



Need Analysis Seguyub Lasem Dance Media in the Feminine Stigma of Dance Learning for Middle School Students

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Abstract

Practical dance learning at school is often stigmatized as feminine by junior high school students, especially male students. Seguyub Lasem Dance Media Video is the development of dance learning media that uses YouTube as a learning platform with the aim of increasing students' interest in learning, eliminating the stigma of femininity in the dance, and helping students practice the Profil Pelajar Pancasila character education. The aim of the Analysis of Media Needs for the Seguyub Lasem Dance Video in the Feminine Stigma of Dance Learning for Middle School Students research is to describe students' learning interest in learning dance and to describe the media needs analysis for the Seguyub Lasem Dance video. The data collection techniques used were observation, interviews and documentation. The conclusion of the research is that teachers and students need the Seguyub Lasem Dance video media to increase students' interest in learning, eliminate the stigma of femininity in the art of dance, and help students practice the Profil Pelajar Pancasila character education..

Keywords: Need analysis, dance learning, feminine stigma

Introduction

Needs analysis is an optimal way to identify the strengths, weaknesses, threats and opportunities of an object to take the necessary actions in the form of making changes, transformations or sustainable development (Erdogan & Gurol, 2021, p. 56). Needs analysis is used to see the gap between reality and what was expected at the start of conducting research, so needs analysis is also called a preliminary study (Febriana et al., 2022, p. 209). A needs analysis was carried out as a first step in research to find out what was needed in actual research. The researcher analyzed what was needed in research regarding the development of learning media for the

Seguyub Lasem Dance in Character Education for Middle School Students.

Research on the development of learning media for the Seguyub Lasem Dance in Character Education for Middle School Students is based on pre-research observations regarding middle school students' interest in learning. Middle school students, especially male students, have low interest in learning dance. Students tend to be embarrassed when asked to practice by their teachers, there are even male students who don't want to practice because they are considered "women" by their friends. Many male students have a feminine stigma towards dance.

Stigma is the act of giving a social label

that aims to separate or discredit a person or group of people with a bad label or opinion (Hati et al., 2017, p. 67). Stigma arises because of perceptions that are considered bad or embarrassing regarding the prevailing societal norms. One form of stigma that occurs in society is the stigma against dancing. The stigma of dancing is always associated with feminine things, male dancers are often labeled "sissy" by society, even feminine stigma allows male dancers to be involved in conflicts with family and relationships in society (Islami et al., 2022, p. 132).

Feminine means resembling a woman. Feminine stigma is defined as being labeled as resembling a woman. Women and dancing have a close relationship, because women are often used as subjects in dancing, so dancing is often associated with expressing women's identity (Yeon, 2022, pp. 49–50). Society considers that dancing is synonymous with women and make-up, so if there are men who dance, society often views them as feminine (Vinlandari & Gunawan, 2020, p. 132).

Feminine perceptions in dance mostly occur in junior high school students. Middle school male students tend to be embarrassed when asked by teachers to dance. Male students felt less confident when asked by the teacher to practice dancing, there were even some students who were laughed at by other students when practicing dancing. Male students tend to be less interested in dance subjects, because they have no interest in the field of dance.



Photo 1 Extracurricular Dance Practical Learning at SMP Negeri 1 Lasem

(Agustin Documentation, April 2023)

Photo 1 shows a dance teacher teaching dance practices followed by students at SMP Negeri 1 Lasem. The person standing on the left wearing a black t-shirt and red sampur is a dance teacher who is practicing dance moves. Several students were seen wearing red sports uniforms imitating the movements made by the teacher. Dance practice at SMP Negeri 1 Lasem uses the demonstration method. Practical dance learning using the demonstration method is considered effective, because the teacher can visualize while verbalizing the dance movements (Husna Fitria & Yuliasma, 2023, p. 231).

