

## DODOGERAN DANCE LEARNING

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### Abstract

This research is about learning planning, the learning process and the evaluation of learning the Dodogeran Dance which has agile, cheerful, and funny movements, so that this dance can be performed in general by participants studying SD-SMA at the Sinar Seli Asih Studio, Bekasi City. The purpose of writing this article is to describe how to plan the learning of Dodogeran Dance at the Sinar Seli Asih Studio, to describe the learning process of Dodogeran Dance at the Sinar Seli Asih Studio, and to describe the evaluation of learning the Sinar Seli Asih Dodogeran Dance in Bekasi City. This qualitative research uses descriptive analysis method. The participants in this study were Eem Biliyanti as the creator and trainer of the Dodogeran Dance, Sukarsa as the leader of the Sinar Seli Asih Studio and the participants in the study of the Sinar Seli Asih Studio. The technique used in data collection is observation, interview, documentation, and literature study. The learning process for the Dodogeran dance material is approximately six months, after which a studio evaluation is held every six months. The learning methods used in the Sinar Seli Asih Studio are lecture, demonstration, imitative (imitation), and drill (practice) methods. The trainer provides an explanation of the material to be delivered orally, after that provides the basic techniques, participants learn to imitate the movements made by the trainer, then participants learn to do exercises continuously. The results of the research obtained in learning the Dodogeran dance are learning plans at the Sinar Seli Asih Studio, which are not written as in the case of lesson plans,

**Keywords:** Dance Lessons, Dodogeran Dance, Sinar Seli Asih Studio

### PRELIMINARY

Today, non-formal education is getting a lot of interest from the community. One of the educational activities carried out in the studio was chosen as a forum for self-development and identification as well as the distribution of hobbies, especially in the art of dance. Traditional art itself has existed and developed long ago and has taken root and become an inseparable part of society. Currently, traditional arts are facing the threat of extinction with the low desire of the people to continue to pursue them. The dance studio has certainly designed activities in such a way that functions to support the existence and development of the place.

These activities include the application of dance that has been learned during the training process, evaluation in the dance training process, to activities on a project scale.

(Andrew, 2020) has researched Jaipong dance lessons for children with Down syndrome at Padepokan Sekar Panggung. It is proven that all people have the right to enjoy non-formal education services. The learning process at the Padepokan Sekar Panggug Studio which was researched by Nira Andari was adapted to dance, before entering on the provision of motion material. (Wahyuni, 2019) also has researched about Dance Learning at the Raksa Budaya Dance Studio, Serang Banten. From Nina's research, students who take dance lessons

at the studio become high achievers. So it is possible, everyone can become a person who excels through non-formal education. The research researched by Nurmansyah(Nurmansyah, 2015)about the Bekasi Flower Dance which is a new type of dance creation that has a Bekasi identity.This Kembang Bekasi dance has a function as entertainment and as a learning tool for students who have been more interested in modern dance than traditional dance. Of the three studies, no one has investigated how to learn Dodogoran Dance at the Sinar Seli Asih Studio which can be a reference for educators and students who want to learn the dance.

Learning is a deliberate effort to achieve goals that involve two parties, namely educators and students(Risnayanti, E., Rohayani H., Budiman A., 2021).Before carrying out learning, of course, there must be a learning plan.Planning is a way to make activities run well accompanied by various anticipatory steps in order to minimize the gaps that occur so that these activities achieve the goals that have been set.(B. Uno, 2008, p. 2). Learning Planning according to Banghart and Trull in(Sagala, 2003)states that "the initial planning of the process is rational, and contains the nature of optimism based on the belief that it will be able to overcome various kinds of problems in the context of learning".Learning has many benefits for the learning process including to increase the knowledge of teachers or lecturers in teaching materials; to increase knowledge about teachers or lecturers on how to observe student learning activities; and to strengthen the collegiality relationship between teachers or lecturers, teachers and lecturers, as well as observers outside them; to strengthen the relationship between learning implementers have long-term learning objectives; continue to improve the

