini yakni peserta didik kelas IV sekolah dasar sejumlah 8 peserta. Hal ini disesuaikan dengan aturan pembatasan kegiatan saat pandemi covid-19. Instrumen pada penelitian ini yakni lembar observasi, lembar wawancara, dokumentasi, catatan lapangan dan tes. Jenis penelitian ini adalah Penelitian Tindakan Kelas. Hasil penelitian menunjukkan bahwa pada kegiatan pra siklus didapat hasil rata-rata 50,78 yang mana nilai tersebut belum mencapai KKM, lalu pada siklus I dilaksanakan sebanyak 4 kali pertemuan, masng-masing pertemuan diambil nilai untuk dicari rata-ratanya dia akhir siklus. Siklus I mendapat nilai rata-rata 64,28. Pada siklus II, peneliti juga melaksanakan pertemuan sebanyak 4 kali dan mendapat nilai rata-rata akhir sebesar 83,46 yang mana nilai tersebut sudah mencapai KKM yang ditentukan. Dengan tercapainya nilai pada siklus II, maka penelitian dengan metode tutor sebaya ini dikatakan berhasil meningkatkan keterampilan menari tradisional peserta didik.

A. Introduction

Education is a process of learning knowledge or skills that are useful for life. Improving the quality of education is influenced by the factors involved such as teachers, curriculum, infrastructure, and the environment. According to Juliani & Widodo (2019), to improve the quality of education of a nation, UNESCO initiated the Four Pillars of Education consisting of learning to know, learn to do, learn to be, and learn to live together. The explanation of the Four Pillars of Education, including learn to know refers to the principle of learning to know and understand, learn to do which emphasizes the importance of interacting with the environment not, and learn to be which is to educate students to find out their identity and learn to live together, which is to lead students to realizes that he is part of the environment. In the learning process, educators play an important role in schools, because educators become a means of delivering material order to achieve the goal of changing behavior, attitudes, and skills within the criteria to be achieved.

Law No. 20 of 2003 states that the curriculum for primary and secondary education must contain one of the subjects of art and culture (Sunarmani, 2006). Cultural arts lessons and skills according to Dedi (2016) contains many branches of art, namely music, fine arts, drama arts, handicrafts, and dance. The art of dance is shown to foster creativity, and lead to demand and otional and social sensitivity, the art of dance is also understood as a reflection of human life which is poured into expression. Dance is one of the means to develop students' skills in expression. Art and culture lessons in addition to developing skills also train students' motor skills, therefore in cultural arts learning tends to be more practical, so that students' motor skills are well trained.

Skills according to Saputra (2021) are knowledge gained through practice. This exercise takes a long time and requires repetition. Kurniaman & Noviana (2017) argues that skills are closely related to developing a mindset and creativity in the brain and physically. argues that productive and creative actions involve the ability to think and assess persopersonallyically every human being has the skills, but this will not be seen if it is not developed according to their potential. Skills can not only be obtained from learning activities in the classroom, they can also be obtained from activities outside the classroom such as elementary school extracurricular activities.

According to (Wahyuningtyas, 2020) Dance is a combination of techniques, rhythms, and certain body movements that produce an expression or expression of one's feelings wrapped in beauty. In line with Soedarsono's opinion (Wahyuningtyas, 2020) dance comes from beautiful rhythmic movements, in which it expresses the expression of the human soul, a soul expression is a form of expressing feelings and emotions, and rhythmic movement is a beautiful body movement that is adjusted to the rhythm and can captivate the audience. . Dance according to (Setiawati, 2011) based on the role and function of dance, it is divided into 5 namely (1) Ceremonial Dance, (2) Traditional Ceremonial Dance, (3) Religious Dance, (4) Social Dance, (5) Theatrical Dance. According to Soedarso (Hadi, 2018,), Dance has several functions, namely: a) Dance as a ceremony, it can be seen from the time, place, and selected dancers as well as the offerings. b) Dance as entertainment, has meaning if the dance

is shown to be watched, has a personal goal to attract, and, has spontaneous movement characteristics. c) Dance as an aesthetic presentation, namely dance as a performance that produces an aesthetic experience and has the quality of motion in it. According to (Kusumastuti, 2014) The purpose of dance is to help students through dance find the relationship between their bodies and their entire existence as humans and have a function as an alternative for developing students' souls towards maturity.

