LEARNING THE ART OF DANCE BY IMPLEMENTING THE SOM-ASSISTED FREE EXPRESSION APPROACH

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Abstract: Most of the students of Elementary School Teacher Education Study Program ha come from different background. However, though different background, these students encounter similar Art of Dance and Drama through learning, something triggering different impacts and reactions. Some of the students do not have any experience related to the art of dance and some others only learn the art of dance when they take the two subjects; these groups of students are reluctant to perform the dance movements because they are shy, afraid of making mistakes and nervous. In fact, these students do not want to provide a new and fresh and or even think about the new and fresh idea because it is new. Unfortunately, the students of Elementary School Teacher Education Study Program as the elementary school-teacher candidates are expected to have the capacity of being able to perform several skills and innovations in each elementary school learning process. In relation to the previous statement, the Art of Dance and Drama subject is one of the practical subjects that the students should understand and should master. In order to overcome these challenges the students of Elementary School Teacher Education Study Program should be guided in the process of performing art of dance and drama by implementing the SOM-Assisted free expression approach. By implementing the approach, the students will be more able in searching for possible potentials toward the creative reasoning. The SOM-Assisted Free Expression approach directs students to be able to provide a technologically assisted art of dance and drama learning process which can be grasped easily.

Keywords: Art of Dance, Free Expression Approach, SOM-Assisted.

INTRODUCTION

Learning provides specific experience for each individual. Learning does not only take place in the classroom but also in the life of surrounding community. There are many ways to attain the good results of the learning process. Sometimes, people will only perceive the learning results when they encounter the problems in the daily life.

Some people consider that in-class learning process has main orientation toward the grades that will be achieved. There have been so many ways to achieve the good grades such as attending extra session, attending learning guidance and alike. On the contrary, there are also some inappropriate ways to attain the good grades such as cheating, having cooperation in the daily tests and even looking for the key answers.

If the good grades are attained in the inappropriate way, then the learning process does not provide intellectual experience and enhancement for each individual and all of the related parties in the learning process should be aware of the situation. The totally incorrect point of view should be considered again in the learning intention and objective.

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The students who have difficulties in the learning process are frequently blamed one-sidedly by the teachers or the parents whereas there might be other possibilities. The students might have lack of understanding toward the learning materials that have been taught or the teachers provide learning materials that are difficult to be accepted by the students. in addition, the learning process that the teachers conduct might be not interesting.

These problems persist due to the teaching materials that emphasize the accomplishment of learning materials or due to the fact that the teachers only prioritize the learning materials without paying attention to the supporting sources in the developing the teaching materals. The teachers consider that teaching has been merely delivering the learning materials.

Finally, the teachers perform the learning process one-sidedly whereas the learning process will be better if there is a two-direction communication between the students and the teachers. If the two-direction communication is not well performed, then one of the factors might be the absence of clear criteria regarding the teachers' success in the teaching duty. For this type of teachers, the concept of teaching is merely delivering the learning materials and, as a result, the teachers do not formulate what are the objectives that the students should achieve. The presence of teachers and students in the classroom should be filled with a harmonious interaction so that the students will eventually attain a fun learning experience.

The meaning of education has been provided by Kant (in Suparlan, 2004, p.26) in his opinion: "Education is merely an effort of humanizing the human." Humanizing the human means that any treatment given to any child should not go againts his or her humanistic potentials and should be in accordance with the nature as human who is unique and individually different from one to another.

From the explanation, it might be inferred that the education should be natural, should be in accordance with the actual condition, should not provide similarities toward the differing individuals and should be adjusted to the students' developmental age.

The era of technology has entered our daily life. It is inevitable that nowadays students are in a digital generation; they are born among gadgets and they have been used to operating these gadgets. Therefore, it is not incorrect if we keep updating ourselves toward the technology that have been changing rapidly; however, the technology should be comprehended in a wise manner.

The technology itself has a great influence toward the learning process in the school. Dreiden & Voh (in Suparlan, 2004, pp.67-68) states a revolutionary learning model that they believe might influence the learning manners and the revolutionary learning model in schools.

