# GOOGLE CLASS ROOM:DISTANCE LEARNING MEDIA IN THE DANCE CREATION PROCESS

*Nikka Karunia, Heny Rohayani, Agus Budiman*

Department of Dance Education, Indonesian Education University,

Jl. Dr. Setiabudi No. 229, Isola, Kec. Sukasari, Bandung City, West Java 40154

Correspondence: E-mail: Nikkakarunia@gmail.com,Henyrohayani@upi.edu, Agusbudiman@upi.edu

## ABSTRACT

Until now, the Covid-19 virus pandemic is not over, but all aspects of social life, especially in terms of education, must continue and adapt to the current situation. Various methods are used to carry out online learning processes using the Google Classroom application. The goal to be achieved is to further examine and describe the learning concepts used, the learning process carried out and the learning outcomes obtained by students while participating in this online learning. This research was conducted at SMPN 15 Bandung with the participation of class VIII.2 students. The method used in the research was descriptive qualitative. The research results show that the learning concept is determined by the process of creating learning syntax which is then determined by the online learning process using Google Classroom media and communicating with WhatsApp. In the process of implementing dance learning, it was carried out through virtual Google Classroom classes in five meetings using lecture and dance appreciation methods. The results of dance learning and the responses of class VIII.2 students obtained a level of difficulty that was still standard and according to the student's abilities so that students were able to complete and complete assignments optimally.

## ARTICLE INFO

## 1. INTRODUCTION

The use of technology is a fairly effective way to implement the distance learning process. Technology and education now seem inseparable because learning using technology virtually is not limited by space and takes place at any time(Cahyani and Efgivia, 2021; Komalasari et al., 2021; Syarifudin, 2020). Teachers must be responsive to changes in learning that occur by looking at pedagogical and psychological aspects, in other words teachers must be creative in providing interesting learning to students.(Mulyasa, 2017; Sari et al., 2020)Likewise, dance learning is considered new for art educators if learning is carried out online and is applied in art learning, especially dance. In learning dance at school, it is also necessary to use an ideal approach, the aim of which is to stimulate thinking and shape the imagination and creativity of the soul through emotional experiences, imagination and creative expression.(Utami & Nugraheni, 2019).

One of the supporting media for distance learning is Google Classroom. There are many benefits to having Google Classroom. This Google Classroom application can be a means to facilitate communication between students and teachers. This application can also be useful for students studying, listening, reading, chatting between teachers and students about learning material, and can send assignments remotely. Google Classroom must also be collaborated with learning methods that are suitable for meeting needs in arts learning.

There are several studies that are used as sources of deep relevance*Devi Kuspianti (2019)*discusses the dance learning process in class with Indonesian Dance material carried out via the internet to increase student appreciation. In the journal*(Hikmawaty, 2018)*This explains how to apply learning through criticizing students through existing dance creations. The learning method in this research uses constructivist learning. Case study of online dance lessons at an Indonesian school in Kota Kinabale, Malaysia by(Tesa et al., 2021). Students' attitudes towards learning. Dance during the Covid-19 pandemic byYuli Tria, Wahyu Lestari, and Agus Cahyono (2021). What this research has in common with previous relevant research is the learning outcomes to be achieved, namely to develop an attitude towards appreciating a dance. Meanwhile, in this research, we will examine how to optimize the online dance appreciation learning process. The learning concept that will be carried out in this research is the use of learning videos specially made by teachers and dance videos that have been provided in learning media, namely the Google Classroom application which is used as a learning tool in the Covid-19 pandemic conditions.

To assist researchers in reviewing findings in the field, researchers use several theories which become references in the learning process, these theories include learning concepts, theories regarding online learning along with E-Learning learning tools. These learning tools are then collaborated with dance learning using the appreciation method. . Don't forget that researchers also have to know and look for theories regarding the characteristics of junior high school students. These theories can be a source of reference and comparison with what has been found in the field.