According to (Dedi, 2016) Arts and culture lessons and skills include many branches of art, namely music, visual arts, drama arts, handicrafts, and dance. According to Soedarsono (Wahyuningtyas, 2020), Dance comes from beautiful rhythmic movements, which express human expressions combined with rhythms that captivate the audience. The art of dance in mastering its movements requires nimble skills. In line with an opinion (Saputra, 2021) Skills are knowledge acquired through repeated practice. The problem that is obtained at this time is the low interest of students in cultural arts subjects which results in the skills of students, especially traditional dancing, have not yet reached the criteria for completeness. Another problem is teacher-centered learning it limitwhichstudents in exploring their skills.

Based on the results of observations made with fourth-grade teachers as resource persons, the results of the interviews were as follows: the students' traditional dance skills were still low. The limitation of lesson hours is due to using the thematic curriculum. Learning resources are limited to printed books. Teacher-centered learning. The teacher has never applied the peer tutor method.

This research is based on the results of previous research studies, to improve classroom conditions at the time of the study. Research conducted by (Kurniadi, 2018) with the title "Improving Students' Ability and Creativity in Playing Traditional Music Through the Peer Tutor Method". Based on the results of research that has been carried out, the results obtained from the use of peer tutoring methods can improve the ability and creativity of students. This is evidenced by an increase in the average score achieved by students, namely in the pre-cycle, the average score was 73.2. Furthermore, the acquisition of the average value in the first cycle is 77.05. In cycle II the average value of all students is 80.55. By looking at the average value achieved by students in the pre-cycle to cycle II,

Research conducted by (Rahmi, 2019) with the title "Increasing the Interest of Male Students in Learning Dance with the Peer Tutor Method in Class VIII B at SMP Negeri 2 Bantaeng". Based on the results of research that has been carried out, the results obtained from the use of peer tutoring methods can increase student interest in learning dance at SMP Negeri 2 Bantaeng. This is evidenced by an increase in the average score achieved by students, namely in the pre-cycle the average score was 64. Furthermore, the average score in the first cycle was 74. In the second cycle, the average value of all students is 80. By looking at the average value achieved by students from pre-cycle to cycle II,

Research conducted by (Palistini, 2018) with the title "Application of Peer Tutor Methods to Improve Learning Outcomes of Hindu Religious Education in Grade III Students of SD Negeri I Sukadana". Based on the results of research that has been carried

out, the results obtained from the use of peer tutoring methods can improve student learning outcomes in learning Hindu religious education at SD Negeri 1 Sukadana. This is evidenced by an increase in the average score achieved by students, namely in the pre-cycle, the average score was 69.37. Furthermore, the acquisition of the average value in the first cycle is 77.08 which means an increase of 7.69 from the pre-cycle. In the second cycle, the average value of all students was 82.29, which means an increase of 5.21 from the first cycle.

Research conducted by Santoso et al (2018) with the title "The Influence of Peer Tutor Learning Models on Students' Physical Education Learning Motivation". Based on the results of research that has been carried out, the results obtained from the use of peer tutoring methods can increase student learning motivation. This is evidenced by an increase in the average value before being subjected to the method, namely 122.68 and at the time after being subjected to the method it increased to 141.03. By looking at the average value achieved by students before and after being subjected to the peer tutoring method, it can be concluded that the use of peer tutoring methods in students' physical education can increase students' learning motivation.

Research conducted by Nurmiati & Mantasiah (2017) under the title "Effectiveness of the Use of Peer Tutor Methods in the Ability to Read and Understand German for Class XI Science Students at SMA Negeri 1 Bontonompo, Gowa Regency". Based on the results of research that has been carried out, obtained from the results of using the peer tutoring method, the results of the analysis using the t-test show that t count 14.5 t table 2.007, shows that the use of peer tutoring methods is effective in students' reading and understanding German language skills.

The advantages and disadvantages of the peer tutor method according to Anggorowati (2013) The advantages of peer tutors are (a) training students to improve the ability to express opinions and communicate such as capturing what is heard, read, and seen. (b) Train the ability of students to take the initiative and creativity in the ability of students to have the willingness or readiness to do something new, (c) Train students' ability to work together. The weakness of peer tutors is that the selected students do not necessarily have a good relationship with the students who are being assisted and the selected students do not convey the material well.

Based on the description above, the use of peer tutoring methods is considered appropriate in answering the problems that have been submitted so the authors are encouraged to conduct research with the title "Application of Peer Tutoring Method to Improve Dancing Skills in Class IV Traditional Dance Materials at SD 1 Pangenrejo."