The demonstration method makes students less active and only imitates the movements made by the teacher. Teachers need to practice and explain movement material to students. The students' lack of activity in the demonstration method is not in accordance with the implementation of the Kurikulum Merdeka which requires students to be more active and think creatively in learning dance. Dance learning at school should be carried out as a forum for students to develop and improve their creative abilities through artistic practice, which can also be called learning through art. Learning that emphasizes the development and enhancement of students' creative powers, such as in Arts and Culture subjects, is in accordance with the implementation of the Profil Pelajar Pancasila in the Kurikulum Merdeka.

The Profil Pelajar Pancasila is an embodiment of Indonesian students as students who have global competence and behave in accordance with Pancasila values. There are six main characteristics of the Profil Pelajar Pancasila according to the Ministry of Education and Culture, namely: faith, devotion to God Almighty, and noble character; Global diversity; Worked together; Independent; Critical reasoning;

and Creative. The Profil Pelajar Pancasila in the Kurikulum Merdeka places greater emphasis on developing students' higher skills and mindset by meeting individual learning needs according to students' talents and interests, using technology in learning in order to face the industrial revolution, increasing community involvement in the learning process, and preparing students to face global challenges (Bilqis et al., 2023, p. 18).

Skills in using digital technology are needed in teaching and learning activities to support interactive learning in meeting the needs of the times for students (Riyadi & Sukmayadi, 2023, p. 1415). Skills in using digital technology can be implemented in the use of learning media. Good learning media is an important means of supporting the teaching and learning process, technology is an alternative innovation in making learning media (Daryanti et al., 2019, p. 219). One form of learning media that is often used is video media.

Learning media using video is considered to be able to clarify learning material with flexible presentation that can be opened anytime and anywhere (Irwandani et al., 2019, p. 137). Video is an electronic form of audio-visual media that presents scenes in motion (Saputri & Lestari, 2021, p. 29). Video can be used as a medium for learning dance practice, because it can present audio and visual material regarding dance movements that cannot be conveyed verbally and in writing. The video is able to visualize non-verbal communication in dance such as forward movements, backward movements, fast tempo movements, slow tempo movements (Pangestuti & Arianto, 2020, p. 5).

Field assessments show that dance teachers need dance learning media that uses technology to assist the dance learning process and encourage students to implement the Profil Pelajar Pancasila.

Dance learning video media is a form of development initiated by researchers to overcome the problem of feminine stigma in the art of dance among male students and to improve the learning process for more contemporary dance practices. Learning media in the form of videos is often used by dance teachers. Researchers have the idea of making dance learning videos using the YouTube platform.

The material object chosen by researchers in the learning video media is the Seguyub Lasem Dance. The Seguyub Lasem dance is a new dance creation that tells the story of the multicultural society of Lasem, Rembang Regency, consisting of Javanese, Chinese and Islamic cultures as an implementation of the Profil Pelajar Pancasila dimension of Global Diversity. The Seguyub Lasem Dance was originally created with the aim of participating in the Festival Lomba Seni Siswa Nasional (FLS2N) at the Middle School level, the Kreasi Dance branch. Researchers reconstructed the movements of the Seguyub Lasem Dance to make it easier for junior high school students to learn in Dance subjects.

The Seguyub Lasem Dance was created with male movement characteristics, so it is hoped that the Seguyub Lasem Dance video media can reduce the stigma of femininity in the teaching of dance. The Seguyub Lasem Dance video media via the YouTube application has never been made before, because the Seguyub Lasem Dance is a new dance work. The Seguyub Lasem Dance video media is needed to reduce the feminine stigma in dance learning by male junior high school students in Rembang Regency. The Seguyub Lasem Dance Video is also an implementation of the Profil Pelajar Pancasila dimensions which are outlined in the dance movements and dance accompaniment used.

