

## **Effectiveness of remo bolet textbooks in dance learning using cooperative learning strategies for secondary schools**

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### **Abstract**

This study aims to describe the effectiveness of remo bolet textbooks in dance learning using cooperative learning strategies for secondary schools. The method of this research is used the development of the 4D Thiagarajan model which consists of 4 stages: the defining, designing, developing and disseminating stages. The participants are 42 students of SMP Negeri 1 Tarik, Indonesia. Data were analyzed with qualitatively and quantitatively. Data on the product feasibility of developing the Remo Bolet textbook to calculate the average score of each component using a Likert scale. The results show that the quality of the product reviewed by the validator obtained an average percentage of 83.5% with a decent, good, not revised category. In terms of its use in the classroom using a questionnaire got very good criteria with the acquisition of a percentage of 87.2%, and the activity of the teacher during the learning process got a percentage of 90.6% with the criteria of being good, good, not revised. So that the development of Remo Bolet textbooks shows that Remo Bolet textbooks in dance learning using cooperative learning strategies at grade VII junior high school are appropriate for use in learning, practical and easily understood by students and can significantly improve mastery of the material.

**Keywords:** Remo Bolet Textbooks, Cooperative Learning Strategies

### **1. Introduction**

Lately the world of education is faced with several problems that can make the formation of character and personality of students can be hampered (Dierksmeier, 2019). To form an adult personality intelligence and personality alone are not enough as a cognitive outcome. Intellectual intelligence must be balanced with emotional (IQ and EQ Balance) with the intention of processing aesthetic works through imagination and creativity. Art is used as a medium of self-expression that can be used as a basis for education, such as Plato's expression that art must be the basis of education, which means that art should not only be seen as entertainment, but also as a means or media in education, because art and a set of activities in it are in direct contact with taste (Schonmann, 2019) [8].

The structure of curriculum 2013 for junior high school, art and culture is a subject that has an allocation of 2 hours of study time each week (Martin, 2019; Kalungia, *et al.* 2019) [7, 6]. Learning art and culture includes learning music, fine arts, dance, and theater arts. Subjects of cultural arts sub art material for junior high school there are 4 basic competencies of knowledge and 4 basic competencies of skills in one year that can be achieved by students. Described in Basic Competencies 3.1 and 4.1 understand and demonstrate dance movements based on the elements of space, time and energy. In 3.2 and 4.2 understand and demonstrate dance movements based on time and energy according to accompaniment. Also, in 3.3 and 4.3 understand and demonstrate dance movements according to floor levels and patterns. Then, in 3.4 and 4.4 understand and demonstrate dance movements based on the level and pattern of the floor according to accompaniment. The description was obtained in accordance with Azmi, *et al* (2019) [1]. Competence understands for Basic Competence

in the realm of knowledge (cognitive) while demonstrating for Basic Competence of skills, in which the two competencies cannot be separated and must be hand in hand.

Art education can be used as an agent of social change when students can discuss, analyze, create works, and deal with social problems with their knowledge (Bowen, 2018) [2]. Cultural arts subjects can grow and develop moral intelligence competitively. Learning art and culture subjects have benefits and uniqueness that can affect the development of students to be able to express and create so that the formation of aesthetic experience through art that is not obtained from other subjects. Learning art subjects are designed according to the activities of a number of cultural arts, namely visual arts in which there are fine arts, and performance art which is divided into 3 namely music, dance and theater. Learning art and culture in the classroom should be able to lead students to take over dominantly by using an active student learning approach.

However, in its application the teacher still uses the old method in the teaching process, using the lecture method and expects students to sit, be quiet, listen, take notes, and memorize (3DCH) and encourage students in the competition like a fighting chicken so that students work hard to defeat his friend (Suzuki, *et al*, 2018) [11]. Whereas the demands in the 21st century world have changed a lot. Students are expected to have C4 competency, namely Communication, Collaboration, Critical Thinking, and Creativity. Therefore educators need to try to develop the competencies and abilities of students so that students can build knowledge actively and that knowledge is found, formed, and developed by the students themselves. In addition, to strategies and learning methods that are not appropriate in the reality learning process in the field, many

educators still use teaching materials that are not appropriate for their students. Many educators still use conventional textbooks, namely textbooks purchased in stores, donation books from the government and student worksheets that are purchased through certain publishers and often go to schools without having to compile and prepare the textbook itself by considering the needs of students. This can pose a risk if the textbook used is not in accordance with the needs of the students, is not interesting, and monotonous. As a facilitator it is demanded to have creativity in order to be able to make textbooks that are interesting, contextual, have novelty and in accordance with what is needed by students.