This research is expected to provide theoretical and practical benefits, among others, the results of this study can show how the influence of peer tutoring methods in improving traditional dance skills and provide scientific information and references for readers. Make dance interesting and fun learning. Increase the experience and insight of teachers in providing learning innovations. Can improve the quality of innovative learning for the advancement of school development. The purpose of this study was to determine the

improvement of dance skills in traditional dance materials using the peer tutoring method at SD Negeri Pangenrejo 1.

B. Method

The method used in this research is Classroom Action Research (CAR). According to Arikunto (2017) Classroom action research is research that is oriented towards improving classroom conditions by applying certain treatments in which the entire process is described from beginning to end cycle.

In the pre-cycle, the researcher took steps (a) the researcher observed the students' initial dancing skills, (b)determining observer 1, namely the teacher, and observer 2, namely colleagues. The research instruments were lesson plans, syllabus, student dance skill sheets, interview sheets, and test sheets. In cycle I, there are 4 stages, namely planning which consists of planning learning, preparing lesson plans, preparing learning resources, developing evaluation formats, and developing observation formats. Then there is the implementation stage, namely Cycle I will be carried out in four meetings where each meeting will be assessed using an assessment sheet that has been prepared. Then there is the stage of observation and reflection.

Data collection techniques in the form of observation, interviews, tests, documentation, and field notes. Data analysis techniques in the form of qualitative and quantitative data analysis. Quantitative data analysis consisted of observations made using a dance skills assessment sheet.

Quantitative data analysis consisted of observations made using a dance skills assessment sheet. The assessment of the learning implementation observation sheet can be measured by calculating the score of the instrument's achievement which is formed on a graded scale of 1-4, each score has a descriptor. Qualitative data analysis consists of four stages, namely collecting the overall data that appears, reducing the data by selecting the main things, and displaying the data to make conclusions or temporary answers.

C. Results and Discussion
Results

The results of this study are in the form of data on the value of students' dancing skills that have been carried out through the pre-cycle and 2 other cycles. Each study contains 4 meetings, each of which has a duration of 2x35 minutes. This research activity uses research instruments as a reference for taking the value of each student. In this instrument, the aspects assessed are mastery of movement, expression, the accuracy of motion and arithmetic as well as cohesiveness in the group. At the end of each meeting, scores are taken for evaluation for the next meeting, and values are entered into the table as comparison material at the end of the cycle.

1. Pre Cycle

In the pre-cycle, students are asked to practice dance movements together with the researcher using the observation sheet as an initial score for reference for the

implementation of the first cycle. The following pre-cycle values are presented in table 1 below:

Table 1. Pre Cycle Value

No	Name	Aspect				Score	Score	Information
		PG	E	KGH	KK			
1	AM	3	2	3	2	10	62.5	Low
2	ARP	3	3	2	2	10	62.5	Low
3	DO	2	3	2	2	9	56.25	Very low
4	ANZ	2	2	2	2	8	50	Very low
5	RSP	3	1	2	2	8	50	Very low
6	NSA	2	2	1	1	6	37.5	Very low
7	HNA	2	1	2	2	7	43.75	Very low
8	SA	2	1	2	2	7	43.75	Very low

The maximum score that students get is 16, in which the calculation of the value is divided by the score divided by the maximum score multiplied by 100. From the overall final score of the students, they got results below the predetermined criteria, so after reflecting on the action it can be concluded that the dancing skills of the participants The number of students is still low so it is necessary to research on improving dance skills in traditional dance materials using the peer tutor method.

2. Cycle 1

In cycle 1, the research was carried out with 4 meetings. Each meeting contains 3 activities, namely the initial activity which lasts for 10 minutes, the core activity of 50 minutes, and the closing activity of 10 minutes. The initial activity was the teacher greeting the students, saying hello, continued to pray. Then after that, the teacher checks the attendance of students, then conveys the learning objectives, and invites students to warm up. In the core activity at the first meeting, students learn about the basic hand movements, namely the movement of the circle. Waxing motion begins with the attitude of the legs slightly bent forward, the body leaning down, the hand straight to the right, and the other hand folded in half in front of the chest. The palms form a thumb stance folded to the middle and the other four fingers remain upright. The position of the head looking towards the straight hand.