spirit of teachers or lecturers; and improving the quality of lesson plans and their components, such as hands-on teaching materials and learning strategies (Karyati, 2019, p. 254). The implementation of learning must have a purpose. The purpose of learning according to Robert F Mager(in Kurniasari et al., 2020, p. 2)is an attitude that is needed or achieved by students under certain conditions. Determination of learning materials/materials based on learning objectives. Materials / subject matter become the contents of the learning process activities. Materials / subject matter are expected to color the goals, and support the achievement of learning objectives.Learning methods and media used in learning are selected on the basis of predetermined objectives and materials. Methods and media serve as a media bridge for transforming lessons towards the goals to be achieved.Assessment/evaluation acts as a barometer to measure the achievement of goals.

The motivation of the researcher to carry out this research isThis is due to the lack of studios in the city of Bekasi who study new creative dance materials typical of Bekasi. Most dance studios in Bekasi City provide new creations of dance materials typical of Betawi or Jakarta compared to new dance creations typical of Bekasi such as the Dodogoran dance by Eem Biliyanti. Teh Eem is an artist from Bekasi who has created several new creations of Bekasi dances and one of them is the Dodogoran dance. As well asThe number of learning participants who have an interest in learning dance at the Sinar Seli Asih Studio makes researchers want to examine how Eem Biliyanti's Dodogoran Dance learning is given to students.

Destination The purpose of this study was to determine the learning planning of the Dodogoran Dance at the Sinar Seli Asih

Studio, to know how the process of learning Dodogaran Dance at the Sinar Seli Asih Studio, and to find out how to evaluate the Dodogaran Dance at the Sinar Seli Asih Studio.

## **METHOD**

Basically the research method has an important role to obtain data so that in its implementation the researcher will achieve success (Tesa, S., Komalasari, H., Budiman A., 2021). Researchers are more focused on researching learning in the Sinar Seli Asih Studio by using descriptive analysis method through a qualitative approach. According to Suharsimi (Fitria, 2012, p. 93) descriptive analysis research is a qualitative explanatory study by explaining variables and symptoms clearly as they are. This research was conducted by photographing how the learning process of Dodogaran Dance at the Sinar Seli Asih Studio.

## **PARTICIPANT**

Research subjects are very important for a study. Participants who contributed to the research were Eem Biliyanti or Eem Teh as a resource person on the Dodogaran Dance and also as a dance trainer at the Sinar Seli Asih Studio, Sukarsa or better known as Bang Karsa as the leader of the Sinar Seli Asih Studio regarding the existence of the studio and also the participants studying at the Sinar Seli Asih Studio.

## **RESEARCH SITES**

The research was carried out in Sinar Seli Asih Studio on Jalan Raya Narogong Kp. Rawaroko RT 010 RW 001 No. 65 Swamp Alley Ex. Bojong Rawalumbu District. Rawalumbu, Bekasi 17116 which is a training ground Sinar Seli Asih dance studio. The reason the researchers took the research location at the Sinar Seli Asih

Studio is because this studio does have a lot of learning participants, especially children.

## **DATA COLLECTION**

Technique data collection carried out in research This is using the observation technique, interview, documentation and literature review. Observations and interviews were conducted at the Sinar Seli Asih Studio during the learning process. According to Nana Syaodih (in Sukmadinata, 2013, p. 220) explains that observation or observation is a technique or method of collecting data by observing activities that are being carried out or in progress. In this study, the researcher is a passive participant, where the researcher only observes without participating in the activities carried out in the field. according to (Gunawan, 2013, p. 162) states that "The structured interview process is carried out using a written interview guide instrument containing questions to be asked to informants". In this research, the researcher collects documents in the form of photos, and the technique of collecting data is literature study, namely the researcher collects relevant sources such as books, theses, journals, etc. to facilitate research.

