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Digital Transformation of Education: Improving Students' Critical Reasoning Skills in Social Media-Based Dance Learning

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ABSTRACT

This study aims to determine whether social media-based dance learning can improve critical reasoning skills of class X IPS 3 students at SMA Pasundan 2 Bandung or not. This study uses a quantitative approach with the One Group Pre-test Post-test Design experimental method, with sampling using a non-probability sampling technique of the Purposive Sampling type which is taken through consideration. Data collection for this study uses observation, interviews, tests, literature studies, and documentation, which are analyzed using IBM SPSS Statistic Ver.26 software. The results of this study indicate that social media-based learning is quite effective in improving critical reasoning skills of class X IPS 3 students at SMA Pasundan 2 Bandung as indicated by the percentage increase in pre-test and post-test scores of 31% with an average pre-test score of 53 while the post-test score is 84. Based on this, the application of social media as a learning medium in dance learning can be an innovation and reference for teachers, especially art and culture teachers and teachers from other scientific fields to collaborate social media in learning in order to achieve the desired learning goals.

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1. INTRODUCTION

Globalization has affected all aspects of life with all its conveniences. For example, ease of accessing information, sophisticated technology, transportation that can be accessed via gadgets and others (Badaruddin et al., 2024). From the various conveniences described above, as a result, humans become negligent in sorting and selecting the information, human critical reasoning is "dull" by the various conveniences offered by the internet. The largest internet users with 34.40% are Gen Z (born 1997-2012) when viewed from the age range of students including students in grade X of High School. The internet is a big challenge for the younger generation, especially students, the rampant hoax news, fraud, even online gambling sites, and pornographic videos can be easily accessed. However, this can be overcome by utilizing the internet as a means of education, students need to be taught to access the internet wisely by training their critical reasoning skills so that they can select and sort information appropriately and in detail (Erni Haera Nisa, Ayo Sunaryo, 2023). As stated by (Prayoga & Sunaryo, 2024) The process of technological development makes students more familiar with gadgets compared to textbooks, learning books and printed media.

So as prospective educators in the era of globalization, we are required to collaborate the internet in learning as one of the educational innovations, in line with the issue of the G20 Presidency, Minister of Education Nadiem Makariem said that the urgency of the current education sector is education that must collaborate the internet or can be called Digital Transformation of Education (Oudri Nabila, 2022). Through dance art learning, the use of social media as a learning medium will be supported by material on the values of the meaning and symbols of traditional dance based on the supporting elements of the dance (Badaruddin, 2023). Meanings and symbols that have life values that are associated with critical reasoning aspects can be interesting things to learn, especially if the material is packaged into interactive educational content that will encourage students' deep understanding (Yuliawan Kasmahidayat et al., 2024).

Several previous studies have examined social media as a learning medium in various scientific fields to achieve the expected learning objectives. Such as the research conducted(Nurhidayati et al., 2023)dance learning using social media Tiktok to improve Technological Literacy Intelligence,(Tari et al., 2022) implementing Instagram reels media to improve students' skills,(Fujiawati & Raharja, 2021) utilizing social media Instagram as a means of presenting artistic creations,(Setyawan & Novianto, 2022) research on increasing student learning activity in social studies learning through Instagram social media, as well as research (Hidayat et al., 2021) regarding the benefits of social media Instagram in citizenship learning. The five studies above all utilize social media as a learning medium to improve or achieve different learning goals. In particular, research on social media-based dance learning to improve critical reasoning skills has not been found.

Various theories underlie and serve as references in applying social media as a learning medium in dance learning. Learning media is a container for messages, the material to be conveyed is a learning message, the goal to be achieved is the learning process (Susilana & Riyani, 2009), technology-based learning is able to improve students' skills to learn independently, increase interest and motivation to learn which can create better learning. Active, creative and innovative (Komalasari et al., 2021), Through social media everything can be presented and shown to students to provide meaningful lessons.(Armelia Yuniani et al., 2019) Taxonomy in the field of education is designed to differentiate thinking skills from the lowest level to high-level thinking skills as emphasized by Bloom, Englehart, Furst, Hill, & Karthwol 1956 (in Winarti & Istiyono, 2020).