At the second meeting, after finding the value at the first meeting, this time the teacher determines which students will become tutors by paying attention to the tips for determining tutors in the journals that have been quoted. The students who were used as tutors were the 2 participants with the highest scores at the first meeting. In this second meeting, students learn the left movement. The kirig movement begins with a bent leg stance or called mendhak, then the body and hand postures are the same as the waxing motion, but the difference is in the kirig movement the head position is still looking forward.

At the third meeting, the students learned about the crank motion. The Engklik motion is a combination of hands and feet, the motion begins with the hand posture as in the candlestick motion, but in the foot stance, namely one leg is the focus and the other is

raised to form an oblique downward position. Head position and look straight ahead. At the fourth meeting, students learn the pendulum movement. This movement begins with a straight leg stance, then one hand is straight to the side, and the other forms an L stance towards the vertical. In this meeting, the tutor helps students who have difficulty practicing the movements. Here is a picture of the tutor helping other students:

Figure 1. Tutors Help Students

In the closing activity, the observer takes the value of each student based on the instrument sheet that has been made. After carrying out four meetings, the reflection of the actions in cycle 1 was carried out. The following is the comparison value of each meeting in cycle 1.

Table 2. Comparison Value in Cycle 1

No	Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Average	Information
1	AM	68.75	75	81.25	81.25	76.56	Enough
2	ARP	68.75	75	81.25	81.25	76.56	Enough
3	DO	56.25	68.75	68.75	68.75	65.62	Low
4	ANZ	56.25	56.25	56.25	62.5	57.81	Very low
5	RSP	56.25	68.75	62.5	81.25	67.18	Low
6	NSA	43.75	56.25	68.75	75	60.93	Low
7	HNA	50	50	56.25	68.75	56.25	Very low
8	SA	50	56.25	62.5	62.5	57.81	Very low
Amount		450	506.25	537.5	581.25	518,72	
Average		56.25	63.28	67.18	72.65	64.84	Low

seen from the results of the scores in cycle 1, as shown in table 2, that the skills of students are not sufficient to achieve the criteria for completeness. By the principles of classroom action research, if the first cycle has not reached the criteria for success, then, for this reason, action research is carried out in cycle 2 to improve the skills of students.

3. Cycle 2

In cycle 2, the meeting was held 4 times, with initial, core, and closing activities. In the initial activity, it was still the same as in cycle 1. At the first meeting, students learned about the Silak motion. The Silak movement begins with a straight posture and leans towards the sampur that will be performed. The other hand is folded in half in front of the

stomach. The position of the head is to follow the direction of the hand holding the end of the sampur. After the attitude is completed, the silak motion, namely the tip of the sampur is held by the thumb and forefinger, then swung sideways and middle along with the same head position following the direction of the sampur.

In the second meeting, students learn about paired lambeyan movements. This movement begins with the attitude of one student sitting and another student standing. Students who sit form a kneeling sitting posture, and students who stand up start an attitude such as the silak movement, namely one hand holding the end of the sampur and the other in front of the stomach, but the difference is in the silak motion, hand movement towards the side, while in lambeyan motion, foot position Mendhak while walking around students who are sitting, and the position of the hands moves back and forth alternately.

In the third meeting, students repeat the movements they have learned and observe the accuracy of motion and counting in dance practice. Students in learning the accuracy of motion and counting are encouraged to observe the rhythm and count the beats by speaking. In the fourth meeting, students pair up, then the teacher prepares media in the form of videos. Students pay attention to tutors and videos in practicing dance moves. Tutors assist students in managing cohesiveness and student expression. At each meeting, students who have been appointed as tutors in cycle 1 provide examples and help other participants. The following is an example of the documentation in Figure 2.

Figure 2. Aspects of Cohesiveness in Groups

After the cycle 2 meeting was held, the scores were taken from each meeting, then calculated the same as cycle 1. After the assessment process for the four meetings, the following is the comparison value in cycle 2.

