



Dance Art Extracurricular Learning with the STAD Method at SMPN 18 Gresik

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Abstract: This study aims to describe the implementation of the *Student Teams Achievement Division* (STAD) method in dance extracurricular activities at SMPN 18 Gresik and analyze its influence on students' ability to work together. The research uses a qualitative descriptive approach with data collection techniques in the form of observation, interviews, and documentation. The results of the study show that the implementation of STAD is carried out systematically through the stages of material delivery, group formation, teamwork, evaluation, and awarding. These stages succeeded in creating a more active learning atmosphere, increasing student participation, and strengthening social interaction among them. This method has been shown to increase students' sense of responsibility, empathy, and cooperation as seen from their involvement in discussions, equal division of tasks, and more compact group dance performances. This research contributes to the field of art education by showing that cooperative learning methods can develop students' technical skills as well as social character, making extracurricular dance art an effective means for personality formation.

Keywords: STAD method, dance extracurricular, cooperation, cooperative learning, social skills

1. INTRODUCTION

This art education is a type of education that involves the participation of students both physically and mentally as well as social skills. Art education can provide benefits and play a role in helping students develop their talents and supported by social skills in the form of interactions between each other. In addition, the purpose of art education is to foster students' creativity and change their character to be more cultured.

In this case, schools, especially art teachers, must be enthusiastic about producing students who are able to develop their creative talents in accordance with their common sense or artistic spirit and create good behavior in social life (Mustika, 2013: 26). Students can get art education apart from art learning that has been carried out with cultural arts teachers can also be obtained through activities outside school hours, for example in school extracurricular activities.

Extracurricular activities in schools certainly have a positive goal in building various abilities that can help students develop some of their skills outside the classroom. Extracurricular activities are the most important supporting activities in schools, this is because this activity can form personalities and produce students' skills better, directed, planned, systematic, and accountable, one of which is in the field of dance arts.

Dance is one of the art extracurricular activities that are often in demand by students. Dance not only provides space for expression, but also teaches important social values, such as the ability to work together and establish good social interactions in groups. At this time, many students are starting to apply an attitude of individualism to achieve their own interests. This can be shown by students starting to



work on something by feeling like they don't need the help of others. In this case, this extracurricular activity can help students in building a social interaction relationship between them which will later make them more directed to foster a sense of care and cooperation and can provide opportunities for students in terms of expressing themselves through extracurricular dance activities.

Dance art is also one of the means of learning activities for students. Dance art is a process of creation, feeling, and human work that is poured through gestures as a medium in expressing the expression of the soul so as to produce various elements of beauty. Dance art which is packaged in the form of extracurricular activities is also one of the learning outside of class hours carried out at SMPN 18 Gresik. At SMPN 18 Gresik, art is an important factor that is a supporting factor in processing outstanding students in the field of art. The school, which is known as the "home of champions", certainly plays an active role in supporting and becoming a forum for any outstanding student, especially in the field of art. At SMPN 18 Gresik, in addition to dance extracurriculars, there are also other extracurricular activities such as sports, choir, tambourine, and pencak silat.

The *STAD method* is a cooperative learning method that aims to create student participation which is carried out by dividing students into small groups and giving them tasks that will later help each other in understanding what has been given. Each group member has a responsibility to learn and provide understanding to their peers in order to create a supportive and supportive atmosphere for them to grow their learning outcomes from other group members. By using *the STAD method* in learning dance outside the classroom, it is hoped that students will be more active in participating and more appreciative in interacting with each other and making them grow the spirit of helping each other.

This method is very easy to use, because it focuses on activities and interactions between students to then support and motivate each other in learning a material so that learning goals can be achieved. The application of this method in dance has the added advantage of that is, students can learn from their own peers and not just through instructors. This method can also help in fostering a more dynamic and fun learning environment where students will feel more comfortable experimenting and innovating in a dance. In addition, this method can also help students in understanding the importance of working together in showing harmonious and interesting dance results.

There are several steps that can be taken when applying *the STAD learning model* in dance extracurricular activities: conveying the initial learning objectives and delivering dance materials, students are divided into several small groups to then learn dance according to the material that has been given, then students work together to complete the material that has been given. This step can certainly trigger the enthusiasm of each student in collaborating and to grow the quality of each group.

With the phenomenon that arises from the background that has been described, this study aims to find out the extent of the implementation of *the STAD method* in increasing the cooperation of extracurricular members of dance arts at SMPN 18 Gresik. In addition, this research will provide insight for educators and managers of extracurricular activities to continue to grow the quality of education at the school, especially in the development of artistic achievements

that are incorporated in extracurricular activities of dance arts by developing student cooperation.