## **DATA ANALYSIS**

Data analysis is the process of systematically searching for and arranging interview transcripts, field notes and other materials that the researcher has obtained, all of which are collected to increase the researcher's understanding of a phenomenon and help the researcher to present the researcher's findings to others. In qualitative research, research is descriptive and tends to use an inductive approach to analysis. Highlighting the research process and the use of theoretical foundations

are carried out so that the research focus is in accordance with the facts on the ground. The theoretical basis is also useful for providing an overview of the research background and as a material for discussing research results.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Dodogaran Dance Lesson Planning at Sinar Seli Asih Studio**

Learning planning at the Sinar Seli Asih Studio is not written like a formal RPP (Learning Planning Plan), but learning is adjusted to the conditions, needs, and abilities of the participants during the dance learning process. The plan is still owned by the Sinar Seli Asih Studio, but the plan is not written down. The following is the plan carried out by the trainer in learning:

##### **a. Learning objectives**

The purpose of learning at the Sinar Seli Asih Studio is to emphasize that learning participants are able to master skills that lead to expertise, which one day will be able to become a reganial dancer and can contribute to saving traditional arts, and can develop as well as preserve traditional arts. In addition, to add dance material to children, so that children can receive, follow, perform the dances that are taught and help children improve their motor skills and intellectual abilities. By doing this learning, it is hoped that the child will be able to follow the learning material that will be given next.

##### **b. Learning materials**

The selection of dance material provided is adjusted to the child's abilities, because children have certain limitations. Therefore, the material for the Dodogaran dance was chosen, basically this dance is taught to beginners at the Sinar Seli

Asih Studio and there is repetition of motion, making it easier for children to memorize. The time used is twice a week with two hours each, namely Saturday and Sunday. Saturdays are held from 10.00 to 12.00, while Sundays are held from 13.00 to 15.00. At the Sinar Seli Asih Studio, not all materials are studied by the participants, but the Sinar Seli Asih Studio divides it into 3 levels, namely basic, intermediate, and advanced levels. The division of levels in general is how long the participants learn to join the studio,

##### **c. Learning methods**

From the findings in the field, the trainer uses four methods in delivering motion material. The method is the trainer's way of delivering learning material to the learning participants, so that the child can follow the direction of the trainer. The methods used are the Lecture method, Demonstration, Imitation method and Drill method. These four methods can assist the trainer in conveying the material and make it easier for children to receive the material provided. The explanation of the application of each method used by the trainer in conducting learning.

##### **1) Lecture method**

The lecture method in learning dance at the Sinar Seli Asih Studio is the delivery of basic theory or knowledge about dance and dance moves which are usually delivered at the first meeting. Materials about dance such as a synopsis were delivered at the first meeting so that the learning participants were able to understand what dance they were going to learn. The names of the movements will also be recorded by each learner so that it is easier for them to remember the names of the movements in the Dodogaran dance.

## 2) Demonstration Method

Submission of material using the Demonstration method will make it easier for learning participants to receive learning materials. From the use of the demonstration method, it can guide participants to learn, where the provisions that have been planned can be appropriate. Like a coach conveying motion material to children.

The trainer provides material by demonstrating each movement in stages, combined with directions from the trainer. for example: the coach teaches surfing, then the coach will demonstrate the movement and state the provisions of each movement. The stipulations are as follows: right hand swings forward and ukel, along with left foot forward, then followed by right foot movement forward along with left hand ukel movement, do it for several times. Demonstrating or giving examples of movement to children will clarify the picture that will be given. Therefore, it needs the expertise of a teacher in carrying out this method.



## 3) Imitation or imitation method

The imitation method is easy for students to learn. The use of imitation can shorten the learning process without reducing the objective results. This can be done by learning participants because by imitating they will be able to directly

show their progress during the learning process.

This method is related to the Demonstration method, where after the trainer demonstrates the movement, the learner can imitate the trainer's demonstration. Teh Eem also said that the use of this method is effective, because children are usually easier to follow the material by imitating the movements demonstrated by the trainer directly.

## 4) Drill Method

The use of the Drill method, of course, is not only demonstrating the material that has been given, but there needs to be development. The development provided by the trainer to the child is by means of repeated practice, of course the exercise is accompanied by the coach.

According to the researchers' observations, after the trainer distributed the material, students could imitate the movements being taught and immediately repeat the exercise repeatedly. The goal is for children to gain a better and deeper understanding.