Textbooks developed by researchers use cooperative learning strategies, where these strategies are expected to develop cognitive competency and student skills in forming and discovering their own knowledge and skills (Gay, 2018) <sup>[4]</sup>. Students get the opportunity to interact with each other, the cooperative learning model has the idea of homo homini socius. The idea was expressed because basically every human being cannot live alone so they must work together to be able to survive. So that cooperative learning strategies work well, it takes desires and tips for each group member. Students must have the intent or purpose to be able to work together with other people, and always interact and work together with others. With that students will gradually be able to draw conclusions and realize that the art of dance is not just dancing, waddling on the stage. However, more than that has meaning for human life in a social and dignified manner.

Based on these problems, researchers are interested in developing textbooks at the junior high school level in Sidoarjo, Indonesia. Our study aims to help students learn and understand the material easily and is also interesting and easy in the learning process, so this research is entitled "Effectiveness of Remo Bolet Textbooks in Dance Learning Using Cooperative Learning Strategies for Secondary Schools".

**Method**

In this study, using development research. Research that develops a product as a support in the learning process. According to Hidayat (2017) <sup>[5]</sup> development research (R & D) is a research that is carried out in stages, in a sustainable, structured and measurable manner, which has a goal of innovation, finding, novelty, effectiveness, productivity, and quality. According to Sugiyono (2006) <sup>[9]</sup> said that the R & D is a research method that is applied to produce a product and know the effectiveness of the product. The purpose of this study is to develop students' Textbooks with Cooperative Learning learning strategies.

The model used is the development of the 4-D (Four D) model. This model was developed by Thiagarajan in 1974 (Sugiyono, 2017) <sup>[10]</sup>. The 4D development model consists of 4 main stages, namely: Define, Design, Develop and Disseminate. This method was chosen because it aims to produce a product in the form of a Textbook. The product developed is then tested for its feasibility with validity and product trials to find out the extent of students' learning outcomes after learning to use Textbooks on the material to understand and demonstrate traditional dance moves.

The textbook validation sheet is filled in by professors, art and culture teachers and artists. The Textbook validation sheet consists of a textbook eligibility assessment sheet that is prepared using a Likert scale.

The data in this study will be analyzed qualitatively and quantitatively. Qualitative data in the form of comments and suggestions were recorded on the Text Book research format sheet. While quantitative data is taken to find out the percentage of the results of the rating scale. Data analyzed included the feasibility of learning media and learning outcomes consisting of validation sheets and student response questionnaires in individual trials and small group trials. Textbook feasibility data analysis was used to obtain responses from test subjects. The instrument used in evaluating expert validators is a questionnaire or questionnaire. Data collection instruments for the feasibility of the material, the feasibility of the language, the feasibility of the presentation, and the feasibility of graphics in the form of a questionnaire will be measured using a rating scale, which is a statement followed by columns indicating levels. The answers to each item of instruments have gradations from very positive to very negative. The evaluation of the textbook is reviewed from four aspects, namely (1) usefulness, (2) eligibility, (3) accuracy, and (4) attractiveness. The rating scale consists of various statements developed in the form of answers on a scale of 1 to 4, with the following conditions:

**Table 1:** Changing Qualitative Value into Quantitative Value

Value	Number
Very good	4
Good	3
Fair	2
Poor	1

The data that will be generated in the form of quantitative and qualitative data, the results of which are to be calculated, will be described in detail. Data from the results of small group trials in the form of analysis are analyzed by grouping similar answers and then conclusions are drawn.

**Table 2:** Classification of expert judgment

Percentage	Classification
80% - 100%	Decent / good / not revised
60% - 79%	Pretty decent / good enough / not revised
40% - 59%	Poor/not good/ a little revision
0% - 39%	Ineligible / totally lacking / total revision

(Arikunto, 2006)

Analysis of teacher responses and students' responses to remo bolet textbooks with cooperative learning strategies by adding up the aspects that appear then divided by the total number of students and multiplied by one hundred percent. Furthermore, to provide meaning and decision making in revising products from individual trials and small group trials, then tables are made based on the ideal score used for all items. The table is used to classify grade qualifications which have the following criteria:

**Table 3:** Criteria for Evaluation of Student Response Results

Level	Category	Classification	Information
85% - 100%	A	Very high	highly positive
75% - 84%	B	High	Positive
65% - 74%	C	Medium	Quite positive
55% - 64%	D	Low	Negative

(Sugiyono, 2017) <sup>[10]</sup>

**Results and discussion**

The results were obtained based on data obtained through expert validation test activities, limited trial activities (10 students) carried out in class VII E in SMP Negeri 1 Tarik, while extensive trials were conducted on 32 students in SMP Negeri 1 Tarik. This study aims to obtain data on: (1) The process of developing Remo Bolet textbooks in dance learning using cooperative learning strategies, (2) The quality of the product development of Remo Bolet textbooks in dance learning using cooperative learning strategies, (3) The effectiveness of book development products Remo Bolet texts on dance learning using cooperative learning strategies. The following will be explained in detail about the process, quality, and

effectiveness of the Remo Bolet textbook on dance learning using cooperative learning strategies.

