INCREASING LEARNING OUTCOMES IN CREATIVE DANCE WORKS
THROUGH THE PROJECT BASED LEARNING VIDEO

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Abstract
This study aims to determine the implementation of the act of learning to create creative dances through the right model can improve student learning outcomes for Class XI MIPA 4 SMA Negeri 1 Banguntapan in the 2019/2020 school year. The population in this study were all students of Class XI SMA Negeri 1 Banguntapan and as a sample were students of Class XI MIPA 4, totaling 31 students. Collecting data using student learning outcomes tests and observations to measure the accuracy of the action. Data analysis in this study used quantitative and qualitative description techniques. The results of this study are the implementation of learning actions for creative dance work through the Project Based Learning model can improve student learning outcomes for class XI MIPA 4 SMA Negeri 1 Banguntapan in the 2019/2020 school year.

Keywords: Creative dance work, project based learning, learning outcome

Introduction
The 2019/2020 school year Curriculum 2013 for Cultural Arts, Dance at SMA Negeri 1 Banguntapan is applied to students from grades XI to XII, according to the available facilities and infrastructure. Cultural arts lessons are given classically with an assessment of knowledge, skills and attitudes. All students are required to follow these subjects, so in one class of course there are students who do not / lack talent and interest, but must participate in order to get grades.

Dance education, of course, cannot be separated from three factors, namely the school as a place for education, teachers as implementers, and students as education participants. These three factors become less meaningful even though they have been well prepared if the delivery of subject matter teachers still uses methods or methods that are not appropriate. To find out the learning objectives, at the end of each learning program an evaluation is carried out. One of the evaluations is the student's dance learning outcomes. However, the learning outcomes obtained by students in dance subjects at SMA Negeri 1 Banguntapan are still classified as lacking or low.

Based on the researcher's experience as a teacher at SMA Negeri 1 Banguntapan, learning is mostly done using demonstration and imitation methods, causing students to feel bored and not creative. Based on observations, students of class XI MIPA 4 for the 2019/2020 school year have the lowest average value in dance lessons compared to other parallel classes.

In addition, student activities are very passive, there is no student creativity to understand the material given. Most of the students have difficulty creating dance moves for the task given by the teacher. Only certain students can create it. They are also less active in the learning process. This can be seen from the presence of some students who do not care about learning activities. They did not take part in the demonstration of the task of creating a dance creation...
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task given by the teacher. Some of the other students did their own activities which tended to create a noisy atmosphere.

In addition to the above, in the learning process students are not accustomed to collaborating with their friends. These conditions resulted in students' learning achievement in dance learning is mostly low.

Various lessons are often used, such as discussions, demonstrations, questions and answers, and others. The application of such learning methods has not been able to achieve the expected goals, due to the ability of teachers, student circumstances, and inadequate facilities. This is shown when the learning process takes place, students who are already proficient feel bored and bored. Therefore, there needs to be another effort made by the teacher so that the learning process takes place better, namely by applying the "Problem Base Learning Model with Video Media" approach in the dance learning process.

According to Edgar Dale, an interesting method for students is direct experience (cone of experience). The learning experience is indoor (indoor) and outdoor (outdoor) and does not leave the characteristics of the subjects (Masunah, 2003: 16). Based on this statement, the effort to package the learning process that invites students to interact actively in cultural arts subjects, especially dance, is a challenge for dance teachers themselves.

According to Sudjana (2004: 39) the learning outcomes produced by students are influenced by two main factors, namely factors from within students and factors from outside students (environmental factors). Factors that come from students are their abilities. The student's ability factor has a huge influence on the learning outcomes achieved. As stated by Richard Clark (Sardiman, 2005: 12) that student learning outcomes in schools 70% are influenced by students' abilities and 30% are influenced by the environment.