The existence of technology enables the learning source to not only be provided by the teachers but also by the students through technological media such as Internet.

The use of technology will have greater influence; therefore, the teachers should serve as a facilitator for their students. The teachers should also be able to operate the gadget or the technology until they finally benefit the technology altogether with their students in conducting the fun and interactive learning process.

The students of Elementary School Teacher Education Study Program as teachers in preparation should be more innovative and have creative reasoning, if they are to conduct dynamic learning process during the teaching and learning processes.

THEORETICAL REVIEW

Art of Dance Learning

Learning has been a durable change in terms of behaviors or in terms of behaving capacities that are resulted from the practice or the other forms of experience (Schunk, 2012). Based on the statements, there are three learning criteria namely:

- Learning involves change.
- Learning is durable over time.
- Learning occurs through experience.

The first criterion is learning involves changes. It has been said that people learn when they are able to do something with a different way. In the meantime, we should recall that learning is related to conclusion drawing. We might observe the learning process directly. Learning is assessed based on what has been uttered, been written and been done by an individual. However, we should also understand that learning involves changes on the behaving capacities under certain manners because people are not used to learn skills, knowledge, belief or behaviors without practicing them during the learning process.

The second criterion is learning is durable over time. Learning might not be durable because the human's memory is limited. However, the behaviors in the learning process will be durable. Therefore, the learning process that involves behaviors should be guided and be directed in order that eventually the learning process will implant a deep impression in each behavior that has been involved in the learning process.

The third criterion is learning occurs through experience. The third criterion does not entail the behavioral changes that have mainly been formed by the hereditary factors such as the changes of maturity in the children (for example: crawling, standing). However, the different between the maturity process and the learning process cannot be defined clearly. Therefore, by means of developmnent normally the children are able to crawl and to stand but their environment should be responsive and should provide opportunities to the formation of these behaviors.

Art of dance is a soul expression that contains the elements of beauty in the form of regular movement in accordance with the accompanying rhythm. Dance is the beauty of body movement accompanied by the harmonious rhythm and soul. There are three elements in the dance namely *wiraga* (physic), *wirahma* (music) and *wirasa* (expression). The dance movements and the regular movements are different in terms of subtleness, dynamics (rhythm and tempo) and music.

The Art of Dance learning for the Elementary School Teacher Education Study Program students might serve as one of the efforts for preserving the art of dance. The preservation is in accordance with the educational function as having been stated by Taba (in Ismiyanto, 1999) in his opinion: education serves to maintain and to preserve the culture and serves as the tool of cultural transformation and of individual development for the learning participants. Art education as one of the educational forms should essentially be able to: (a) inherit the culture; (b) afford the cultural update; and (c) to meet the learning participants' needs. Then, the competencies that have been expected from the art learning in the elementary schools are as follows: (1) the students are able to combine the elements of ethics, logics and esthetics that include knowledge, understanding, perception, analysis, evaluation, appreciation and production through the language of form, sound, movement and role; (2) the students possess sensiblity, esthetic feeling and artistic feeling through the experiences of exploring, expressing and creating accross disciplines in suporting the emotional, intellectual, moral,spiritual and adversional intelligence in accordance with the students' needs and development; (3) the students are able to perform creation in the language of form, sound, movement and role in developing the perception, understanding, appreciation and creativity capacity in the production process; (4) the students are able to possess fundamental skills and to perform creation based on the inspirations that come from the nature and the surrounding environment in manipulating the art medium; (5) the students are able to appreciate their own and the others' piece of art as well as the local and the archipelagic cultural diversity; and (6) the students are able to hold and to display their piece of art or to design and to display their piece of art in the school environment (Depdiknas, 2001, p.8).

Free Expression Approach

The free expression approach is a learning process that makes use of emerging curriculum model, namely a learning process that have not been designed previously designed but that will experience a development or an improvization in the learning process according to the university students' expectations.