Method

The research method uses qualitative methods with data processed descriptively. The researcher describes the needs analysis in research on the development of Seguyub Lasem Dance learning media in Character Education for Middle School Students. The research objective of the Analysis of Media Needs for the Seguyub Lasem Dance Video in the Feminine Stigma of Dance Learning for Middle School Students is to describe students' learning interest in learning dance and to describe the media needs analysis for the Seguyub Lasem Dance video. The research locations used were SMP Negeri 1 Lasem and SMP Negeri 2 Sulang. The data collection techniques used were observation, interviews and documentation. Descriptive data was obtained through data collection by means of observation, interviews and documentation. Researchers observed dance learning at SMP Negeri 1 Lasem. The researcher conducted the interview process with students at SMP Negeri 1 Lasem, male teachers in Arts and Culture subjects, and male teachers other than Arts and Culture subjects. The documentation data that researchers obtained was in the form of learning documentation at SMP Negeri 1 Lasem.

Result and Discussion

The results of the research are junior high school students' interest in learning about dance. Discussion in research regarding analysis of video media needs for the Seguyub Lasem Dance.

Middle School Students' Learning Interest in Dance

Middle school students' interest in dance at each school certainly varies. There are schools where male students are passionate and enthusiastic about learning dance, there are also schools where male students are less enthusiastic about learning dance. Researchers have made

observations in several schools in Rembang Regency regarding the practical dance learning process in the classroom.



Photo 2 Practical Dance Lesson
(Agustina Documentation, February 6 2024)

Photo 2 is documentation of practical dance learning at SMP Negeri 2 Sulang. There are 5 female students who are standing while practicing dancing, while behind the female students there are 5 male students who are sitting while looking at the female students who are practicing dancing. Female students seemed more enthusiastic in participating in practical dance lessons compared to male students. The phenomenon of female students tending to be more enthusiastic about the practice of dance than male students does not only occur at SMP Negeri 2 Sulang, but also occurs in other schools.

The results of observations, interviews and documentation regarding students' interest in learning show that female students have more interest and enthusiasm in learning the practice of dance compared to female students. There are several male students who are enthusiastic about practicing dance, some male students join female students to learn dance practice, but some male students only see female students practicing dance and join in dancing when the lesson is about to end.

SMP Negeri 1 Lasem is an example of a school that researchers used in pre-research on developing learning media for the Seguyub Lasem Dance in Character Education for Middle School Students. Researchers made observations in dance

learning. Some male students tend to be less enthusiastic when asked by the teacher to practice dance on the grounds that some say they cannot dance, some say dancing is difficult, and some say they are embarrassed to dance. Researchers conducted interviews with several students at SMP Negeri 1 Lasem.

Septian (15 years old), a male student in grade 9 of junior high school, said that dancing is an activity for women, because dancing requires flexible movements and flexibility is only possessed by women, men who dance also look a little effeminate. Yoga and Toddy (15 years), 9th grade male students think that dancing makes men's image sissy. Desi (15 years old), a female student in grade 9 of junior high school, believes that men who dance sometimes look like sissies. Ziland (15 years old), a male student in class 9, initially Ziland felt embarrassed when the teacher asked him to take part in extracurricular dance arts, but as time went by Ziland felt happy dancing, because he was included in a dancing competition. Jaya (13 years old), a 7th grade junior high school student, feels that practicing dancing is difficult, so Jaya is reluctant to practice dancing. Abi (14 years old), a male student in grade 8 of junior high school, has an interest in dancing, but is teased as a sissy by Abi's male friends, so Abi is reluctant to dance.

Middle school male students tend to be embarrassed when asked by teachers to dance. Male students felt less confident when asked by the teacher to practice dancing, there were even some students who were laughed at by other students when practicing dancing. Male students tend to be less interested in dance subjects, because they have no interest in the field of dance. Apart from interviews with junior high school students, researchers also conducted interviews with male dance teachers, male teachers other than Arts and Culture subjects, high school students and

elementary school students.