In addition to the ability of students, there are other factors such as learning motivation, interest and attention, attitudes and study habits, perseverance, socio-economic, physical and psychological factors. Influence from within students is a logical and natural thing, because the essence of the act of learning is a change in the behavior of the individual that he is interested in and aware of. Students must feel a need to learn and achieve.

The results that can be achieved, however, still depend on the environment. One of the most dominant learning environments influencing learning outcomes in schools is the quality of learning. The quality of learning is high or low or whether or not the learning process is effective in achieving learning objectives. Learning is the process of interaction between teachers and students. Teachers are very influential in the quality of learning. Therefore, teachers must have professional competence, meaning their basic abilities, in the cognitive (intellectual) field, such as mastery of materials, attitudes such as loving their profession, and behavioral fields such as teaching skills, assessing student learning outcomes, and others.

Project implementation approach or model Base Learning video media in learning the art of dance is expected to provide more flexible learning situations for students to be creative and creativity, more confident, which raises the courage to students because of the knowledge gained from the transfer of his own friends. Such a situation will be able to create a better learning process, so that it is hoped that it will increase students' dance learning activities and achievements.

Based on the background of students' conditions and student learning outcomes in dance learning, the researchers sought to increase creativity and the results of the value of dance subjects by making CAR with the title "Efforts to Improve Learning Outcomes on Creative Dance Creation Materials Through Project Based Learning Models for Class XI Students MIPA 4 SMA Negeri 1 Banguntapan. In the 2019/2020 Academic Year".
Method

This type of research includes qualitative research in the form of Classroom Action Research (CAR). This research was carried out in class XI MIPA 4 SMA Negeri 1 Banguntapan for the 2019/2020 academic year for 5 months starting from July 2019 to November 2019 by adjusting the hours of Art and Culture lessons. This research setting uses a classroom setting, namely observing students in learning Cultural Arts through the Problem Base Learning Media Video learning model. This research was conducted at SMA Negeri 1 Banguntapan, Ngentak, Baturetno, Banguntapan, Bantul.

This type of research is Classroom Action Research (CAR). This study intends to overcome a problem in the classroom, namely the lack of student scores in learning Cultural Arts, by taking action in order to improve and increase the value of student outcomes in learning Cultural Arts.

a. The research subjects were students of class XI MIPA 4 for the academic year 2019/2020 with a total of 31 students, consisting of 9 male students and 22 female students.
b. The object of research is the Efforts to Improve Learning Outcomes on the Material of Creating Creative Dance Works with the Problem Base Learning Model of Video Media. The object of this research is the whole process and results of learning Arts and Culture with the Problem Base Learning Model of Video Media in learning Cultural Arts for class X Social Sciences 3 SMA Negeri 1 Banguntapan in the 2019/2020 academic year.

The procedures and steps that will be used in carrying out this action start from plans, actions, observations, reflections.

The PTK model in question describes four stages, namely:

a. Stage 1: Develop an action plan (planning) that explains what, why, when, where, by whom and how the action is carried out
b. Stage 2: Implementation of the action, namely the implementation or application of the design content in the arena, namely regarding actions in class
c. Stage 3: Observation, namely the implementation of observations by observers
d. Stage 4: Reflection or reflection, which is an activity to restate what has happened

Overall the four stages in this CAR form a cycle. The implementation of CAR starts from the first cycle which consists of these four activities. If it is known the location of the success and obstacles of the actions carried out in the first cycle, the teacher determines the design for the second cycle.

The activities in the second cycle can be the same activities as the previous activities if they are aimed at repeating success or to convince/reinforce results. Generally, the activities carried out in the second cycle are in the form of additional improvements from the previous actions aimed at improving the various obstacles or difficulties found in the first cycle. (Wasisto, 2015:174).