Junior high schools that teach dance lessons usually require students to be able to create a creative dance based on each student's imagination as a result of the dance learning carried out by the students. Learning dance appreciation is very influential in the creative process for students to be able to create a dance. Because basically, in the learning process of art and culture appreciation, especially dance appreciation, is to equip students with material on how to appreciate works of art, which is able to motivate students to do things that are analytical, accurate identification as well as problem solving and appreciating art. The application of material in dance learning can become a process for students' dance creation. This is what makes researchers interested in carrying out research on how to optimize students' dance

appreciation learning online. Researchers suspect that students' ability to appreciate when learning dance is very important in the process of creating a creative dance for students, because by appreciating it is hoped that students will be able to understand the aspects needed to create a dance.

The general aim of this research is to find out and describe how online learning is carried out in class VIII.2 SMPN 15 Bandung. Apart from that, the researcher will also examine and describe the learning concepts used, the learning process carried out and the learning outcomes obtained by students while participating. online learning, so that in the future it is hoped that it can provide additional information so as to increase insight in the field of dance education and science, especially dance learning in schools regarding dance learning to increase appreciation in the process of creating students' dances online, especially during the Covid-19 pandemic.

## 2. METHODS

Selecting descriptive qualitative research. The aim is, by means of data analysis, the description of the data collected is in accordance with what is in the field without intending to draw general conclusions. Apart from that, it is used to present an overview in the form of a detailed picture or to describe it systematically, concretely and precisely based on events that occurred when the research was being researched, namely online student dance appreciation learning in the creation process, explaining descriptively the process of optimizing online creative dance learning.

### 2.1 Location, Population, Sample

One of the things that is part of obtaining relevant data for research is location. The research was carried out at SMPN 15 Bandung which is located at Jln. Surip Sergeant No. 119/169A, Ex. Plumbing, District.    Cidadap, Bandung City. Researchers took this location because learning is carried out online using*Google Classroom*. The population and sample used in this research were 32 students in class VIII.2.

### 2.2 Data collection technique

In this research, participant observation was used, where the researcher collected data through observation by participating in online dance lessons in class VIII.2 at Smpn 15 Bandung. Next, the researcher used a documentation study using a device as a data collection tool. The three researchers used an interview technique. to the Arts and Culture teacher for class VIII.2 and also to one of the class VIII.2 student representatives at Smpn 15 Bandung.

### 2.3 Data analysis

Researchers use three data analysis techniques including data reduction, data presentation and conclusion drawing.(Huberman & Miles, 2002). Analysis. that data. used by researchers, namely based on methods. qualitative. Analysis of the data taken starts from data in the field or takes empirical facts with researchers going directly into the field to study phenomena that occur directly.

## 3. RESULTS AND DISCUSSION

### 3.1 Results
**The Concept of Online Dance Appreciation Learning in the Dance Creation Process for Students in Class VIII.2 SMPN.15 Bandung.**

The government initially announced the Covid-19 Pandemic in March 2020, which until now has not subsided in Indonesia, demanding a change in the learning process that is different from before the pandemic. Learning using online networks is used to overcome teaching and learning activities during the pandemic. The curriculum is in the context of the current Covid 19 virus or is in a special curriculum.

Curriculum in the sense of a set of settings in which there are objectives for teaching materials and the methods used to implement the expected learning objectives that have been determined. The aim of simplifying the curriculum is to reduce students' difficulties in carrying out the online learning process without reducing the competencies they want to achieve. When implementing online learning, certain concepts must be used so that the learning material can be achieved well by students.

Learning itself is intended to create an atmosphere so that students learn. In conditions like today, learning is related to learning, so when planning activities related to learning, teachers must learn and understand learning through learning activities carried out by students, or in other words, student activities must be the benchmark in designing learning.(Nurdyasnyah et al., 2015)

Related to learning, there is a learning syntax.(Santyasa, 2007 p. 6)suggests that syntax in learning is operational steps which are explained in learning design theory. Therefore, dance learning in secondary schools also uses syntax in every lesson. Therefore, dance learning in secondary schools also uses syntax in every lesson. The syntax used in dance learning which is carried out online at Smpn 15 Bandung is as follows.