Iqbal (28 years old), a male Cultural Arts teacher who teaches dance, initially thought that dancing was only for women, but after studying dance, Iqbal has the view that men who can dance are special, because not all men can Dancing and interested in dance. Galang (25 years old), a male teacher who does not teach Arts and Culture subjects, believes that dancing does not make men behave effeminately, effeminate behavior arises from within oneself and the perceptions of others. Dewi (17 years old), a female student in class 12 of high school, thinks that men who dance sometimes look "sissy", depending on the way the person dances. Renan (10 years old), a 4th grade elementary school boy, thinks that dancing is only for girls and dancing makes boys horny.

The researcher's interview data was strengthened with questionnaire data that had been filled in by 130 junior high school students in Rembang Regency.

Apakah Anda merasa malu ketika diminta guru untuk praktik menari?

130 jawaban

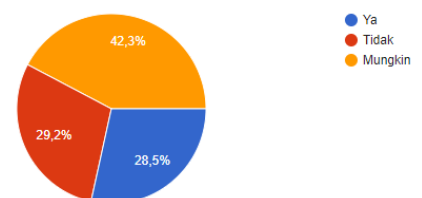


Figure 1 Junior High School Students' Opinion Questionnaire Regarding Dance Learning
(Agustina Documentation, January 2024)

Figure 1 is a screenshot of a questionnaire on Google Form regarding students' opinions regarding dance learning. Researchers asked the question "Do you feel embarrassed when the teacher asks you to practice dancing?" with answer choices Yes, No, and Maybe. 28.5% of 130 students answered Yes, which means 37 students felt embarrassed when asked by the teacher to practice dance. 29.2% of 130

students answered No, which means 38 students did not feel embarrassed when asked by the teacher to practice dance. 42.3% of 130 students answered Maybe, which means 55 students felt hesitant in answering, students felt sometimes confused and sometimes not embarrassed when asked by the teacher to practice dance. Based on student questionnaires with questions "Do you feel embarrassed when the teacher asks you to practice dancing?" It can be concluded that most students sometimes still feel embarrassed when asked by the teacher to practice dance.

Apakah laki-laki yang menari terlihat gemulai seperti wanita?
130 jawaban

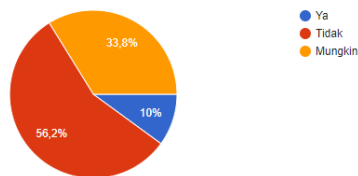


Figure 2 Junior High School Students' Opinion Questionnaire Regarding Dance Learning (Agustina Documentation, January 2024)

Figure 2 is a screenshot of a questionnaire on Google Form regarding students' opinions regarding dance learning. Researchers asked the question "Do men who dance look as graceful as women?" with answer choices Yes, No, and Maybe. 10% of 130 students answered Yes, which means 13 students thought that men who danced looked as graceful as women. 56.2% of 130 students answered No, which means 73 students thought that men who danced did not look as graceful as women. 33.8% of 130 students answered Maybe, which means 44 students thought that men who danced might look as graceful as women. Based on a student questionnaire with the question "Do men who dance look as graceful as women?" It can be concluded that most students are aware that men who dance do not look as graceful as women, but

there are some students who think that men who dance can or may look as graceful as women.

Apakah Anda pernah menertawakan teman Anda yang sedang menari?
130 jawaban

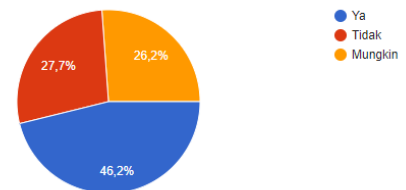


Figure 3 Junior High School Students' Opinion Questionnaire Regarding Dance Learning (Agustina Documentation, January 2024)

Figure 3 is a screenshot of a questionnaire on Google Form regarding students' opinions regarding dance learning. The researcher asked the question "Have you ever laughed at your friend who was dancing?" with answer choices Yes, No, and Maybe. 46.2% of 130 students answered Yes, which means 60 students laughed at their friends who were dancing. 27.7% of 130 students answered No, which means 36 students did not laugh at their friends who were dancing. 26.2% of 130 students answered Maybe, which means 34 students have probably laughed at their friends who were dancing. Based on a student questionnaire with the question "Have you ever laughed at your friend who was dancing?" It can be concluded that most students have laughed at their friends who were dancing. Apart from these questionnaire questions, researchers also asked why students laughed at their friends. Some answered that the movements their friends made were funny because their friends couldn't dance, some answered because the movements they made didn't match the example, some answered because the expressions their friends showed were funny.