### a. Instructional Media

Learning media is an integral part of the learning process and very important to support the success of learning. The need for facilities and infrastructure such as property will facilitate a smooth learning process. The facilities and infrastructure available at the Sinar Seli Asih Studio are as follows:

#### 1) practice room

The practice room of the Sinar Seli Asih Studio is used as a space to carry out the learning process. The room looks quite suitable for use as a place for learning.

#### **Figure 1. Learning Media (practice room)**

The size of the room is fairly spacious and





clean. However, there is no glass in the room, such as on the front wall, which is useful for participants to learn to see the movements demonstrated by the trainer and the movements demonstrated by the learning participants themselves. Air circulation in the practice room is quite good because the practice room is not too closed but not too open so it doesn't interfere with the learning process.

2) *Sound system*



**Figure 2. Learning Media (Sound system)**

To support the next learning process, there is a sound system consisting of a tape recorder and speakers. In the learning process, after the trainer gives the material, the material moves directly accompanied by music from a tape recorder and speakers. Sinar Seli Asih Studio has a voice recorder and two medium speakers to support the smooth learning process.



3) *Costume Room*

The Sinar Seli Asih studio has quite complete costumes, so a special room is needed for these costumes. The Costume Room is quite spacious and neat, making it easier to find certain dance costumes.

b. *Learning Evaluation*

The success of learning can be seen through evaluation. From the evaluation of the child's strengths and weaknesses, it can be appreciated. The trainer's assessment of the child is carried out through an evaluation at the end of each meeting or formative assessment. Formative evaluation is an evaluation activity carried out at the end of each topic discussion. The goal is to see how far the child can follow the training material provided.

**Figure 3. Studio Evaluation**

This evaluation or assessment is carried out at the end of each discussion about motion material, the trainer provides an evaluation orally at the end of the meeting. The assessment is carried out by learning participants and shows the movements given by the trainer to the accompaniment of music. From this evaluation, it becomes a reference for improvement before adding material at the next meeting. Thus, the evaluation of success or failure in learning Dodogeran dance can be seen from the child's ability and confidence in the dance test.

Usually the trainer will also conduct an evaluation every six months, outside the training venue, such as a mall, using the stage, learning participants will receive an award in the form of a certificate, and an evaluation will be in the form of an assessment. However, due to the current pandemic, this assessment was hampered and could not be carried out.

**The Dodogeran Dance Learning Process at the Sinar Seli Asih Studio**

#### **Figure 4. The Dodogeran Dance Learning Process at the Sinar Seli Asih Studio**

The process of learning activities is a very important part to implement the objectives, the effectiveness and efficiency of learning can be known through the learning process. Therefore, in carrying out the learning process or activity, a trainer should know or be able to make a reference on how learning activities can run well so as to achieve the desired goals effectively and efficiently. The material provided by the trainer is the Dodogeran dance which was created in 2011.

The learning activity of the Sinar Seli Asih Studio Dodogeran dance was held in several meetings. The trainer's target is six months so that the children can follow and remember the actions the trainer teaches them, training is held on Saturdays and Sundays at certain hours. In the learning process the trainer uses several methods, namely the lecture method the trainer provides material to students in the form of dances to be studied such as a synopsis, an overview of the names of the movements that will be recorded by students in their respective notebooks, the activity is carried out by the trainer at a meeting. The first is where the trainer will adapt to the students.

In the second meeting, the trainer used the demonstration method, the imitation method and the Drill method to gradually distribute the Dodogeran dance material to the children in several meetings. In the demonstration method, the trainer demonstrates dance movements to students so that they can master the dance movements. After the trainer demonstrates the movement, students will imitate the movement. When the child can follow the movement or for example there are some students who cannot follow the movement, the trainer repeats the

movement. Due to the limited ability of students, this method can be used in the learning process. For example, after the motion material is given, the trainer repeats the motion so that the child can remember the motion given by the trainer.

The provision of motion material is carried out in stages, each meeting approximately the trainer will provide 3 movements, making it easier for the trainer to provide material in stages. According to Teh Eem, as a trainer at the Sinar Seli Asih Studio, achieving the target within six months is fast enough to train students to really master the material as a whole.