The occured process then will continue to the occasion in which the lecturers will raise questions to the students regarding the type of activities that the students would like to perform. After that, the lecturers will prepare the necessary things in order to ease the students in performing the learning process.

The implementation of free expression in the formal school should be conducted in a directed manner because by doing so the lecturers are able to implement the learning activities in accordance with the schedule that has been set. However, the students are stimulated by providing the matters that deliver more in-depth students' strength and curiosity.

The implementation of free expression in a directed manner by means of "motivation-providing" learning strategy is an integrative-patterned learning strategy (Andayani, 2002). Such approach is a learning strategy that centers on the learning participants, that provides direct experience toward the learning participants, that does not separate the other subjects and that presents concepts from multiple subjects in a unit of learning process. In this learning strategy, the learning results might developed in accordance with the learning participants' needs and interests.

The implementation of directed free expression approach in the Art of Dance and Drama subject is a teaching-learning strategy that centers on the learning participants and that ensures the learning participants' freedom in having fantasies and creation and also in manifesting their fantasies and creations. The freedom is guided on the basis of awareness, sense of responsibility and discipline so that the freedom will be useful in shaping and developing the good learning participants' personality.

The normal and regular teaching and guidance is a learning process that develops the values of imagination, intuition, reason, creativity and sensibility. The implication of these values leads the students' development to the maturity, the formation of creative and initiative individual and the formation of individuals with the following characteristics: appreciating piece of art, noble, well manners, honest, downearthed, loyal, open, tolerant, attentive, affective and just.

The overall aspects are reflected in the attitudes, the words and the actions that should be taught and be habituated among the learning participants. The role of lecturers in guiding the students' development should normally be in accordance with the characteristics that the individuals possess in general. The lecturers should aso provide the fundaments of upcoming activities for the learning participants freely and satisfy the encouragement to create something. Through a strategy that might serve as "warming up" (a learning strategy that makes use of motivation providing), the children will still be able to express themselves according to their image.

The motivation providing might take the form of story-telling performance in front of or the dialogue with the children in order to draw their interests and to stimulate their motive that will be made as the basis of creation. The theme of the story or the dialogue might be anything that touches the children's daily life.

First, a story or a dialogue will be interesting if the teachers show photos, figures or films. Second, a story or a dialogue will also be interesting if the teachers provide a direct contact with the nature consciously for example by inviting the students

to pay attention to their surroundings that probably have been abandoned such as the flowers that grow around the school, the electric cable or the phone cable that have been overlapping, the pedestrians and the passing by vehicles.

In order to direct the children's attentions, the teachers might raise the questions such as the color of jasmine flowers that grow in the schoolyard and the number of jasmine flower that have been blooming, how are the pedestrians' attitudes who cross the streets, how high is the electrical pole and alike. Third, a story or a dialogue will be interesting if the teachers demonstrates the process of art creation that will be taught.

The results of previous study by Kusumawati (2009) state that the students who conduct the learning process by means of free expression approach achieve more optimum results in the art of dance learning achievements.

The results of a study by Winarko (2010) has found the relationship between the free expression and the directed expression. The data analysis in the study descriptively shows that the results of painting test by implementing the directed expression method toward the students of VIII B Tamansiswa Malang Senior High School in overall are as follows: 47.50% of the students belonged to the low category and 69.45% of the students belonged to the average category. On the other hand, the results of painting test by implementing the free expression method toward the students of VIII A Tamansiswa Malang Senior High School in overall are as follows: 45.00% of the students belonged to the very good category and 75.50% of the students belonged to the average category.

In addition, the results of a study by Wardani (2010) entitled *The Influence of Free Expression Learning Method toward the Results of Art of Music Learning Process in Terms of Learning Motivations in the VIII Grade Students of Negeri 5 Denpasar State Junior High School* have found that the students who have high learning motivation with the influence of the free expression learning method will achieve more optimum results in art of music learning achievements in comparison to those who have low learning motivation.