From the three questionnaires that researchers gave to students, it can be concluded that some students felt

embarrassed when asked by the teacher to dance. Students are embarrassed because they are not confident about themselves. Most of the shy students are students who have no interest in dance. Students who have no interest in dance often practice dance moves according to their abilities and look cute in the eyes of their friends, especially male students. Male students tend to be less serious in their dance practice, so they sometimes give funny expressions and stiff movements that make their friends laugh when they see him dancing. Most junior high school students are aware that boys who dance do not look as graceful as girls. This is related to the success of teachers who have provided education that dancing is not only for women and facilitated student appreciation activities for dance works.

Need Analysis of Media Video Seguyub Lasem Dance

The analysis of video media needs for the Seguyub Lasem Dance is based on observations, interviews and pre-research documentation that researchers have conducted. Researchers have observed students' learning activities who tend to be less enthusiastic about dance practices, especially male students. Arts and culture teachers need innovation to increase students' interest in learning, especially boys' interest in learning.

Field assessments show that dance teachers need dance learning media that uses technology to assist the dance learning process and encourage students to implement the Profil Pelajar Pancasila and increase students' interest in learning about dance practice. Dance learning video media is a form of development initiated by researchers to overcome the problem of practical learning in dance among male students and to improve the dance practice learning process in a more contemporary way. Learning media in the form of videos is often used by dance teachers. Researchers

have the idea of making dance learning videos using the YouTube platform in the form of video tutorials.

The YouTube application was chosen because junior high school students often use YouTube. The YouTube application has a video upload feature, which allows it to be used as an interactive learning medium in arts and culture learning. Videos uploaded on YouTube can be opened anytime and anywhere by students, so students can access learning media outside school hours. Students tend to look for dance video references through the YouTube application, so the YouTube application is already familiar to students. YouTube can increase students' learning opportunities because YouTube is a popular video sharing application for academic and non-academic circles (Hong et al., 2020, p. 7).

The material object chosen by researchers in the learning video media is the Seguyub Lasem Dance. The Seguyub Lasem Dance is a new creative dance created by researchers which tells about the multicultural society of Lasem, Rembang Regency, which consists of Javanese, Chinese and Islamic cultures as one of the implementations of the Profil Pelajar Pancasila in the Global Diversity dimension. The Seguyub Lasem Dance was originally created with the aim of participating in the National Student Arts Competition Festival (FLS2N) at the Middle School level, the Kreasi Dance branch. Researchers reconstructed the movements of the Seguyub Lasem Dance to make it easier for junior high school students to learn in Dance subjects. The Seguyub Lasem Dance was created with male movement characteristics, so it is hoped that the Seguyub Lasem Dance video media can increase male students' interest in learning by reducing the stigma of femininity in dance learning and can make it easier for teachers to teach dance practice.

The Seguyub Lasem Dance video

media via the YouTube application has never been made before, because the Seguyub Lasem Dance is a new dance work. The Seguyub Lasem Dance video media is needed to increase interest in learning the art of dance by junior high school male students in Rembang Regency. The Seguyub Lasem Dance Video is also an implementation of the Profil Pelajar Pancasila dimensions which are outlined in the dance movements and dance accompaniment used.

Conclusion

Based on the research data, it can be concluded that the Seguyub Lasem Dance video media needs to be developed. The Seguyub Lasem Dance video media was chosen because it can help teachers in learning dance practices and makes it easier for students to learn dance practices. Students can also practice character education in the Pancasila Student Profile by learning the Seguyub Lasem Dance using the Seguyub Lasem Dance video media.

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Author Profile

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