There are several factors that cause the delivery of dance material to be hampered. First, indeed, each child has a different grasping power. Second, each child has their own limitations, so that the delivery of motion material takes quite a long time. Third, there is a lack of motivation to practice, because during the training schedule, they rarely participate in lessons at the Sinar Seli Asih Studio, which can make the delivery of material very long. At this time the Covid-19 pandemic made learning temporarily stop so that the delivery of material was hampered by this. There are not as many students who take part in learning as they did before the pandemic.

This Dodogeran dance is a dance that is quite easy to memorize the movements learned by the participants. Enthusiasm of learners allows the rapid transmission of learning. In addition to studying at the studio location, students often practice at home so that they can quickly remember. Thus the introduction of the Dodogeran dance learning activities carried out by students at the Sinar Seli Asih Studio.

#### **Evaluation of Dodogeran Dance Learning Outcomes at the Sinar Seli Asih Art Studio**

If the components included in the lesson

plan can be implemented, then the learning can be said to be successful. Determining the good or bad process of learning activities is part of the learning assessment, in order to determine the success of learning. Learning assessment activities are carried out by adjusting the learning components with students in the learning process. In this process, the application of the learning component becomes an assessment of learning success. If the learning objectives, materials, tools or media, methods and assessments used by the trainer are appropriate, then the learning outcomes can be achieved.

Some of the learning content is based on the learning process of the Sinar Seli Asih Studio, as well as appropriate learning objectives and materials, so that children can complete Dance Materials. The method used by the trainer is also adapted to the child's situation, so that learning can be communicated correctly. Furthermore, the media components used by Sinar Seli Asih Studio in learning are suitable for media from audio systems such as tape recorders. These tools are used to support the continuity of learning.

The use of tape recorders and other tools is essential for learning to dance. The motion material provided must be in accordance with the accompaniment musical instrument, and the accompaniment musical instrument must use a recording device. You can use the tools used to learn to dance at the Sinar Seli Asih Studio, such as a tape recorder. But the weakness of the recorder is when the music is played too far and the coach needs middle music, it has to be played backwards. This makes studying very time consuming, having to wait for the music to play to the desired section.

Replacing the sound system with another device such as a cell phone or laptop can make it

easier for the trainer to play music, and can reduce waiting time to play music. This also supports the smooth learning process, especially those completed at the Sinar Seli Asih studio. It is necessary to use audio media such as a tape recorder so that children can adjust their movements to the accompaniment of music. This becomes the trainer's evaluation in the evaluation. Combining movement and music is part of the learning process. Therefore, the success of learning is also related to the means used. Without the right tools, learning will not be as expected.

There is also a practice room used during the learning process which is not soundproof, so noise outside the practice room will be heard and interfere with the learning process. Distraction means the same as not hearing the sound of music. When explaining the material, the trainer's voice will not be heard, which will distract the students' attention. The trainer must pay attention to these things so that the learning process runs smoothly.

The last component to consider is evaluation. The trainer assesses the right trainees, in addition to being a reference for trainer evaluations, but also to increase the trainees' confidence in performing the dances they teach.

Based on the results of the learning evaluation, it is known that the evaluation carried out at the Sinar Seli Asih Studio only carried out a formative evaluation which was carried out at the last meeting and was carried out orally, due to the current pandemic conditions, the trainer could not conduct a summative evaluation or a typo evaluation every six months. It is undeniable that this becomes an obstacle in assessing learning. The reason is that the summative evaluation or annual evaluation is positive for students if it is not fully included



in the evaluation conducted by the training center.

According to Teh Eem, the annual assessment conducted outside the Sanggar such as in the Mall, will encourage children to show their dancing skills, and train children to appear confident. In the same way, children can dance from beginning to end on stage and receive praise from society, which is a kind of self-confidence that grows in children. With the support of this award, the children will be motivated to practice harder. Therefore, evaluations conducted outside the field of training will have an indirect positive impact on children.