Classroom learning shows low critical reasoning skills of students, this is due to learning that is still centered on the teacher or teacher centered, less innovative learning media, and less effective classroom management. Making students indifferent to learning so that students do not understand the material because the learning material is not delivered optimally, this is also due to students tending to access gadgets when learning takes place. Seeing this, it would be better for students to be directed to play gadgets in the classroom but for educational purposes, by sharing teaching materials through social media can increase interest and encourage deeper understanding related to learning materials, in addition, students' critical reasoning skills can also be trained through social media by searching, analyzing, and processing information. In this study, researchers used Instagram as a social media that will be applied to dance learning to improve students' critical reasoning skills.

This study aims to evaluate the effectiveness of implementing social media as a learning medium in dance learning to improve critical reasoning skills of class X IPS 3 students at SMA Pasundan 2 Bandung. It is hoped that this study can be a solution in facing the onslaught of the globalization era, as well as an effort to create students who have character and skills based on Pancasila values to support *Indonesia Emas* 2045.

2. METHODS

This study uses a quantitative approach with the One-Group Pre-test Post-test Design experimental method. This method is in accordance with the needs and objectives of researchers to obtain the results before and after the implementation of social media-based learning in improving students' critical reasoning skills. The next step will be analyzed the success of variable (X), namely social media as a learning medium in dance learning that affects variable (Y), namely to improve students' critical reasoning skills. The parties involved in this study were the Deputy Head of Curriculum, arts and culture teachers, and students who would be given treatment in the form of implementing social media as a medium for learning dance. This research was conducted at SMA Pasundan 2 Bandung located at Jl. Cihampelas No. 167, Cipaganti, Coblong District, Bandung City, West Java 40131.

The sample of this study involved 36 students of class X IPS 3, consisting of 15 male students and 21 female students. In determining the sample, the researcher used a non-probability sampling technique with the Purposive Sampling sampling type.In obtaining data for this study, researchers conducted data collection using observation, interviews, tests, literature studies and documentation. Observations were carried out at the beginning and end of the treatment, data on student learning conditions were obtained through interviews, and value data to see the improvement through pre-test and post-test with 5 descriptive questions given to 36 students.

In processing data to obtain the results of this study, normality tests, T-tests and Ngain tests were used using IBM SPSS Statistics ver.26 software to obtain clear data results.

3. RESULTS AND DISCUSSION

3.1 Level of Students' Critical Reasoning Ability Before Implementing Social Media in Dance Learning

The implementation of dance learning in class X IPS 3 SMA Pasundan 2 Bandung uses the lecture method in the process of delivering teaching materials. As well as the selection of learning media that is less varied, in the learning process only focused on LKS, this can be seen

in the implementation of observations of the dance learning process in class X IPS 3 on Wednesday, May 8, 2024. When the observation was carried out, it was seen that students did not actively participate in learning activities, the majority of students opened gadgets rather than paying attention to the teacher who was explaining in class, this had an impact on students' lack of understanding of the material being delivered, and because the learning was teacher-centered, there was no discussion or reciprocity between students and teachers. For example, very few students dared to ask questions related to the material that had been taught, and more often followed instructions from the teacher. So it can be seen that students' reasoning abilities were not developed during learning activities.

Therefore, the application of social media in dance learning is considered an effective strategy to improve students' critical reasoning skills. Seeing the habits of students and their characteristics who like to access gadgets in class can be overcome by sharing teaching materials through social media can help students understand the teaching materials given. So in this study, the researcher conducted a comprehensive evaluation of the critical reasoning skills of class X IPS 1 students at SMA Pasundan 2 Bandung. The evaluation was carried out based on critical reasoning indicators according to Bloom's theory which had been carefully developed previously. The pre-test procedure was carried out carefully and strictly on Wednesday, May 8, 2024 using descriptive questions based on indicators that had been developed from Bloom's taxonomy theory and critical reasoning indicators of the Pancasila student profile and evaluated on a score scale of 0-100, the following is a table of pre-test data on the results of the assessment of critical reasoning skills of class X IPS 1 students at SMA Pasundan 2 Bandung:

Table 1. Student Pre-test Score Data

No	Name	∑
1	APNF	46
2	AZ	57
….	….	….
36	YP	40
Average		53,11111

The data above was then processed using IBM SPSS Ver.26 software to see the results of the descriptive analysis, the results are as follows:

Table 2. Descriptive Analysis Data and Frequency Distribution Data of Pre-test Values

Statistics		
Pretest		
N	Valid	36
	Missing	0
Mean		53,1111
Median		53,0000
Mode		40.00[a]
Std. Deviation		10,30334
Variance		106,159
Range		37,00
Minimum		38,00
Maximum		75,00
Sum		1912,00

Kelas	Interval Kelas	Frekuensi (Fi)	Titik Tengah (Xi)	*FiXi*	Frekuensi Relatif (Fr)	Batas Nyata
1	38-44	9	41	369	25%	37,5
2	45-51	8	48	384	22%	44,5
3	52-58	8	55	440	22%	51,5
4	59-65	7	62	434	19%	58,5
5	66-72	2	69	138	6%	65,5
6	73-79	2	76	152	6%	72,5
Jumlah		**36**	**351**	**1917**	**100%**	**330**

Based on the data above, the minimum score obtained by students was 38 and the highest score obtained was 75 with an average of 53.11, the most frequently occurring score was 40, and the middle score was 53.

Based on the table above, the frequency distribution of pre-test scores is depicted in the following diagram:

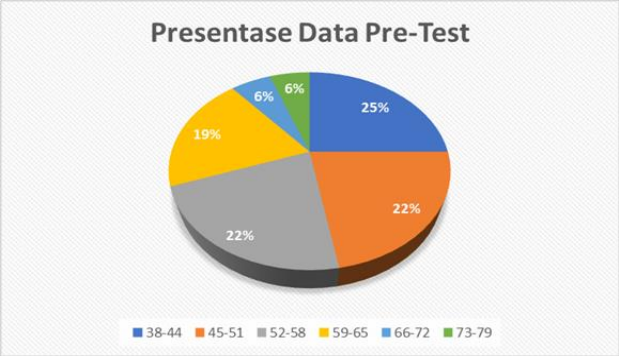


Figure 1. Pre-test Data Percentage Diagram

Based on the calculation above, it can be seen from the pre-test results that the level of critical reasoning ability of students in class X IPS 3 SMA Pasundan 2 Bandung is relatively low. The highest score is at 75 with the percentage of students who achieve scores in the range of 73-79 only 6% of the total student population, namely only 2 people. Meanwhile, scores in the range of 45-51 and 52-58 are most often obtained by students, each with a percentage of 22% or 8 students.

3.2 Data on the Social Media-Based Dance Learning Process to Improve Critical Reasoning Skills of Grade X Students at SMA Pasundan 2 Bandung

Researchers designed dance learning with a guided Inquiry Model using social media as a learning medium in the classroom. The selection of the inquiry model in dance learning aims to empower students' thinking skills to find and solve problems through stimuli provided by the teacher. This model is considered effective as one of the strategies in improving reasoning skills.

critical students. Here is the process of social media-based dance learning to improve students' critical reasoning skills:

Meeting 1: Meaning and Symbols Based on Supporting Elements of Dance

1. The teacher focuses on the topic: the meaning and symbols of dance based on the supporting elements of dance, the meaning and symbols of the Saman dance. This material can be found on Instagram @Senibudaya,ku
2. Students analyze the meaning and symbols of the Saman dance based on the supporting elements of the dance.

   Students are directed to analyze the video to answer the questions available in the LKPD while still being guided by the researcher. Furthermore, students are directed to present the results of group work in answering questions in the LKPD in front of the class. Each group performance, students are directed to provide questions or responses to each other so that discussions occur in the class.