**Figure 1 Learning Syntax**
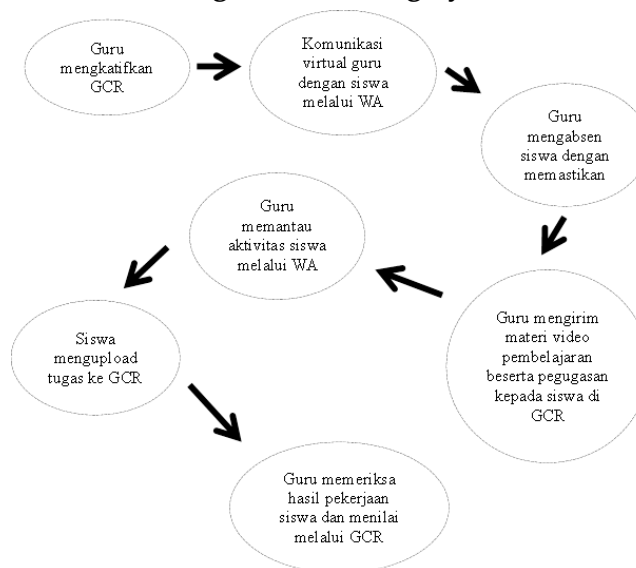


Based on the syntax chart above, in carrying out learning, especially learning Arts and Culture with dance material in class VIII.2 Smpn 15 Bandung, online learning is determined. In the dance learning process in class VIII.2 at the beginning of the lesson, the teacher first activates Google Classroom before the lesson begins. The teacher communicates with students via WhatsApp Group to provide information and remind students that learning will soon be carried out, and at the same time the teacher is present during the study time. After that, the teacher provides learning material via Google Classroom learning media. During the lesson, the teacher monitors the students' work until the lesson is finished, then class VIII.2 students submit assignments to Google Classroom.

The dance material presented in dance lessons in class VIII.2 is about Traditional Dance which comes from the Cultural Arts Package Book for Class VIII SMP. Traditional Dance material by the teacher is made through new innovations and is as interesting as possible through learning videos made by the teacher himself. This is done by the teacher to build an interesting learning atmosphere so that students are interested in studying dance material. With this, the teacher hopes that students will not get bored following the lessons carried out at home. Apart from that, the learning method uses the appreciation learning method by providing examples of traditional dance videos that are suitable for the dance learning material which is delivered at each meeting in a coherent manner through the flow of introduction, understanding and evaluation. The learning media used is the Google Classroom application as a very effective learning media and makes it easier for teachers to interact with students through online learning. This is done so that students can develop an optimal attitude of appreciation in the dance creation process and are able to understand the relationship between the material presented and the dance video they appreciate. This traditional dance art material is given to class VIII.2 students once a week during Distance Learning (PJJ) which is held every Friday via Google Classroom class VIII.2 Smpn 15 Bandung.

At the evaluation stage of dance learning in class VIII.2, a post test and dance practice were held to determine student learning outcomes. Evaluation of own learning according to(Norman E. Gronlund, 1998)where evaluation is a relatively systematic way to find out how far the goals have been achieved in student learning.

In the concept of optimizing dance learning in the process of creating student dances online, teachers hope that students will be better able to understand the material presented through their appreciation of traditional dance works so that the objectives of the learning can be conveyed well to students.

**Online Dance Appreciation Learning Process in the Dance Creation Process for Students in Class VIII.2 SMPN 15 Bandung**

Indonesia is currently affected by the ongoing virus, namely Covid-19, which requires teaching and learning activities to be carried out at home. This is done to prevent the spread of the Covid-19 virus. State Junior High School 15 Bandung implements an online learning system at home. The researcher took the research object of class VIII.2 students by learning dance by implementing it online. The online dance learning process at Junior High School 15 Bandung is carried out using Google Classroom. After making a schedule, the Arts and Culture teacher then created a virtual class teaching arts and culture for class VIII.2 in the Google Classroom application. Through the Google Classroom application, the teacher provides dance learning material using learning videos accompanied by dance videos relating to the dance material being studied at that time, as well as assignments using this media.