Evaluation activities at the last meeting were carried out on the assumption of the trainer. Lack of test results are communicated directly to the child, not evaluated in writing. Each assessment has its own standards and the assessment is made according to the student's circumstances. In this way, when the child is able and confident in the dance test, the trainer can see the evaluation of the student's success in learning Dodogoran dance. This makes it possible to see the evaluation of the aspects of Wiraga, Wirahma and Wirasa. It is very important to pay attention to the needs of the child in the assessment, as different skill levels require the trainer to better understand the characteristics of each child during the assessment. From the explanation above, it can be seen that the success of learning depends on the elements of learning that meet the needs of children. The achievement of learning objectives depends on the application of the learning components. The results of these components also become an evaluation in the evaluation related to studies that have been carried out, such as those that have been carried out at the Sinar Seli Asih Studio. Although there are two

parts of learning that are not appropriate, other parts of learning can be studied appropriately according to the needs of the child, so that the learning carried out can achieve the predetermined goals.

## **Discussion**

### **Dodogoran Dance Lesson Planning at Sinar Seli Asih Studio**

According to the researcher's explanation, the lesson plan implemented by the trainer of Sanggar Sinar Seli Asih was not written like the lesson plans for formal education. Learning is adapted to the conditions, needs and abilities of students. The learning in this study is included in out-of-school education, and the curriculum structure is flexible and not as strict as formal education.

according to (Muzayanah, 2011, p. 92) that the development of learning can be done when the program is implemented. The program in question is related to the learning carried out while in the studio. This program includes a system that describes all the components that are interconnected to achieve the goal. In this case, there is no written lesson plan at the Sinar Seli Asih Studio.

However, if the plan is written in the Sinar Seli Asih Studio, then learning will be controlled. Learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment (Fadillah, 2012, p. 107). Based on the explanation above, the learning components contained in the planning can be controlled. In planning there are learning components, these components include objectives, materials, methods, means, and evaluations.

In this way, planning notes can identify the strengths and weaknesses of each component, so

that these deficiencies can be corrected, and the strengths found can be used as a reference for further research, and thus can be used as learning material. Therefore, the evaluation carried out will improve the quality of learning, and this quality can also determine the success of learning at the Sinar Seli Asih Studio. Although the planning at the Sinar Seli Asih Studio is not written, the planning is still in accordance with the planning in the Studio and several planning components with achievable goals. Where students can receive and participate in providing material so that they can perform the dances taught in the Dodogoran dance.

The learning methods carried out at the Sinar Seli Asih Studio include the demonstration method, the imitation/imitation method and the Drill method reinforced with supporting theories. In the studio, a demonstration method was used, because the trainer demonstrated it to the students. according to (Yamin, 2013, p. 102) The demonstration method is a method of delivering material through a demonstration process or activity or following what has been delivered. Therefore, the demonstration by the Sanggar trainer is a demonstration method. The imitation method is used, because from the demonstration the trainer will imitate the child, so that the imitation can be said to be the imitation method. The drill method is also applied by the trainer because before entering a new movement the child must repeat or practice several times so as not to forget the previous movement so that the child masters the dance material better and is ready to accept new movements.

The media used also supports the smooth learning process. The use of an appropriate practice room and a sound system to assist learning can be used appropriately so that there is sufficient practice space for students to feel

comfortable in learning, and a complete sound system will support the needs of using music while dancing. In this case, evaluating means evaluating or measuring student learning outcomes. (Zainal, 2013, p. 2) explained that "evaluation is an important component and stage that must be taken by teachers to determine the effectiveness of learning". Therefore, through learning evaluation, to find out the learning deficiencies and students' understanding. Each meeting will be evaluated, but to find the final result, the coach will look at the evaluation of the previous meeting, which is called formative evaluation. Although the evaluation is based on the trainer's assumptions, it is sufficient to determine the success of the learning. This can be done qualitatively, showing the level of learning achievement, not in the form of numbers. In this way, the assessment can be carried out using only the assumptions of the trainer, without the need to take actions such as child grades.