Table 3. Comparison Value in Cycle 2

No	Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Average	Information
1	AM	81.25	81.25	93.75	100	89.06	Well
2	ARP	81.25	81.25	93.75	100	89.06	Well
3	DO	68.75	75	81.25	93.75	79.68	Enough
4	ANZ	75	75	81.25	93.75	81.25	Well
5	RSP	81.25	81.25	62.5	93.75	85.93	Well
6	NSA	75	75	68.75	87.5	81.25	Well

7	HNA	75	75	81.25	93.75	85.93	Well
8	SA	68.75	75	62.5	93.75	81.25	Well
Amount		606.25	618.75	693.75	756.25	668.73	
Average		75.78	77.34	86.71	94.53	83	

Based on the comparison value of the four meetings in cycle 2 in table 3, it can be seen that the final result is good. of the 8 students also experienced an increase in each meeting. So it can be concluded that the application of peer tutoring methods can improve students' traditional dancing skills. The following is a comparison diagram of the students' traditional dance skills.
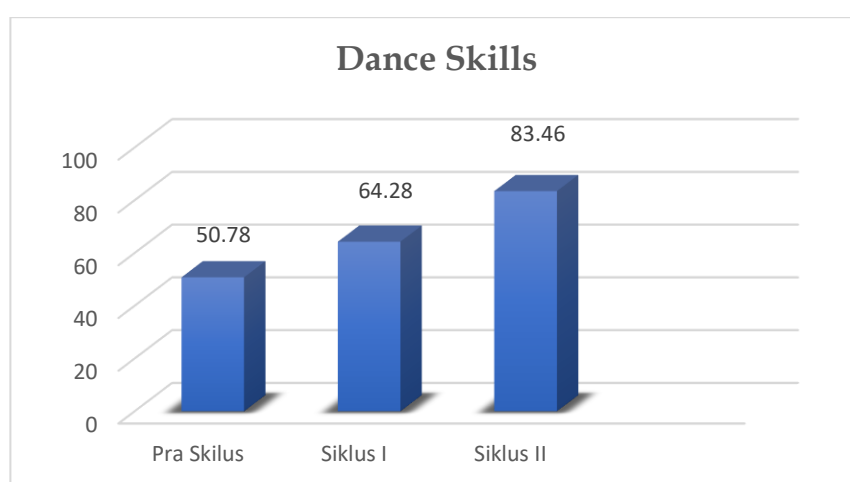
Figure 4. Comparison of the Values of Dancing Skills

Discussion

According to (Annas, 2014) the goals of peer tutors are: Increase students' knowledge according to learning objectives, improve students' skills in guiding themselves and improve students' abilities how to study teaching materials independently. According to (Arikunto, 2017) Classroom action research is research that describes the cause and effect of a treatment, as well as the ongoing process from beginning to end. The stages include pre-cycle, cycle 1, and so on.

In the pre-cycle, the researcher observed the students practicing dance. The observation sheet contains 4 aspects, namely mastery of movement, expression, the accuracy of motion, and counting and cohesiveness in groups. Mastery of motion consists of practicing hand movements, footwork, head movements, and body movements. Mastery of movement can increase if you practice regularly. Expression is a depiction of the facial expressions and joy of students which is adjusted to the selection of the type of dance. The accuracy of motion is the accuracy of students in making movements according to the rhythm of the song in the dance. Group cohesiveness is an aspect where groups of students are matched in practicing movements, as well as cohesiveness when moving floor patterns during practice. In the pre-cycle, it is intended to explore the students' initial skills. In this

study, the pre-cycle is very important considering that it is a reference for the implementation of the next action.

In cycle 1, according to the steps contained in the peer tutor method, the teacher selects dance material, then divides it into sub-materials that are taken as traditional dance sub-materials. Then the teacher appoints students who become tutors are participants who have mastery of the material and the highest score in the pre-cycle action. The task of the tutor here is to learn and help other students in every meeting, as well as help correct inappropriate movements. The role of the teacher in this research is as a resource person for the material and making conclusions.

After the reflection in cycle 1 was carried out, it was found that the students' traditional dancing skills had not yet reached the minimum mastery criteria, this needs to be carried out in cycle 2 to achieve the criteria for completeness in the students' dancing skills. In cycle 2, the activity contains a further understanding of the dancing skills of students, this is intended by the rules of classroom action research to improve class conditions, whereas the previous conditions in cycle 1 did not reach the criteria. In cycle 2, it can be seen that every aspect studied has increased as shown in the table in the research results. So it can be concluded that the application of peer tutoring methods can improve the dancing skills of students. In this research,

D. Conclusion

Based on the problems described in the introduction, several factors underlie dance skills problems in elementary school, one of which is of concern is teacher-centered learning methods, therefore based on literature review and previous research journals, researchers are interested in applying peer tutoring methods to improve students' dancing skills. The research was carried out through a pre-cycle, cycle 1, and ended in cycle 2 with the results of the four aspects assessed in traditional dancing skills being said to be increasing, so it was assessed that the use of the Peer Tutor Method could improve students' traditional dancing skills.

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