Figure 2. Learning Direction Through Social Media

Meeting 2: Analyzing the Meaning and Symbols of the Srikandi Dance and the Saman Dance Based on the Supporting Elements of the Dance

1. The teacher directs students to watch the video on Instagram @Senibudaya.ku
2. Students are directed to analyze and write down the results of the analysis on the student worksheet in groups.

Figure 3. Students Work in Groups on LKPD Meeting II
(Photo. Shalsa, 2024)

Students are directed to analyze the video and guided to find information from other teaching sources to answer questions on the LKPD. When working time

After the group is finished, students are asked to present their work in front of the class, and are directed to ask and respond to each other so that discussions can occur in the class. Then students are assigned to create interactive content videos about the meaning and symbols of traditional dance based on the supporting elements of dance.

Meeting 3: Implementation of the meaning and symbols of the Saman & Srikandi Dance based on the supporting elements of the dance

1. The teacher directs students to express their opinions on how to implement the meaning and symbols of the Saman and Srikandi dances based on the supporting elements of the dance.
2. Students are asked to present the results of their group assignment to create interactive content videos.

At the end of the learning process, students take a post-test.

Figure 4. Students Present Learning Video Assignments
(Photo. Shalsa, 2024)

Level of Student Ability After Implementing Social Media in Dance Learning

The researcher has conducted treatment for three meetings in dance learning using social media as a learning medium to improve students' critical reasoning skills. To find out the results after giving treatment, the researcher conducted a post-test as the final test.

Table 3. Post-test Result Value Data

No	Name	∑
1	APNF	78
2	AZ	85
3	AZR	81

...	...	...
35	YN	84
36	YP	77
Average		83.63889

Based on the data, the researcher calculated the range of values, median field, mode. Variance, standard deviation and class interval of the post-test results above using IBM SPSS Statistic Ver26 software as follows:

Table 4. Descriptive Analysis Data and*Frequency Distribution Data*

Statistics		
Postest		
N	Valid	36
	Missing	0
Mean		83,6389
Median		83,0000
Mode		81.00[a]
Std. Deviation		5,17771
Variance		26,809
Range		22,00
Minimum		75,00
Maximum		97,00
Sum		3011,00

Kelas	Interval Kelas	Frekuensi Kelas (Fi)	Nilai Tengah (Xi)	FiXi	Frekuensi Relatif (Fr)	Batas Nyata
1	75-78	7	76,5	535,5	19%	74,5
2	79-82	10	80,5	805	28%	78,5
3	83-86	11	84,5	929,5	31%	82,5
4	87-90	4	88,5	354	11%	86,5
5	91-94	3	92,5	277,5	8%	90,5
6	95-98	1	96,5	96,5	3%	94,5
Jumlah		**36**	**519**	**2998**	**100%**	**507**

The researcher also calculated the class interval, frequency, and relative frequency, from the students' pre-test. The frequency distribution table for the post-test data is as follows: Based on the table above, the relative frequency of the Post-test values is depicted in the following diagram:

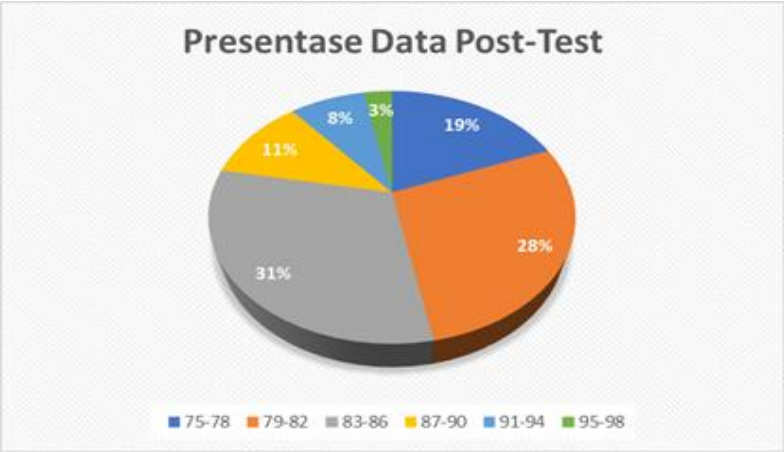


Figure 5. Post-Test Data Percentage Diagram

Based on all the calculation data above, it can be seen that the students' score in the post-test has increased. Judging from the score of several students who got low scores in the pre-test, it increased after the treatment was given. It can be concluded that after the application of social media as a learning medium in dance learning for three meetings, it has increased the critical reasoning ability of class X students at SMA Pasundan 2 Bandung. The comparison of pre-test and post-test scores is as follows:

Table 5. Pre-test and Post-test Comparison Value Data

Data Nilai *Pre-test* dan *Post-test*					
No	**Nama**	**Nilai Pre-Test**	**Niilai Post-Test**	**Selisih Nilai (d)**	**d2**
1	APNF	46	78	32	1024
2	AZ	57	85	28	784
3	AZR	52	81	29	841
4	ARK	40	78	38	1444
5	AMP	42	80	38	1444
6	AKK	65	90	25	625
7	AAF	45	79	34	1156
8	BSD	71	91	20	400
9	CHN	55	82	27	729
10	DNS	45	78	33	1089
11	DA	60	85	25	625
12	EAH	63	88	25	625
13	FDA	48	80	32	1024
14	GRD	39	76	37	1369
15	HK	54	81	27	729
16	KMG	62	89	27	729
17	MAF	49	79	30	900
18	MZQ	42	85	43	1849
19	MIM	50	81	31	961
20	MZTA	75	97	22	484
21	NJN	62	88	26	676
22	ND	38	75	37	1369
23	PZF	40	80	40	1600
24	QAN	48	83	35	1225
25	RNN	65	90	25	625
26	RM	57	84	27	729
27	RAR	59	86	27	729
28	RTP	58	85	27	729
29	SRD	48	83	35	1225
30	SS	43	81	38	1444
31	SAAM	66	92	26	676
32	TZN	44	84	40	1600
33	VGP	55	83	28	784
34	WYS	73	93	20	400
35	YN	56	84	28	784
36	YP	40	77	37	1369
Jumlah		1912	3011	1099	34795

3.3 Normality Test

The data above is then tested for normality to see whether the significance value of the two results is normally distributed or not, this test uses the Shapiro Wilk method. This method is specifically for samples <50 people. The criteria are as follows:

a. If the data significance value is > 0.05, then the data distribution is said to be normal or meets the normality assumption.
b. If the data significance value is < 0.05, then the data distribution is said to be abnormal or does not meet the normality assumption.

The normality test was processed using IBM SPSS Statistics Ver.26 software, the results of the normality test are as follows:

Table 6. Normality Test Results Data for Pre-test and Post-test Values

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,107	36	.200*	0,955	36	0,152
Postest	0,119	36	.200*	0,966	36	0,326

From the data above, it can be seen that the significance value or sig. of the pre-test result is 0.152 while the post-test result is 0.326. This means that the data results from both tests exceed the value of 0.05, so the data results from the pre-test and post-test can be said to be normal and meet the assumptions of the normality test.

3.4 Paired T-test

This study also uses the t-test to test whether the research hypothesis regarding the influence of independent variables on dependent variables. This test is used to compare the average of pre-test and post-test data which aims to determine whether there is a significant difference between the averages. This test uses IBM SPSS Ver.26 software with the following results:

Table 7. *Paired Sample Result Data*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53,1111	36	10,30334	1,71722
	Posttest	83,6389	36	5,17771	0,86295

In the data table above, we can see the mean of the pre-test results is 53.1111 while the post-test results are 83.6389, the standard deviation of the pre-test results is 10.30334 and the post-test results are 5.17771.