### **The Dodogoran Dance Learning Process at the Sinar Seli Asih Studio**

From the results of the research above, the learning process in Sinar Seli Asih Studio has achieved its goal. The achievement of the learning process takes 8 (eight) meetings with a weekly schedule of exercises carried out on Saturdays and Sundays only. This is considered very fast because students easily remember to demonstrate all the movements taught by the trainer. Thus students will experience some difficulties in adapting to the dance to be taught, for that it is necessary to guide the trainer to adapt to the dance so that learning can run as expected. Even if the child has difficulties in learning, the guidance of the coach will help him overcome the difficulties he faces. With the

supporting factors, the learning process can achieve its goals.

As for which includes these factors, namely the ability and support that students have different in participating in learning training. according to (Kamil, 2014, p. 7) "Training basically includes teaching and learning processes and exercises aimed at achieving a certain level of competence". Second, before delivering the material, adaptation is carried out so that children are familiar with dance movements. The second factor is access to facilities, including all sources and facilities that allow a person to carry out learning activities (Nana, 2016, p. 12) "Facilities include learning objectives, learning materials/materials, methods, and evaluation of learning outcomes, educators, facilities, and costs". In this way, adaptation to dance material is one of the methods included in the input component of the facility.

Finally, the encouragement of student motivation, such as doing exercises at home so that the movement after being studied can be repeated again. Thus, student activity is very important in this learning. By fully learning to dance, you can help children to stimulate neurodevelopment. (Sujiono, 2015, p. 4) states "Motor movements are movements that only involve certain body parts and are carried out by small muscles, such as the skill of using the fingers and proper hand movements". So that by doing movements in dance learning, it will affect the development of the nerves and brains of students. That way, activeness in asking is the result of motion stimulation that affects the nerves and brain. Therefore, from the exposure of the three factors above, it can make learning quickly conveyed to children.

### **Evaluation of Dodogoran Dance Learning Outcomes at the Sinar Seli Asih Art Studio**

according to (Sudijono, 2016, p. 39) learning evaluation is an activity or process of determining the value of education so that the quality and results can be known. According to the instructions, the implementation of assessment activities is very important in learning. Determining the quality of the learning activity process is part of the learning assessment, in order to determine the success of learning. The success of learning depends on the application of the learning components. To find this kind of success, a learning assessment must be carried out. Thus, the advantages and disadvantages of learning activities can be identified, which are the determining factors for the success or failure of learning. Therefore, the aspects contained in learning activities are focused on learning evaluation.

According to the research results, there are several adequate components, such as media, and evaluation in the implementation of learning activities. Of the two evaluations, there is an evaluation that cannot be carried out due to the current pandemic. As a result, evaluations are carried out only for physical development. In this way, the evaluation carried out by the trainer is only tested during testing during the learning process, that is, only in the final learning activity at the last meeting. Thus it will hinder the learning process, because these components support the success of learning. Although in reality the evaluation itself is sufficient to see how much a child is capable of, but through an evaluation every six months, the child's enthusiasm will increase due to rewards and transcripts. In addition, appearing on stage was welcomed by many people. Therefore, an evaluation every six months will add a positive value to the child. As a trainer, you must know the shortcomings of each component in order to correct these deficiencies and help complete the

learning process smoothly from the improvements or evaluation results.

## CONCLUSION

Based on the results of research conducted at the Sinar Seli Asih Studio, several conclusions can be drawn regarding the learning of the Dodogeran dance at the Sinar Seli Asih Studio, Bekasi City. Sinar Seli Asih Studio has a learning plan such as objectives, materials, media, and evaluation components. However, learning planning is not written as in the RPP (Learning Implementation Plan) as is the case in formal education. The learning components at the Sinar Seli Asih Studio are appropriate so that they can achieve the predetermined goals.

The learning process at the Sinar Seli Asih Studio makes adaptations before entering the dance material, after the participants have seen the dance, they go directly to the learning process. Learning studio management is also quite good, so that it can produce learning participants who excel in the arts, especially dance.

Evaluation of learning at the Sinar Seli Asih Studio to see the final results of the trainer's learning by looking at the results of the last meeting or formative evaluation. This formative evaluation is the use of a test at the end of each discussion of a subject. With the pandemic at the time, it became an obstacle to conducting evaluations which were held every six months by displaying abilities on stage and not getting an assessment in the form of scores that were in the evaluation every six months.

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