**Expert appraisal**

This textbook is validated by a validator who is an expert in his field so that the book is suitable for use in grade VII students of junior high school. Text book validators include material validation, presentation, graphics, and language. The material developed in the textbook contains the Remo Bolet Dance as well as dance elements along with the stage performance. For this reason, a material aspect validator is a person who has an expert background in dance. The results of several validators are as follows:

**First Validator**

**Table 4:** Validation Results for Textbooks

	Indicator	$\Sigma^x$	$\Sigma^x_1$	%	Information
A.	Material compatibility with KD	8	12	66,7%	Pretty decent / good enough / not revised
B.	Material accuracy	9	16	56,3%	Inadequate / not good / a little revision
C.	Material updates	7	8	87,5%	Decent / good / not revised
D.	Encourage curiosity	6	8	75%	Pretty decent / good enough / not revised
Skor rata-rata				71,4%	Pretty decent / good enough / not revised

Based on Table 4, the analysis of all indicators obtained an average data from the results of the trial material amounted to 71.4% with the classification of pretty decent / good enough / not revised. The second indicator which contains the accuracy of the material gets the lowest percentage of

56.3% with the classification of inadequate / not good / a little revision, then the accuracy of the material is emphasized to be revised so that the accuracy of the material becomes better in order to obtain a valid product.

**Second Validator**

**Table 5:** Validation Results for Textbooks

	Indicator	$\Sigma^x$	$\Sigma^x_1$	%	Information
A.	Presentation technique	3	4	75%	Pretty decent / good enough / not revised
B.	Supporting the presentation	13	24	54,2%	Inadequate / unfavorable / partial revision
C.	Presentation of learning	4	4	100%	Quite decent / good / not revised
D.	Coherence and furrow grooves	5	8	62,5%	Pretty decent / good enough / not revised
Average score				72,9%	Pretty decent / good enough / not revised

Based on Table 5, for the analysis of all indicators the data obtained that the average results of the trial aspects of the feasibility of the presentation was 72.9% with a classification pretty decent / good enough / not revised. The highest percentage in the presentation of learning is 100%, this shows that the presentation of remo bolet textbooks in

the classification is quite decent / good / not revised. Although the product classification obtained data that the product is pretty decent, good enough and not revised, but in order to obtain a valid product a product revision needs to be held before conducting field trials.

**Third Validator**

**Table 6:** Results of Textbook Feasibility Validation

	Indicator	$\Sigma^x$	$\Sigma^x_1$	%	Information
A.	Textbook size	6	8	75%	Pretty decent / good enough / not revised
B.	Cover design	20	32	62,5%	Pretty decent / good enough / not revised
C.	Design textbook contents	41	52	78,8%	Pretty decent / good enough / not revised
Average score				72,1%	Pretty decent / good enough / not revised

Based on Table 6 above, analysis of all indicators has obtained data that the average results of the feasibility trial of the graphic is 72.1% with the classification pretty decent / good enough / not revised. Although in the classification of Remo Bolet textbook products the data obtained that the

remo bolet tekks book is a product in the classification is quite feasible and not revised, but in order to obtain a more valid product a revision of the Remo Bolet textbook product is needed.

**Fourth validator**

**Table 7:** Validation Results for Textbooks

	<b>Indicator</b>	$\Sigma^x$	$\Sigma^x_1$	<b>%</b>	<b>Information</b>
A.	Straightforward	10	12	83,3%	Decent / good / not revised
B.	Communicative	4	4	100%	Decent / good / not revised
C.	Dialogical and interactive	3	4	75%	Pretty decent / good enough / not revised
D.	Conformity with the development of students	8	8	100%	Decent / good / not revised
E.	Conformity with language rules	7	8	87,5%	Decent / good / not revised
Average score				89,1%	Decent / good / not revised

Based on Table 7 shows that the analysis of the average indicator, the data obtained that the results of the trial aspect of language eligibility is 89.1% with a classification of

decent / good / not revised, but in order to obtain a valid product needs to be revised before conducting deployment in the field.

**Table 8:** Validation Results for Textbooks

	<b>Text Book Criteria</b>	<b>%</b>	<b>Information</b>
1.	Material Worthiness	71,4%	Pretty decent / good enough / not revised
2.	Presentation Feasibility	72,9%	Pretty decent / good enough / not revised
3.	Feasibility of Graphics	72,1%	Pretty decent / good enough / not revised
4.	Language Feasibility	89,1%	Decent / good / not revised
Average score		76,4%	Pretty decent / good enough / not revised

Based on Table 8 the feasibility aspects of the material obtained a percentage of 71.4% and included in the category pretty decent. The feasibility of the presentation obtained a percentage of 72.9% and included in the category pretty decent. The feasibility of obtaining a percentage of 72.1% with a pretty decent classification. Aspects of language eligibility get a percentage of 89.1% with a decent category, thus the final percentage of the validator's assessment of the Remo Bolet textbook is 76.4% with a classification pretty decent, good enough and not revised, however, according to suggestions and input each validator, and the researcher revised the Remo Bolet textbook.