This classroom action research was carried out for 2 cycles, each cycle was carried out by completing 1 (one) subject for 2 meetings. Cycle I was carried out in October 2019 and cycle II was carried out in November 2019. The steps taken in each cycle include:

1. Planning

At this stage, the author makes preparations to carry out actions, including:
a. Determine the problem to be fixed, namely the activity and student learning outcomes in the Cultural Arts subject
b. Choose an alternative that is used to improve the low activity and learning outcomes of Art and Culture subjects
c. Develop scenarios and strategies to implement the chosen alternatives
d. Develop lesson plans in learning Cultural Arts
e. Making worksheets and compiling worksheets that will be carried out in learning activities
f. Preparing instruments to see student activity in learning Arts and Culture
g. Prepare an instrument to see changes in the learning outcomes of Cultural Arts by using a test.

2. Execute Action

At this stage the author has carried out a learning improvement scenario using the Project Based Learning Media Video learning model in accordance with the RPP that has been prepared

3. Observation

At this observation stage, it is carried out when learning uses the Project Based Learning model with video media. Observations made by the author are observations of the learning process, especially changes in students which include student activity in participating in learning and learning outcomes of Cultural Arts by using the observation format that has been provided. Observation of changes in students related to learning outcomes using test instruments. The observation of activity includes 3 indicators, namely the courage to ask questions, the courage to answer and want to do what is ordered, the student's activity is observed with the check list observation instrument that has been prepared.

4. Reflection

Observational data obtained during the learning process took the form of activity and learning outcomes of Cultural Arts, then the data was analyzed descriptively qualitatively. Based on the results of the analysis, the authors conduct self-reflection to determine the success of the research and plan the next action. The measure of success is a predetermined indicator of success.

The data collected is data related to the process of implementing learning using the Project Based Learning model with video media, namely student activity data. Data on the implementation of the learning process were collected with an observation sheet in the form of a check list, while the data on learning outcomes in parallel with the Project Based Learning learning model with video media were collected using test instruments.

There are two indicators of success in this classroom action research, namely indicators as the success of the process and indicators of the results of the learning process carried out, the two indicators are if: \( \geq 80\% \) of students in class XI MIPA 4 in the daily assessment of Cultural Arts subjects have met the KKM.

Findings and Discussion

In this section, data is presented on the results of research related to the implementation of learning using the Project Based Learning model with video media for creative dance work in class XI MIPA 4. This research was carried out using 2 cycles.
Table 1. Percentage of knowledge value results

| Category       | Pre cycle | Cycle 1 | Cycle 2 | Information |
|----------------|-----------|---------|---------|-------------|
|                | Amount    | Percentage | Amount   | Prosnation  | Amount   | Percentage |           |
| Meet KKM       | 19        | 59%      | 22      | 70%         | 28       | 91%        | up 21%     |
| Does not meet KKM | 12        | 41%      | 9       | 30%         | 3        | 9%         | down 21%   |
| Amount         | 31%       | 100%     | 31      | 100%        | 31       | 100%       |            |

Table 2. Percentage of skill scores

| Category       | Pre cycle | Cycle 1 | Cycle 2 | Information |
|----------------|-----------|---------|---------|-------------|
|                | Amount    | Percentage | Amount   | Prosnation  | Amount   | Percentage |           |
| Meet KKM       | 15        | 48%      | 21      | 67%         | 31       | 100%       | up 33%     |
| Does not meet KKM | 16        | 52%      | 10      | 33%         | -        | 0%         | down 33%   |
| Amount         | 31%       | 100%     | 31      | 100%        | 31       | 100%       |            |

Figure 1. Comparison diagram of cycles 1 and 2

Figure 2. Comparison diagram of cycles 1 and 2
Table 3. Knowledge learning outcomes

