



Improving the Learning of Plate Dance Through the *Explicit Instruction* for Class VIII Deaf Children

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Abstract

The study was conducted to see the improvement of learning the art of plate dance through an *explicit instruction* in class VIII deaf students at SLB N 1 Sungai Pagu. This research is a classroom action research where the research subjects are deaf students in class VIII and the teacher as a collaborator. The research was conducted in two cycles where the first cycle consisted of four meetings and the second cycle consisted of three meetings. The cycle consists of four stages, namely planning, action, observation and reflection. Data collection techniques in the form of tests and non-tests. From the results of the research, the initial ability of students, namely NA reached 30% & and AW reached 25.6%. After taking action in the first cycle, the results of the students' acquisition were 73.3% NA and 66.6% AW. After taking action in cycle II, the results of the acquisition of NA students were 93.3% and AW were 90%. The results of the data show that there is an increase in children's abilities in learning the art of plate dance using an *explicit instruction*.

Keywords: Plate Dance Learning; model *Explicit instruction*; Deaf

Introduction

The deaf are children with overall deafness or who still have residual hearing, where the child requires special education services to overcome the child's limitations (Pusdiklat Pegawai Kemendikbud, 2016). Deaf children have the characteristics of having delays in language and speech development, have academic barriers, are more emotional and have problems in social adjustment (Gunawan, 2016). Deaf children have several needs including the need for expression which is taken into

consideration for the self-development of deaf children through dance learning activities.

Learning dance is beneficial for deaf children for growth and improvement of creativity, positive attitude, health and intelligence, personal development of children and improvement of academic abilities (Haryati, 2014). Dance learning that can be implemented in deaf children is learning the art of Indonesian dance, one of which is plate dance. The advantages of plate dance are that it has high aesthetics,

is useful for the flexibility of children's body movements, mental sensitivity, sharpens motor skills, stimulates sensory responses, develops children's creativity.

Learning the art of plate dance is in line with implementing the Director General's Decree Number 10/D/KR/2017 in art and culture subjects for deaf children in class VIII at KD 3.3 Knowing the dynamics of Indonesian dance movements and KD: 4.3 Indonesian dance dances are based on the dynamics of motion. Deaf children are required to be able to complete these basic competencies with a benchmark for learning success, namely if students can practice various forms of motion by coordinating the motion of each limb with a balance of motion and music, if students are able to explain the meaning of plate dance with related things in everyday life, and the child is able to perform movements in the planned sequence for the results of the ability to interact with other people.

Based on a preliminary study on January 11, 2022 at SLB N 1 Sungai Pagu, it is known that learning the art of dance for deaf children has been carried out, one of which is plate dance. Dance learning is left to the homeroom teacher because there is no special teacher in dance learning. Based on an interview with the homeroom teacher of class VIII B, it was explained that the learning of dance, especially plate dance, had been carried out using a demonstration model where learning activities showed visual media, namely videos from YouTube as learning materials.

The teacher explains that the limitations of teachers who do not have special experience in the field of dance affect learning so that it is not optimal. The teacher also admits that the demonstration learning model used in plate dance lessons is not effective as seen in the process and low learning outcomes. It is known that in class VIII B there are two students where the initial ability to learn the art of plate dance, namely NA 30% and AW 25.6%,

both have not achieved maximum completeness.

In learning the art of plate dance, children have difficulty in making movements by coordinating the movements of each body member such as the alignment of the movements of the head, body, hands and feet. In addition, deaf children have difficulty in mastering the technique of holding dance properties, namely plates. In learning the art of plate dance, deaf children do not yet have accuracy in every movement, the movements are still rough, sometimes the movements are not in order.