**Development Testing**

The first trial using the Remo Bolet textbook on dance learning uses cooperative learning strategies for junior high schools in class VII-E in SMP Negeri 1 Tarik. The number of students used in the first trial was 10 students.

In the first trial phase, students are given a questionnaire in response to the developed Remo Bolet textbook. The instrument used in this trial was a closed questionnaire consisting of 10 questions with different indicators on each number. Data obtained from the results of this trial will be described as follows:

**Table 9:** Table of the results of the first trial of 10 students

<b>No.</b>	<b>The thing being assessed</b>	<b>Classification</b>			
		<b>SB</b>	<b>B</b>	<b>C</b>	<b>K</b>
1.	Are the Remo Bolet textbooks interesting?	8	2	-	-
2.	Are the pictures used on the book cover interesting?	9	1	-	-
3.	Are the fonts used on the cover of the Remo Bolet textbook interesting?	8	1	1	-
4.	Is the table of contents clear?	10	-	-	-
5.	After reading, do you understand the contents of the Remo Bolet textbook?	7	3	-	-
6.	With the pictures in the description material, does it make it easier for you to understand the contents of the book?	9	-	1	-
7.	Can you understand the questions in the problem?	7	2	1	-
8.	After reading the material description, can you answer the evaluation question?	9	1	-	-
9.	Are you interested in reading this book?	9	1	-	-
10	Can this book help you to learn about Remo Bolet dance moves?	9	1	-	-
Total		85	12	3	0
Percentage		85%	12%	3%	0%

Based on the data above, it can be seen that 85% of respondents said that overall the products produced were very good (SB). In addition, there are 12% of respondents said that the product of good development (B), and 3% of respondents said that the product produced was sufficient (C), and 0% of respondents said that the product produced was lacking (K). The percentage results can be concluded that the Remo Bolet textbook on dance learning using cooperative learning strategies can help students in the implementation of dance learning. Furthermore, the researchers also conducted a second trial

with 24 respondents consisting of 23 students and 1 teacher. At this stage of the trial, students are given a preliminary test (pretest) to determine students' initial understanding. Furthermore, learning by using remo bolet textbooks in dance learning using cooperative learning strategies. At the end of the meeting students are given a final test (posttest) to determine student understanding after using the Remo Bolet textbook that has been developed, as well as the last stage to measure students' responses to the use of the Remo Bolet textbook. To find out the response of the teacher the researcher gave a questionnaire. The recapitulation results



from a broad trial to measure student and teacher responses in the Remo Bolet textbook are as follows:

**Table 10:** The Results of Recapitulation the Second Teacher Test Response

	Indicator	$\Sigma x$	$\Sigma x_1$	%	Information
A.	Material Accuracy	30	32	93,7%	Decent / good / not revised
B.	Book Display	7	8	87,5%	Decent / good / not revised
Average score				90,6%	Decent / good / not revised

Based on the results of the teacher's response table in the second trial to the development of Remo Bolet textbooks in dance learning using cooperative learning strategies obtained a percentage of 90.6% and included in the category decent for use in students and greatly assisted teachers in facilitating students in dance learning.

Based on the above data it can be seen that 85% of respondents said that overall the products produced were very good. 12% of respondents said that the product of development was good, and 3% of respondents said that the product produced was sufficient, and 0% of respondents said that the product produced was lacking. The percentage results can be concluded that the Remo Bolet textbook on dance learning using cooperative learning strategies can help students in the implementation of dance learning.

**Conclusion**

Based on the description of the research findings above, it can be concluded that the development research process using the Four-D model is carried out through three stages that have been modified. The stage of development is the final stage of this research. The quality of the textbook products is assessed by 4 validator teams consisting of material aspect validators, presentation aspect validators, linguistic validators, and graphic aspect validators. Each validator is an expert in his field. Product quality in terms of 4 aspects obtained an average percentage of 83.5% in the category of decent / good / not revised.

The quality of the Remo Bolet textbook on dance learning using cooperative learning strategies in terms of its use in class VII-E of SMP Negeri 1 Tarik Sidoarjo gets very good criteria with a percentage of 87.2%. Teacher activity during the learning process in a broad trial that is 90.6% with the criteria of decent / good / not revised. The teacher's response during the learning process in first trial was 90.6% with the criteria of being good / good / not revised, meanwhile, the students' response in first trial obtained a percentage of 85% with very good criteria. While in second trials obtained an average percentage of 87.2% very well and were suitable for use as textbooks in dance learning.

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