**1st Meeting Learning Process**

Implementation at the start of conducting research, the first Distance Learning (PJJ) meeting was on Friday, March 5 2020 at 10.00-11.30 WIB for the Cultural Arts subject for class VIII.2 dance material on Google Classroom providing theoretical material about Traditional Dance by means of uploading material via Google Classroom that has been made a learning video by the teacher specifically for Arts and Culture subjects. Traditional dance is a dance that has been passed down, developed and preserved from generation to generation. It has a uniqueness that is usually highlighted, namely its meaning and developing local culture. So it is clear that each region has its own uniqueness, which can be interpreted as uniqueness that does not exist in other things. The uniqueness of traditional dance can be seen from the variety of movements, distinctive music, make-up and clothing and so on. The unique

characteristics of Traditional Dance and examples of traditional dances from various regions and their respective uniqueness.

On the day of the first meeting, the teacher gives two types of assignments assigned to students within a predetermined time range in Google Classroom. At this initial meeting the teacher gives the first assignment. In the first assignment, the teacher asks students to observe 2 Traditional Dance videos, namely the Piring Dance video from Sumatra and the Mambri Dance from Papua which have been uploaded in the form of posts to the virtual classroom via the YouTube link which has been attached to the assignment section in Google Classroom class VIII.2 and then the teacher asks students to identify the uniqueness of each dance.

**2nd Meeting Learning Process**

After the first meeting, the following week the second meeting was at Distance Learning (PJJ) on Friday, March 12 2020 at 10.00-11.30 WIB. The researchers held a second meeting providing dance material still about Traditional Dance, theory of floor patterns, properties, make-up and clothing in Traditional Dance. In this second assignment, the teacher asks students to re-observe the videos of the Piring Dance from Sumatra and the Mambri Dance from Papua which have been uploaded in the form of posts to the virtual classroom via the YouTube link which has been attached to the assignment section in Google Classroom class VIII.2 last week to get answers to the questions that will be given. The theoretical practice questions given by the teacher at the second meeting contained 5 essay questions taken from learning videos specially made by the Arts and Culture teacher which were then given to students via the Google Classroom virtual class.

**3rd Meeting Learning Process**

At the third Distance Learning (PJJ) meeting on Friday 23 April at 10.00-11.30 the teacher provided material still related to traditional dance. The material presented at this meeting was that the variety of dance movements in Indonesia is very diverse, because each region has regional dances with their own unique movements. Dance movements are one of the main elements in dance, dance movements are always elements related to the human body. The movements in dance have meaning as a medium to convey certain messages from the creator. There are three types of explanation regarding the various forms of dance presentation, including solo dance, pair dance and group dance.

At this third meeting, the teacher hopes that students will be able to understand the various types of movements found in Traditional Dance. The assignments given were also taken from learning videos as in the previous meeting which were made specifically by the Arts and Culture teacher and then given to students via virtual class VIII.2 on Google Classroom. Providing examples of dance videos at this meeting was different from before, the teacher asked students to observe examples of various movements from Traditional Dance videos, namely Balinese Dance, which had been uploaded with a YouTube link which had been attached to the assignment section in Google Classroom class VIII.2. The third assignment given is the same as the second assignment, namely 5 essay questions. Students work on essay assignments on the Google Drive link provided by the teacher and are automatically collected in Google Classroom VIII.2 if students have completed the assignment.

**4th Meeting Learning Process**

After the assignments were submitted by the students to the teacher via Google Classroom by all students in class VIII.2 Smpn 15 Bandung. At the fourth meeting the teacher gave practical assignments to students with the aim of making students understand the process of creating dance. After the meeting, the teacher asked the students to repeat the lesson using the material about Traditional that had been given. The students' dance practice

assignment given in class VIII.2 is in the form of an individual assignment, the teacher asks students to appreciate other dances on YouTube to gain and expand their knowledge as a reference for students about dances from other regions apart from examples of traditional dance videos that have been instructed by the teacher. The teacher asks students to create a dance lasting 30-60 seconds to the music of the Manuk Dadali song and traditional Sundanese dance movements from West Java. The traditional dance practice assignment is given a period of one week for students to complete the assignment.