For the above problems, the writer and the teacher will collaborate to overcome how to maximize the learning of plate dance for deaf children. The plate dance lesson will be implemented using an *explicit instruction*. The *explicit instruction* model is a model in which the implementation of learning is carried out with a step-by-step pattern and emphasizes important points that maintain the focus of student achievement and overcome difficulties that may be faced by deaf children so that the learning process and learning outcomes obtained are maximized. The *explicit instruction* can be used because it is in accordance with the characteristics of deaf children and the learning steps accommodate the hearing impairments of deaf children and can stimulate students' interest and enthusiasm.

Method

Research is *classroom action research*, which is a research activity on learning activities where it is implemented, intended to be generated and practiced in the classroom simultaneously (Susilowati, 2018). The research took place in class VIII/B of SLB N 1 Sungai Pagu in the subject of cultural arts with the subject of deaf children in class VIII/B with the initials NA and AW and the teacher as a collaborator.

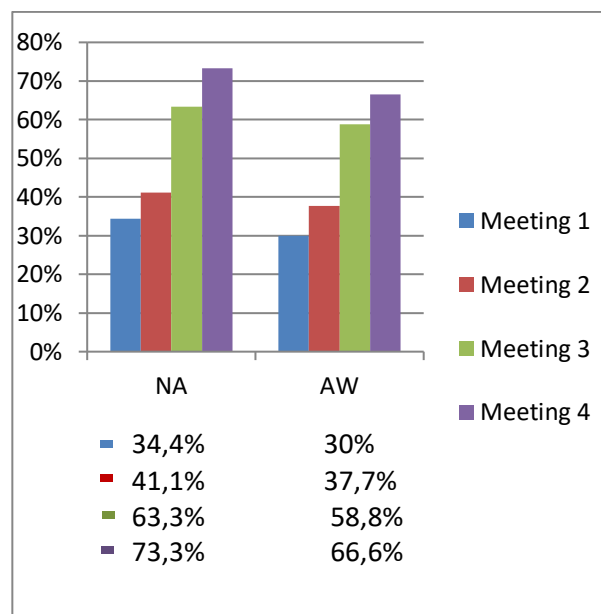
This research was conducted in two cycles where the first cycle was carried out in four meetings and the second cycle was carried out in three meetings consisting of the stages of planning, implementing actions, observing and reflecting (Arikunto, 2018).

Research data collection techniques apply test and non-test instruments in the form of observation, documentation and interviews (Widayanti Ani, 2014). Data analysis techniques in the form of qualitative data in the form of narrative information related to the plate dance learning process using an *explicit instruction*, and quantitative data analysis in the form of information depicted on a graph that contains an increase in dance learning for deaf children using an *explicit instruction*.

Results and Discussion

Result

Analysis of the graphic data shows that the *explicit instruction* has an impact on improving the learning of plate dance for deaf students in class VIII/B at SLB N 1 Sungai Pagu. The test is in the form of an action test, the assessment criteria can be (B) with a score of 2, can be assisted (BDB) with a score of 1 and cannot (TB) with a score of 0. The criteria for the success of the assessment according to (Arikunto, 2018) are 80% - 100% very good, 70% - 79% good, 60% - 69% enough, 50% - 59% less. The results of students' abilities in cycle I are depicted in the following graph:

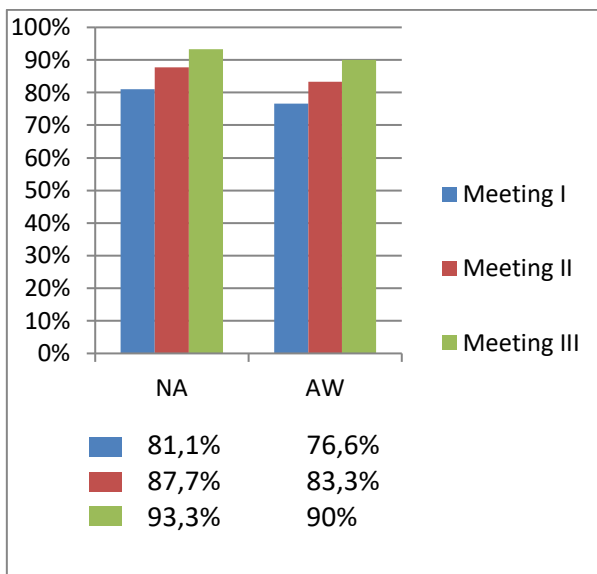


Graph 1. Recapitulation of the Learning Ability Value of Plate Dance Using the *Explicit Instruction* in Cycle I