This research is important to analyze how far the implementation of *the STAD* method is in fostering students' cooperative skills in the dance extracurricular learning process. Thus, the purpose of this study is to analyze and explain the results of the application of *the STAD* method in fostering students' ability to work together at SMPN 18 Gresik. This research is expected to contribute to the development of dance arts, especially in the context of extracurricular learning at the junior high school level. With the *STAD* method-based training approach, it is hoped that it can help students in developing their skills in cooperation. The results of this study are also expected to provide recommendations for dance extracurricular schools and teachers to create a more systematic training curriculum to support the development of artistic achievements.

It can be concluded that the implementation of *the STAD* method in dance extracurricular learning is a supporting factor for the growth of students' cooperative abilities to the maximum. This research will provide a clearer picture of how effectively the implementation of *the STAD* method can foster the ability to work together. Therefore, the results of this study can be a reference for schools in developing dance learning programs that are more effective and based on the principles of effective learning methods in fostering student cooperation. This research is also expected to help in fostering the quality of dance education in general, so that the younger generation can better appreciate and develop dance arts to the maximum and foster students' understanding to work together in groups to foster the quality of good and directed cooperation skills.

2. METHOD

The approach used in this study is a qualitative research approach, with the aim of exploring information related to learning methods used in extracurricular learning of dance arts at SMPN 18 Gresik by using data in the form of descriptive descriptions rather than numbers form. The object of the research is SMPN 18 Gresik which is located at Jl. Raya Domas, Menganti Village, Kabaputen Gresik which was chosen because it is one of the schools that provides quite complete facilities for dance extracurricular activities. The data source in this study refers to the theory put forward by Samsu (2017), namely the data source consists of *person*, *place*, and *paper*. Source of data persons includes students, and dance extracurricular coaches; *place* refers to the place where SMPN 18 Gresik activities are observed; and *the paper* includes supporting documents for extracurricular activities of SMPN 18 Gresik's dance arts, both written and unwritten. The data collection technique was carried out through direct observation of dance extracurricular activities, in-depth interviews with several informants, and the addition of documentary evidence of various extracurricular activities in dance extracurriculars. To ensure the validity of the data, the researcher uses a triangulation technique covering sources, methods, and time, namely by comparing information from various sources, different data collection techniques, and the process of implementing data collection that is carried out repeatedly to ensure the correctness of the data and can be held accountable.

3. RESULTS AND DISCUSSION

3.1 Results

3.1 The Process of Implementing the *Student Teams Achievement Division (STAD)* Method in Dance Arts Extracurricular

Planning activities are an important first step in the implementation of extracurricular activities, including in implementing the *STAD (Student Teams Achievement Division) type cooperative learning method*. At SMPN 18 Gresik, planning for the application of the *STAD* method in dance extracurricular arts is jointly prepared by extracurricular coaches, cultural arts teachers, and dance coaches from schools. The main goal of this planning is to create a collaborative practice atmosphere and support the development of students' cooperative skills.

The first step in planning is to determine the purpose of the activity, which is so that students are not only able to dance well, but also able to work in teams, support each other, and be responsible for the group's results. The focus of learning is directed at achieving aspects of social skills, such as communication, coordination, and tolerance between members.

Furthermore, a heterogeneous grouping of students was carried out. This grouping considers several aspects, including grade level (grades 7, 8, and 9), dance ability level, gender, and student character. With a diverse group composition, it is expected that there will be dynamic social interaction and encourage students to learn from each other and adapt to each other.

In this stage, dance training materials are also prepared that will be studied in groups. The material is tailored to the average student's ability and the local cultural context, to make it easier to understand and master. The choreography used is collaborative and allows students to divide roles, such as the opening, core, and closing parts of the dance, so that each member has their own responsibilities in the group.

The training schedule is also designed periodically, namely once a week every Friday for 90 minutes. In addition to routine training, a schedule is also planned in the form of group performances which will later be assessed by coaches and coaches in terms of cohesiveness, creativity, and teamwork.