**5th Meeting Learning Process**

At this fifth meeting, for students who had created the dance, the teacher asked the students to record the results of their exploration of various traditional Sundanese dance movements and upload the recordings to their respective Google Drive applications. To assess the results of students' practical assignments, the teacher asks students to collect the video link addresses that they have uploaded to Google Drive via virtual class VIII.2 in the assignment posting with the title "Traditional Practice Practical Assignments" which has been provided by the teacher in Google Classroom. These practical assignments are finally submitted two weeks after the assignment is given, students who submit practical assignments earlier receive additional marks from the teacher as the teacher's appreciation for students who are diligent and diligent.

Online dance learning which is carried out to optimize student appreciation via Google Classroom is an activity that has just been carried out by class VIII.2 students. Evaluation of the implementation of online dance appreciation learning in the dance creation process using Google Classroom in dance learning, the teacher assesses the portfolio of the first assignment to the third assignment, namely how complete the theoretical discussion is understood by class VIII students.2. In the traditional dance practice assignment, students are able to understand and demonstrate wiraga, wirasa, and wirahma as well as the elements of dance throughout the performance in the student's dance video. Overall, the implementation of online student appreciation learning via Google Classroom in class VIII.2 went well according to the plan at the beginning of the learning activities that would be carried out and had been made by the Arts and Culture teacher. As a result of the overall assignment from the teacher, class VIII.2 students were able to complete the assignment well, submit assignments according to the procedures explained and did not exceed the deadline determined by the teacher and obtained satisfactory grades in accordance with the goals targeted by the Arts and Culture teacher. Even though during online learning the material about Traditional Dance is given, there are only a few students who don't understand, but the teacher helps students who don't understand by allowing students to ask questions via WhatsApp or Google Classroom so that the teacher can provide more understanding that the students still don't understand.

**Online Dance Appreciation Learning Results in the Student Dance Creation Process in Class VIII.2 SMPN 15 Bandung**

**Table 1 Post Test Scores and Dance Practice**

| No | Student's name | Post Test Score | The Value of Dance Practice |
|----|----------------|-----------------|------------------------------|
| 1 | Adam | 90 | 80 |

| | | | |
|---|---|---|---|
| 2 | Adilla | 90 | 80 |
| 3 | Amelia | 90 | 85 |
| 4 | Ananda | 100 | 90 |
| 5 | Andrea | 90 | 100 |
| 6 | Aryan | 90 | 75 |
| 7 | Ash-Syifa | 80 | 80 |
| 8 | Come on | 80 | 80 |
| 9 | Chendra | 90 | 85 |
| 10 | Desi | 80 | 85 |
| 11 | Faisal | 70 | 75 |
| 12 | Fasya | 70 | 75 |
| 13 | Freddy | 70 | 75 |
| 14 | Keisya | 90 | 85 |
| 15 | Khaira | 90 | 80 |
| 16 | Malik | 80 | 80 |
| 17 | Marshal | 100 | 80 |
| 18 | M. Hilal | 80 | 80 |
| 19 | M. Fiqar | 70 | 75 |
| 20 | M. Fawazilla | 80 | 75 |
| 21 | M. Iqbal | 70 | 75 |
| 22 | Natta | 90 | 100 |
| 23 | Nayyara | 90 | 80 |
| 24 | Ramfyqa | 90 | 96 |
| 25 | Raysa | 90 | 96 |
| 26 | Sabrina | 80 | 85 |
| 27 | Salasa | 70 | 85 |
| 28 | Salvia | 60 | 75 |
| 29 | Selvia | 60 | 75 |
| 30 | Vieri | 50 | 75 |

| 31 | Wadi | 90 | 80 |
| 32 | Zibbran | 80 | 75 |

Based on the table, the average post test score for VIII.2 students obtained quite satisfactory results. Apart from that, from the results of the interviews, students in class VIII.2 thought that the theoretical assignments given were still relatively easy, there were no significant obstacles and could be completed well, unlike the practical assignments, overall students were able to do well, although there were several VIII.2 students. who experience difficulties because they don't understand and can't follow the dance movements based on the appreciation they have received from the internet. There are students who are lazy to appreciate dance because they don't like learning dance. This creates obstacles for them in completing and submitting practical assignments on time so that the results are less than optimal.