Table 8. *T-test Result Data*

Paired Samples Test									
							t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-30,52778	5,96411	0,99402	-32,54574	-28,50981	-30,711	35	0,000

Judging from the data above, the results of the Paired T-Test on sig. (2tailed) obtained a value of 0.000, meaning the sig. value of 0.000 <0.05, it can be concluded that social media-based dance learning has an effect on increasing the results of the pre-test to the Post-test in improving students' thinking skills. When described through a comparison diagram, the average values of the pre-test and post-test are as follows:

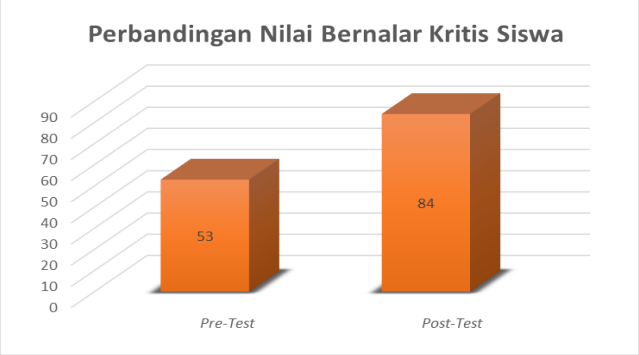


Figure 6. *Comparison Diagram of Pre-test and Post-test Values*

It can be seen from the diagram above that there is an increase in the pre-test score with an average of 53 to the post-test score with an average of 84, the increase when expressed as a percentage is 31%. So it can be concluded that social media-based learning significantly improves the critical reasoning skills of class X IPS 3 students at SMA Pasundan 2 Bandung.

3.5 N-gain test

In this study, the N-gain test was conducted to see whether social media-based learning is effective in improving students' critical reasoning skills. The results of the Ngain calculation using IBM SPSS Statistic Ver.26 software are as follows:

Table 9. *Test Result Data Ngain Pre-test and Post-test Values*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	36	0,59	0,88	0,6585	0,06112
Ngain_Persen	36	58,70	88,00	65,8536	6,11159
Valid N (listwise)	36				

Based on the calculation results above, the average N-gain Score is 0.6585 when viewed with the N-gain score category of 0.6585 <0.7 is included in the moderate category. While when viewed in the form of a percentage of 65.8536 is included in the fairly effective category. So it can be concluded that social media-based dance learning is quite effective in improving critical reasoning skills.

Based on what the researcher observed from the learning of dance arts by art and culture teachers through observation, it seems that learning is still not centered on students, seen from students who only listen to explanations and are not given space to discuss related to teaching materials. This affects the enthusiasm of students in learning which is lacking, students are seen accessing gadgets more than paying attention to the teacher. When it is time to be directed to ask questions, students are seen to be confused and tend to be silent.

This is caused by several factors such as inappropriate selection of learning methods, less innovative and varied learning media, and lack of student participation in learning because learning is still centered on the teacher or teacher centered. This means that dance learning at SMA Pasundan 2 Bandung does not seem to be going well.

So seeing this, the researcher conducted a pre-test with descriptive questions with the material of meaning and symbols of dance based on supporting elements of dance to measure students' critical reasoning abilities. The test is of course based on the Revised Bloom's Taxonomy theory with cognitive levels C4 to C6. The pre-test obtained the highest score of 75 and the lowest score of 38 with an average of 53, which means that it can be concluded that students' critical reasoning abilities are relatively low. Based on this, the researcher will apply social media as a learning medium in dance learning to improve students' critical reasoning abilities.