SOM-Assisted

SOM (Screencast O Matic) is one of the computer multimedia technology that has been available nowadays. In relation to the technology, Prakoso (2005) suggests that Internet as a learning medium has several peculiarities namely: (1) Internet serves as interpersonal and mass medium, in this case the Internet might be used as an inter-individual or inter-individual group communication tool; (2) Internet is interactive, it means that the Internet users might have interaction from one to another or might have interaction with the Internet facility by means of certain sites; and (3) Internet enables the communication synchronically or asynchronically, in this case the communication that takes place via Internet might be performed directly

(synchronic) and indirectly (asynchronic) for example by means of electronic mails. In addition, Clellan (2004) explains that the Internet-benefitting learning process might be conducted in multiple forms namely:

- Tutorial, in this program the Internet serves as the tutor in the learning process in which the users attain information related to the desired teaching materials and evaluate their self-understanding altogether in the same time by means personal test that has been available in the related sites.
- Virtual classroom, the learning process that is usually conducted in the classroom might be conducted through the Internet by using the electronic mail (e-mail) and by using the groupware in which a group of users operate the same software so that they might access certain learning sites that they desire.
- Correspondence course, a learning approach in which the formulation of learning materials, such as syllabus, might be accessed through the Internet and the students might learn individually through the interactive communication by means of e-mail and the students' assignments might also be submitted through the Internet.
- Project-based education, a learning program in which the students gather the information related to the research that they would like to perform and the report of the research to the teachers or the lecturers through the Internet.
- Event-based education, in this learning process the students who live in any countries might access the sites that presents the important events occuring worldwide altogether in the same time. For example, NASA broadcasts the event of falling giant asteroids that will hit Saturn. The students who access the already selected sites might view the event altogether through the Internet.

SOM as one of the computer multimedia technologies provides opportunities to the lecturers and the student as well as develops the teachers and the students' capacity in creating their piece of art with the assistance of SOM in the data inventory. In relation to improving the creative reasoning, the SOM-assisted activities heavily provide a dynamic room for the students so that the students will not lose the data of their record in each stage of creation especially in the dance creation for the elementary school students.

Findings and Discussion

The implementation of SOM-assisted free expression approach for improving the creative reasoning capacity provides an alternative approach that gives opportunities for the students in developing the creativity that they possess.

The learning that has been developed in the art of dance learning process referred to the methods that had been usually implemented by the teachers in

teaching the art of dance such as lecture, question and answer, leadership and drill. These learning methods then were developed into an interesting art of dance learning process. This type of art of dance learning would be a learning process that made use of SOM-assisted free expression approach. This learning process would involve a learning model that combined the free expression approach and the technology into a programmed software by means of lesson plans based on the competence standards and the basic competencies; the competence standards and the basic competencies were taken from the Educational-Unit Level Curriculum in the art of dance domain. There were two competence standards in the art of dance namely appreciation and expression.

Based on the theoretical review, there were some steps that might be taken into the implementation of SOM-assisted free expression approach and the steps were as follows:

- The lecturers provided motivations, told stories or had dialogues with the students regarding the themes that would be discussed in the movement creation.
- The lecturers provided opportunities for the students, in groups, to deliver what they would like to know from the themes that would be discussed.
- After having the discussion, the lecturers provided a 20-minute session to each group for exploring their movement and for finding three movements that should be in accordance with the themes in which the timing should be 2×8 stroke.
- After the session had been over, the lecturers held a performance for each group.
- The lecturers performed an evaluation

The next assignment would be to transfer the created movements into the SOM software and the steps in operating the SOM application would be as follows:

- Download the SOM software first.
- Install the screencast

After installing the screencast, the software might be operated directly without having to do the registration and the initial display of Screencast O Matic was as follows: (1) click on the "Use Free Version" for starting the recording process with the free version and the dotted line would mark the region that would be recorded; (2) click on the "Record" button; (3) perfom the recording process as desired; (4) after the recording process had been done, click on "Done" button; and (5) in the "Editing" window, click on "Video Publish" and select "Save Video."
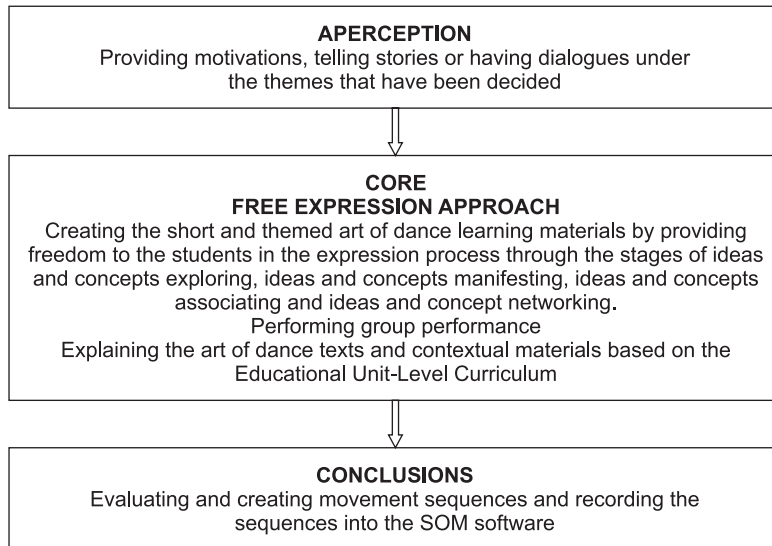
Note

- "Editing" window. In the "Editing" window, the results of recording process might be viewed first and if there should be any improvement then the

recording process might be restarted by clicking on the "Back" button to return on the recording process.

- "Publish." The results of recording process might be published into the Internet by means of websites or Youtube channel. In addition to publishing the record into the Internet, the records might also be saved in the computer. In order to save the file into the computer, the users should click on the "Publish to Video File" button.

- "Save Video." The users should save the video in the MP4, AVI, FLV or GIF format. For the best recording results, the user should save the video in the MP4 format. The record size might also be selected in accordance with the necessity; the note and the caption might also be used for providing notes on the records.

- "Option." The "Option" menu should be selected if the users would like to save the record with eliminating the additional text, the cursor movement, the sound of mimic and the pictures from the webcam. After the editing had been done, the users should click on the "Save Video" button at the bottom right of the "Editing" window.

Based on the learning process that had been outlined, the researcher would like to describe the art of dance learning process by means of SOM-assisted free expression approach flowchart as follows:

TABLE 1. THE ART OF DANCE LEARNING PROCESS BY MEANS OF SOM-ASSISTED FREE EXPRESSION APPROACH

APERCEPTION
Providing motivations, telling stories or having dialogues under the themes that have been decided

CORE
FREE EXPRESSION APPROACH
Creating the short and themed art of dance learning materials by providing freedom to the students in the expression process through the stages of ideas and concepts exploring, ideas and concepts manifesting, ideas and concepts associating and ideas and concept networking.
Performing group performance
Explaining the art of dance texts and contextual materials based on the Educational Unit-Level Curriculum

CONCLUSIONS
Evaluating and creating movement sequences and recording the sequences into the SOM software

CONCLUSION

The art of dance learning process has been conducted by means of SOM-assisted free expression approach. Through the learning process, the researcher would like to expect that the students will have a more developed and a wider insight. SOM as a software is a tool of assistance that might document the movements created by each group. The free expression approach provides opportunities for the students to share their ideas. The different students' ideas will generate different concepts as well. The free expression approach provides time and space for the students to express and create something freely. The students are free to share their ideas and concepts in the form of simple dance creation. The role of lecturers here is to serve merely as a facilitator. Although the concept might be similar between the students and the lecturers, the application and the concept will be different. After the students have found their ideas and concepts, the lecturers will ask the students to apply the ideas and the concepts into the form of dance movement. The students will associate what they have in mind in relation to their ideas and concepts and the association will generate the network of ideas, concepts and associations in order to attain something new. Departing from the associations related to the ideas and the concepts resulting from the process of appreciation, the students will develop a network of ideas and concept and eventually they will generate something new. In this process, it might be said that the students have gone through the process of dance creation.

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