From the results of interviews conducted, the majority of students did not like the implementation of online learning which took place at each student's home. The reason why students don't like online learning is that they can't study with friends at school. The atmosphere of studying at home is very boring, unlike studying at school with classmates VIII.2. Another problem is that not all students get a good signal to carry out online learning, because there are still some students whose homes don't get a signal to carry out online learning. Poor signals prevent them from participating in online learning and even make it difficult to access dance materials and assignments on Google Classroom. This takes up quite a lot of time when they are required to download study materials and submit assignments that must be uploaded to Google Classroom. Apart from the reasons for the signal being less than supportive, there are still some students who find it difficult to grasp the learning given by the teacher via Google Classroom because the teacher only gives the material to the students without explaining it first and from there the students are also given practice questions to be done by the students and then after that the students also given the assignment. It cannot be denied that this happens because not all students have the ability to grasp quickly enough to understand the dance material provided. There are some students who need to be explained first so that they can understand the learning material provided by the teacher. The rest of the students can enjoy the process of implementing online learning which is carried out at home and does not even affect the decline in student learning outcomes.

### 3.2 DISCUSSION
**Concept Analysis of Online Dance Appreciation Learning**

During the online learning process carried out in class VIII.2 at Smpn 15 Bandung, the learning carried out in class VIII.2 was in dance learning with dance material, namely Traditional Dance. The learning concept carried out by the researcher worked quite well according to what was previously planned. The learning concept used when learning dance online which takes place through the virtual classroom learning media Google Classroom is, providing dance material using learning videos specially made by the teacher for students along with examples of traditional dance videos provided by the teacher with links. ) YouTube to view videos at each distance learning (PJJ) meeting. The traditional dance videos given to students at each meeting are different, this is done so that students do not get bored with

the learning being carried out. The traditional dance videos chosen as examples of online dance appreciation learning are the Piring Dance from Sumatra, the Mambri Dance from Papua, and the Kecak Dance from Bali. The results of the learning evaluation are given in the form of video recordings of dance practice results.

## Analysis of the Online Dance Appreciation Learning Process

The implementation of the online learning process for teaching dance during the Covid-19 virus pandemic was carried out using online learning tools, namely Google Classroom, every meeting once a week. Learning Arts and Culture, especially learning dance in the classroom, aims to increase students' creativity, provide students with an understanding of the art of dance, and introduce the dance culture that exists in Indonesia.

In delivering Traditional Dance material to VIII.2 students, the teacher was quite active in delivering the material, but there were still students who still lacked an attitude of appreciation so they were unable to comprehend and comprehend the Traditional Dance material. The activeness of a teacher in delivering student learning material greatly influences the students' learning goals/outcomes, because it influences students to be able to master and better understand the material, with this students being able to carry out tasks ordered by the teacher. The importance of media in conveying material is so that students get an overview so that students can easily understand the material being presented, such as examples of photos and videos of traditional dances from various regions in Indonesia. As it is known(Sudjana & Rivai, 2013)said that media is needed to help students' learning process in learning so that they can develop understanding and the student learning outcomes they want to achieve.

The use of innovative and creative learning videos in the online learning process is an ideal way so that students can enjoy and understand the learning provided by the teacher. Apart from making it easier for students to understand dance lessons, learning videos are also intended to make students interested in studying the material provided. If you only provide material using reading material, students will feel bored and sometimes not read the material provided by the teacher completely. By providing learning videos that include references from several traditional dances from various regions in Indonesia to students via Google Classroom virtual classes, students get theory and descriptions, making it easier for students to carry out all the tasks assigned by the teacher.