| No | Name                           | Precycle |   |   | Cycle 1 |   | Cycle 2 |   | Average |
|----|--------------------------------|----------|---|---|---------|---|---------|---|---------|
|    |                                | Score    | Category | Score | Category | Score | Category |   |         |
| 1  | Aliyah Shahida                 | 68       | Complete | 70    | Complete | 60    | Not Complete |   | 65      |
| 2  | Amelia Zakiya                  | 70       | Complete | 75    | Complete | 80    | Complete |   | 78      |
| 3  | Anisa Kirani Putri             | 77       | Complete | 80    | Complete | 80    | Complete |   | 80      |
| 4  | Athaya RP                      | 78       | Complete | 58    | Not Complete | 90    | Complete |   | 74      |
| 5  | Image of Lutfi O               | 72       | Complete | 70    | Complete | 80    | Complete |   | 75      |
| 6  | Dessy Agustin S               | 75       | Complete | 80    | Complete | 80    | Complete |   | 80      |
| 7  | Dicky Ardiansyah Permana P     | 65       | Not finished | 61  | Not Complete | 80    | Complete |   | 71      |
| 8  | Dyahasti Arethia Sapturi       | 74       | Complete | 80    | Complete | 70    | Complete |   | 75      |
| 9  | Farah Salwa Febianti           | 68       | Complete | 60    | Not Complete | 80    | Complete |   | 70      |
| 10 | Hadi Saka Abiyasa’s Word       | 62       | Not finished | 73  | Complete | 75    | Complete |   | 74      |
| 11 | Ghozy Muhammad A               | 50       | Not finished | 70  | Complete | 65    | Not Complete |   | 68      |
| 12 | Lenny Nur Riswanti             | 63       | Not finished | 70  | Complete | 80    | Complete |   | 75      |
| 13 | M. Asbiq K                     | 47       | Not finished | 58  | Not Complete | 70    | Complete |   | 64      |
| 14 | Muammar AA                     | 51       | Not finished | 68  | Complete | 75    | Complete |   | 72      |
| 15 | Muhammad Abdan S               | 65       | Not finished | 65  | Not Complete | 75    | Complete |   | 70      |
| 16 | Muhammad Rizqi                 | 55       | Not finished | 75  | Complete | 80    | Complete |   | 78      |
| 17 | Nabilah Nisalwa F              | 73       | Complete | 71    | Complete | 85    | Complete |   | 78      |
| 18 | Natsarya Aulia                 | 68       | Complete | 76    | Complete | 80    | Complete |   | 78      |
| 19 | Nino Albar PW                  | 67       | Complete | 86    | Complete | 85    | Complete |   | 86      |
| 20 | Princess Goddess R             | 72       | Complete | 75    | Complete | 80    | Complete |   | 78      |
| 21 | Reffa Robbani SP               | 69       | Complete | 65    | Not Complete | 60    | Not Complete |   | 63      |
| 22 | Rida Cahya Ditya               | 65       | Not finished | 61  | Not Complete | 80    | Complete |   | 71      |
| 23 | Rifda Muthia Nurul Aini         | 65       | Not finished | 66  | Not Complete | 80    | Complete |   | 73      |
| 24 | Rista Amanda Fatikha           | 70       | Complete | 63    | Not Complete | 70    | Complete |   | 67      |
| 25 | Rosinsky Sekar W               | 56       | Not finished | 63  | Not Complete | 90    | Complete |   | 77      |
| 26 | Salsabila Ekawati              | 74       | Complete | 73    | Complete | 90    | Complete |   | 82      |
| 27 | Shafa’Afina                    | 63       | Not finished | 80  | Complete | 90    | Complete |   | 85      |
| 28 | Tesya Zahra S                  | 68       | Complete | 80    | Complete | 85    | Complete |   | 83      |
| 29 | Thabita Azza F                 | 68       | Complete | 81    | Complete | 70    | Complete |   | 76      |
| 30 | Wita Agustin PT                | 67       | Complete | 70    | Complete | 70    | Complete |   | 70      |
| 31 | Raditya Syafa Ramadhan M       | 62       | Not finished | 70  | Complete | 80    | Complete |   | 75      |
|    | Average                        | 66       | Not finished | 71  | Complete | 78    | Complete |   | 74      |
### Table 4. Skills learning outcomes