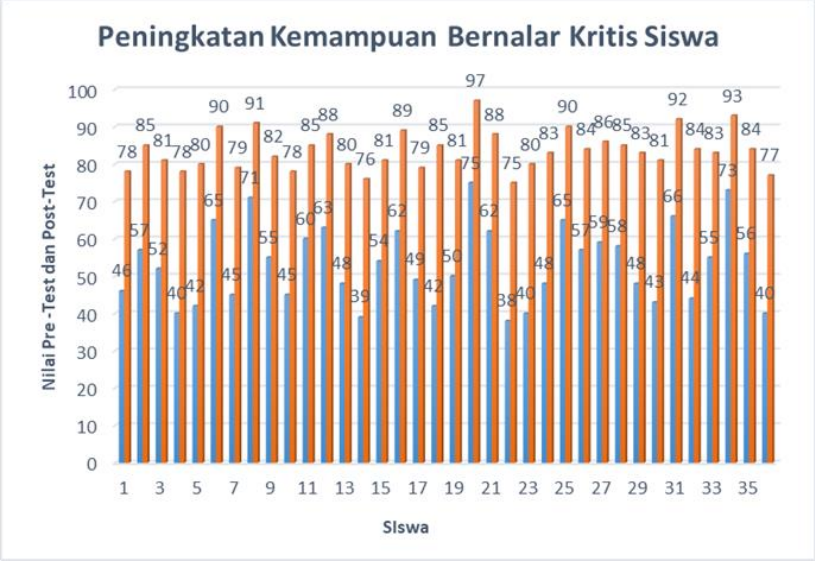
Where in the learning process students will be invited to collaborate social media as one of their learning media. Learning media plays a very important role in student learning activities, because learning media functions as a tool, means, intermediary, and connector to spread, carry and spread messages or goals to be achieved in learning as conveyed

by(Cahyadi, 2019, p. 3)with the hope of supporting students' understanding of teaching materials and being able to improve the critical reasoning skills of class X IPS students at SMA Pasundan 2 Bandung.

This treatment was carried out in 3 meetings, and each day the students showed gradual improvement. In the learning process, the researcher freed the students to express their opinions based on information obtained through social media and other sources, then directed them to respond or ask each other so that active discussions occurred during the learning activities. So in the treatment process, there was a significant increase in the students' critical reasoning skills. This is evidenced by the achievement of critical reasoning indicators both in the Pancasila student profile indicators and indicators developed from the Operational Verbs (KKO) of Bloom's cognitive theory. The application of social media as a learning medium greatly helps students in understanding the teaching material, and also makes it easier for students to find supporting information related to the material being taught.

This can be seen in the learning outcomes of students who are active and enthusiastic and it is rare for students to use gadgets outside the direction of the researcher. Through dance learning, students also become enthusiastic and interested in the teaching materials. Learning media and methods also affect student learning outcomes in the learning process that can be felt directly by students and teachers. After conducting the treatment for three meetings, the researcher re-tested the critical reasoning skills of students through a post-test. The test given was still the same test as in the pre-test, based on both pre-test and post-test score data, there was a significant difference starting from the pre-test score with the lowest score of 38 and the highest score of 75 while the post-test score with the lowest score of 75 and the highest score of 97. The comparison diagram of pre-test and post-test scores is as follows:

Table 10. *Data on Improving Students' Critical Reasoning Skills*



The significance is also supported by the results of the T-test where the significance is 0.000, which means that the treatment is considered significant in improving students' critical reasoning skills. And strengthened by the Ngain test with the results of the effectiveness percentage at a fairly effective level. So it can be concluded that the social

media-based dance learning experiment is effective in improving the critical reasoning skills of class X IPS 3 students at SMA Pasundan 2 Bandung.

3. CONCLUSION

Before social media was applied as a learning medium, the level of students' critical reasoning ability was considered low with an average known through the pre-test results of 53, after going through three meetings of the application of the treatment, students' critical reasoning ability increased by 31% based on the average post-test score of 84. Testing through the T-Test and N-gain Test also showed that social media-based dance learning was quite effective and significant in improving the critical reasoning ability of class X IPS 3 students at SMA Pasundan 2 Bandung. The application of social media as one of the learning media in dance learning in the classroom is considered suitable for the characteristics of today's students, not only seeing the negative impacts of using social media, in fact, if collaborating and packaging social media as a learning medium can improve students' critical reasoning ability as initial capital for students to face challenges and solve problems in the future. The role of teachers in this application is also important to ensure that students really access social media according to directions, as well as guiding the analysis, processing, and evaluating information obtained by students from social media and other sources until the final stage, namely making decisions by making conclusions.

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