## Analysis of Online Dance Appreciation Learning Results

The Covid-19 pandemic, which is still not over, has temporarily restricted activities carried out outside the home for all Indonesian people who travel outside the home without a clear reason, especially if they do not comply with health protocols. Currently, schooling is still conducted online, where people are only allowed to leave the house for kitchen needs or health needs and even then they are not allowed to do this often. Based on the results of extensive observations carried out in class VIII.2 of Smpn 15 Bandung, the main factors experienced by the quota and internet network crisis were preventing students from continuing online learning carried out by the school. Network and internet quota problems really interfere with students carrying out the online learning process smoothly, as a result students find it difficult to play learning videos with Traditional Dance material and appreciate the examples of traditional dance videos provided and are also left behind in getting the learning material provided. Apart from network problems and internet quota factors, students believe that they need understanding provided by the teacher themselves so that the material they receive can be understood.

## 4. CONCLUSION

Based on the results of research on online dance appreciation learning in the creation process, it can be concluded that the learning concept is determined by the process of creating learning syntax which is then determined by the online learning process using Google Classroom media and communicating with Whatsapp. In the process of implementing dance learning, it was carried out through virtual Google Classroom classes in five meetings using the dance appreciation method. The results of dance learning and responses from class VIII.2 students obtained during the implementation of online learning in dance learning. The level of difficulty in the assignments given by the teacher to class VIII.2 students is still at the standard level of student ability, so students can complete and submit assignments well, even before the assignment deadline ends, students have submitted their assignments.

## 5. THANK-YOU NOTE

With the completion of writing this journal, the author cannot fail to express gratitude and also thanks to all parties who contributed to help, especially to the extended family of the SMPN 15 Bandung community and the FPSD UPI Dance Education Department.

## 6. REFERENCES

Astuti, YT, Lestari, W., & Cahyono, A. (2021). Students' attitudes towards learning dance during the Covid-19 pandemic. Journal of Scientific Studies, 21(1), 101–110.

Cahyani, I., & Efgivia, MG (2021). The Influence of Distance Learning and Students' Learning Motivation on Arts and Culture Learning Outcomes in Class IX of SMP Negeri 1 Ciampea, Bogor Regency. Educate: Journal of Educational Technology, 6(1), 91–98. https://doi.org/10.32832/educate.v6i1.4530

Devi, K. (2019). Learning Indonesian Dance through Internet Resources to Increase Student Appreciation at SMA PASUNDAN 8 Bandung. Indonesian education university.

Gronlund, N. E. (1998). Assessment of student achievement. ERIC.

Hikmawaty, L. (2018). APPLICATION OF A DANCE CRITICISM LEARNING MODEL TO INCREASE STUDENTS' APPRECIATION OF DANCE WORKS. Magelaran: Journal of Arts Education, 1(1), 1–4.

Huberman, M., & Miles, M. B. (2002). The qualitative researcher's companion. Sage.

Komalasari, H., Budiman, A., Masunah, J., & Sunaryo, A. (2021). Multimedia Design for Android-Based Folk Dance Learning as Self-Directed Learning for Students in Lectures. MUDRA Journal of Arts and Culture, 36, 96–105.

Mulyasa, HE (2017). Development and implementation of the 2013 curriculum.

Nurdyasnyah, N., & Andiek, W. (2015). Learning technology innovation. Nizamia Learning Center (NLC).

Santyasa, IW (2007). Innovative learning models. Ganesha University of Education.

Sari, W., Rifki, AM, & Karmila, M. (2020). Distance Learning During the Covid 19 Emergency. MAPPESONA Journal, 1, 12.

Sudjana, N., & Rivai, A. (2013). Bandung Teaching Media. S Inar Baru Algesindo.

Syarifudin, AS (2020). Implementation of Online Learning to Improve the Quality of Education as a Impact of Implementing Social Distancing. Journal of Indonesian Language and Literature Education Metalingua, 5(1), 31–34.

Tesa, SN, Komalasari, H., & Budiman, A. (nd). CASE STUDY OF ONLINE DANCE LEARNING IN INDONESIAN SCHOOLS IN KOTA KINABALU MALAYSIA. Sumkang: Studies in Dance and Dance Education, 1(1), 36–44.

Utami, VM, & Nugraheni, T. (2019). Gondang: Journal of Arts and Culture Application of Environment-Based Treffinger Model in Dance Learning to Improve Students' Creative Character. 3(2), 79–85.