| No | Name                        | Precycle Score | Category | Cycle 1 Score | Category | Cycle 2 Score | Category | Average |
|----|------------------------------|----------------|----------|----------------|----------|----------------|----------|---------|
| 1  | Aliyah Shahida              | 85             | Complete | 80             | Complete | 86             | Complete | 83      |
| 2  | Amelia Zakiya               | 68             | Complete | 80             | Complete | 86             | Complete | 83      |
| 3  | Anisa Kirani Putri          | 85             | Complete | 80             | Complete | 80             | Complete | 80      |
| 4  | Athaya RP                   | 77             | Complete | 66             | Not       | 86             | Complete | 76      |
| 5  | Image of Lutfi O            | 70             | Complete | 66             | Not       | 86             | Complete | 76      |
| 6  | Derry Agustin S             | 85             | Complete | 80             | Complete | 80             | Complete | 80      |
| 7  | Dicky Ardiansyah Permana P  | 65             | Not finished | 86   | Complete | 87             | Complete | 87      |
| 8  | Dyahasti Arethia Saputri    | 85             | Complete | 86             | Complete | 86             | Complete | 86      |
| 9  | Farah Salwa Febianti Hadi   | 67             | Complete | 80             | Complete | 80             | Complete | 80      |
| 10 | Image of Lutfi O            | 65             | Not finished | 80   | Complete | 80             | Complete | 80      |
| 11 | Ghazy Muhammad A            | 65             | Not finished | 80   | Complete | 87             | Complete | 84      |
| 12 | Lenny Nur Riswanti          | 62             | Not finished | 65   | Not       | 80             | Complete | 73      |
| 13 | M. Asbiq K                  | 65             | Not finished | 80   | Complete | 80             | Complete | 80      |
| 14 | Muammar AA                  | 60             | Not finished | 66   | Not       | 80             | Complete | 73      |
| 15 | Muhammad Abdan S            | 65             | Not finished | 87   | Complete | 86             | Complete | 87      |
| 16 | Muhammad Rizqi              | 65             | Not finished | 80   | Complete | 86             | Complete | 83      |
| 17 | Nabila Nisalwa F            | 78             | Complete   | 80             | Complete | 80             | Complete | 80      |
| 18 | Natasya Aulia               | 69             | Complete   | 66             | Not       | 86             | Complete | 76      |
| 19 | Nino Albar PW               | 65             | Not finished | 85   | Complete | 87             | Complete | 86      |
| 20 | Princess Goddess R          | 75             | Not finished | 66   | Not       | 80             | Complete | 73      |
| 21 | Refifa Robbani SP           | 78             | Not finished | 86   | Complete | 86             | Complete | 86      |
| 22 | Rida Cahya Ditya            | 65             | Not finished | 85   | Complete | 87             | Complete | 86      |
| 23 | Rifda Muthia Nurul Aini     | 65             | Not finished | 66   | Not       | 80             | Complete | 73      |
| 24 | Rista Amanda Fatikha        | 78             | Complete   | 80             | Complete | 80             | Complete | 80      |
| 25 | Rosinky Sekar W             | 65             | Not finished | 66   | Not       | 80             | Complete | 73      |
| 26 | Salsabila Ekawati           | 78             | Complete   | 80             | Complete | 80             | Complete | 80      |
| 27 | Shafa’Afina                 | 65             | Not finished | 87   | Complete | 88             | Complete | 88      |
| 28 | Tesya Zahra S               | 66             | Not finished | 86   | Complete | 86             | Complete | 86      |
| 29 | Thabita Azza F              | 70             | Complete   | 87             | Complete | 88             | Complete | 88      |
| 30 | Wita Agustin PT             | 65             | Not finished | 66   | Not       | 80             | Complete | 73      |
Based on the analysis of student learning outcomes in cycle I and cycle II, it can be seen that there was an increase in student learning outcomes in the pre-cycle, cycle I and cycle II as shown in the following table:

**Table 5. Comparison of learning outcomes Knowledge cycle I and cycle II**

| No | Category                     | Precycle | Cycle I | Cycle II |
|----|------------------------------|----------|---------|----------|
|    |                              | □        | □       | □        |
| 1  | Meet KKM                     | 19       | 22      | 28       |
|    |                              | 59%      | 78%     | 91%      |
| 2  | Haven't met the KKM          | 12       | 9       | 3        |
|    |                              | 41%      | 22%     | 9%       |
|    | Amount                       | 31       | 31      | 31       |
|    |                              | 100%     | 100%    | 100%     |

**Table 6. Comparison of Skills Learning Outcomes Cycle I and Cycle II**

| No | Category                     | Precycle | Cycle I | Cycle II |
|----|------------------------------|----------|---------|----------|
|    |                              | □        | □       | □        |
| 1  | Meet KKM                     | 15       | 21      | 31       |
|    |                              | 48%      | 67%     | 100%     |
| 2  | Haven't met the KKM          | 16       | 10      | 0        |
|    |                              | 52%      | 33%     | 0%       |
|    | Amount                       | 31       | 31      | 31       |
|    |                              | 100%     | 100%    | 100%     |

Based on the analysis of student learning outcomes in cycle I and cycle II, it can be seen that there was an increase in student learning outcomes in the pre-cycle, cycle I and cycle II, as shown in the following table:

**Table 7. Comparison of learning outcomes Knowledge of pre-cycle, cycle I and cycle II**

| No | Category                     | Pre cycle | Cycle I | Cycle II |
|----|------------------------------|-----------|---------|----------|
|    |                              | □         | □       | □        |
| 1  | Meet KKM                     | 12        | 22      | 28       |
|    |                              | 41%       | 78%     | 91%      |
| 2  | Haven't met the KKM          | 19        | 9       | 3        |
|    |                              | 59%       | 22%     | 9%       |
|    | Amount                       | 31        | 31      | 31       |
|    |                              | 100%      | 100%    | 100%     |

Note:
Table 8. Comparison of learning outcomes of pre-cycle skills, cycle I and cycle II

| No | Category                  | Pre cycle | Cycle I | Cycle II |
|----|---------------------------|-----------|---------|----------|
|    |                           | □         | □       | □        |
| 1  | Meet KKM                  | 15        | 21      | 31       | 48% | 67% | 100% | Note. |
| 2  | Haven’t met the KKM       | 16        | 10      | 0        | 52% | 33% | 0%   |
|    | Amount                    | 31        | 31      | 31       | 100% | 100% | 100% |

The results showed that the application of the Project Based Learning model of video media was able to improve learning outcomes of cultural arts in class XI MIPA 4 SMA Negeri 1 Banguntapan in the 2019/2020 school year.

The learning outcomes of cultural arts knowledge increased both well and very well as many as 12 students and a completeness index of 41% in the pre-cycle and first cycle, increasing to an average of 28 students and 80.6% completeness in the second cycle. The learning outcomes of cultural arts skills increased both well and very well by 21 students and a completeness index of 67% in the pre-cycle and the first cycle, increasing to an average of 31 students and the number of completeness by 100% in the second cycle.

Conclusion
Based on the formulation of the problem and the results of data analysis of the application of the Project Based Learning Model learning model video media presented in the discussion and results, conclusions can be drawn:

The learning outcomes of Art and Culture students of class XI MIPA 4 SMA Negeri 1 Banguntapan increased after applying the Project Based Learning learning model video media to cultural arts subjects in class XI MIPA 4 SMA N 1 Banguntapan in the 2019/2020 academic year. Where in the first cycle, namely the percentage of students' knowledge scores who completed 78% or 22 students from 31 students reached the KKM value determined by the school, namely 67 and the skill value of 21 students who completed 67% and in the second cycle the knowledge value increased to 91% or 28 students out of 31 and skill scores increased by 100% from 31 students who reached the KKM set by the school.

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