In the graph, it is known that there is an increase in learning the art of plate dance in children. At the first to fourth meetings, NA scored 34.4%, 41.1%, 63.3%, and 73.3%, AW scored 30%, 37.7%, 58.8%, 66.6%.

Based on the data in the four meetings above, it can be seen that there is an increase in children's abilities by providing action through an *explicit instruction* even though it is not satisfactory. The researcher and the teacher as collaborators discussed and decided that an action was taken to cycle II so that the children's abilities were maximized.

In cycle II, the child's abilities are depicted in the following graph:



Graph 2. Recapitulation of the Learning Ability Value of Plate Dance Using the *Explicit Instruction* in Cycle II

From the graph, the child's ability has increased rapidly in cycle II. At the first to the third meeting, NA scored 81.1%, 87.7%, 93.3% and AW scored 76.6%, 83.3% and 90%.

The researcher and the teacher as collaborators recapitulate the child's initial ability with the child's ability after being given action in cycle I and cycle II, which is described in the table below:

Name	Initial Ability	Cycle I	Cycle II
NA	30%	73,7%	66,6%
AW	25,6%	93,3%	90%

From the data after being given the action in cycle II, it can be seen that children can independently practice learning the art of plate dance without the help of researchers. Researchers with teachers as collaborators decide that the action is sufficient in cycle II.

Discussion

Learning the art of plate dance is a learning developed to train deaf children about beauty, harmony, emotional regulation, taste sensitivity, patience and self-control (Kurniati, 2020). Deaf children are children who are deaf in part or all of their hearing which causes the child to be unable to hear and affects language and speech (Zulmiyetri, 2017). Although the hearing limitations of deaf children do not limit them in academic abilities in learning, including learning the art of plate dance.

This study uses an *explicit instruction* to improve the learning of plate dance for class VIII deaf students at SLB N 1 Sungai Pagu which was carried out in two cycles with seven meetings. *Explicit instruction* is a model that refers to direct learning specifically designed to improve children's learning related to procedural knowledge and declarative knowledge where learning is gradual (Yasa, 2012).

In the process of improving the ability to learn the art of plate dance using an *explicit instruction*, the researchers tried to make the children understand the lessons learned. Researchers guide and direct children, providing *rewards* such as praise, food and nominal pocket money if children can do things in accordance with the dance learning procedures being taught so that children are more enthusiastic and enthusiastic in learning plate dance.

The percentage of children's abilities showed a very good increase in learning outcomes after being given the action, NA obtained a percentage of 93.3% which was initially 30% and AW 90% which was initially only 25.6% in the initial ability. It can be concluded that the research objective in improving the learning of plate dance using the *explicit*

instruction has been achieved with satisfactory results.

Conclusion

The results of the implementation of the learning implementation of the art of plate dance for deaf students in class VIII/B at SLB N 1 Sungai Pagu according to the plan. Actions are carried out in two cycles, where one cycle consists of action, action implementation (consisting of orientation, presentation, structured exercises, guided exercises, and independent stages), observation, and reflection. Cycle I consisted of four meetings and cycle II consisted of three meetings. From the results of the child's ability in cycle II, namely NA 93.3% with 30% initial ability and 90% AW with initial ability 25.6%, it shows that the research objective in improving plate dance learning using an explicit instruction model can improve plate dance learning in students. children and show good results.

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Autor Profile

My name is Nandini, born in Jambi on October 18, 2000. I am a 2018 student majoring in Special Education at Padang State University. I am in the process of completing my final project (thesis) for the requirements to get a Bachelor of Education degree.