Overall, the planning for the implementation of the *STAD* method in dance extracurricular at SMPN 18 Gresik is carried out systematically, paying attention to learning objectives, effective grouping, material preparation, and consistent activity schedule. It is hoped that with careful planning, the implementation process will run smoothly and have a positive impact on the students' ability to work together. The process of implementing this method is carried out in dance extracurricular activities by going through several systematic stages that have been adjusted to each student's characteristics and the context of dance learning. In this study, the results of the implementation of this method were obtained with five main stages as conveyed by Robert E. Slavin (1995), where the stages started from the delivery of material, the formation of group members, teamwork, individual and group evaluation, and the giving of awards to the team.

a. Delivery of Materials

The delivery of material is the first step taken by extracurricular teachers in a simple way which is done with verbal presentations that

focus on the concept of the material being discussed. In this case, Mrs. Evi Sulistyani provided introductory material on the basic concept of dance movements and techniques in compiling group choreography as the first step to carry out a communicative approach that can provide space for students to ask questions or convey their experiences in the dance material that has been given. The goal is to equalize the same basic understanding before students do the cooperation stage.

b. Group Formation

After the initial stage of material delivery, students will be divided into several sets of small groups in a heterogeneous manner that still pay attention to the differences in class, character, and initial abilities of the students. Each group consists of 4-5 members. Then each group will be asked to determine their own group name as a form of naming identity and group cohesiveness.

c. Teamwork

At this stage, each group will begin to discuss and interact to establish cooperation in learning dance movements in accordance with the material that has been given. This discussion was carried out actively with each member learning from each other in providing examples of dance movements according to the videos they learned. In this case, researchers began to observe that there was already a significant difference from before.

d. Evaluation and Assessment

Evaluation is important in learning, in this context the assessment is not carried out in written questions but by direct observation during the exercise. In this case, the evaluation is carried out in two forms, namely in the form of individual assessments and group assessments which include how active students are in discussions, contributions to exercises, how they work together and their cohesiveness in displaying the final results of their learning. At this stage, it will show that a group with open communication and mutual respect between its members will give a more mature and expressive appearance.

e. Appreciation

The award stage is the last component in the implementation of this method, in the dance extracurricular at SMPN 18 Gresik, the form of appreciation given to the team includes certificates or charters for the most compact group, verbal praise by teachers in front of other groups, and opportunities for them to perform at important school events. This award certainly has a positive impact on building motivation and strengthening the spirit of cooperation in the group.

Through these five stages, the implementation of this method has been successfully applied to develop creative and collaborative dance learning. This method is also effective in encouraging active engagement and fostering a sense of interdependence in positive aspects of the group.

In the context of this study, the form of evaluation is focused on the ability of students to work together after the implementation of the *Student Teams Achievement Division (STAD)* learning method in dance extracurricular activities. The form of evaluation in education is not only found in the value of the final outcome aspect, but will also include the thinking process, attitudes, and motor skills possessed in the learning process which includes three main domains in learning, namely the domain of cognitive, affective, psychomotor aspects,

Bloom (1956). These three things will be the basis for assessing student development as a whole, including in assessing the ability to work together in dance extracurricular group activities.

a. Implementation of the Cognitive Domain: Understanding the Concept of Teamwork

Implementation in this cognitive realm focuses on the ability of students to understand the meaning of cooperation, how students apply it in groups, and the ability to make rational decisions together. After the implementation of this method, students show progress in understanding the role of individuals in the team, such as dividing tasks in memorizing movements, or leading exercises. Then there are also developments in analyzing group situations such as, when differences of opinion occur, as well as developments in implementing collective solutions such as helping friends who have difficulty in movement, and agreeing on a form of movement in the group. This cognitive ability is evaluated through observation in the discussion process, group decisions, and student reflection. This result was recorded by extracurricular teachers and students were increasingly able to identify obstacles faced by the group and find solutions to each other.

b. Implementation of the Affective Domain: Students' Attitudes towards Group Members

In this realm, the implementation carried out by students towards others includes attitudes, interests, responsibilities, and empathy that are important to support a group's success by not only focusing on technical skills, but also with a willingness to listen, appreciate, and support each other.

After the implementation of the STAD method, it can be seen that the differences of students are more open to the opinions of friends when experiencing different points of view, students also begin to show empathy such as helping friends who have difficulty memorizing movements, a sense of moral responsibility for the results of group work begins to appear not just to complete individual tasks, there is a change in positive student attitudes such as coming on time more enthusiasm in practicing, and not reluctant to discuss during the extracurricular activity process. This evaluation was carried out by interviews, direct observations, and attitude notes by extracurricular teachers. The value of cooperation also grows naturally along with the experience of working in a group that respects each other.

c. Implementation of the Psychomotor Domain: Social Skills in Motion and Collaboration

This domain relates to physical skills, including the skills of composing, memorizing, and adjusting dance movements in a group, which are listed in action-based social skills such as adjusting the tempo and position of movement with other group members, maintaining consistency of movement during rehearsals and performances, setting rhythms during rehearsals so that all members can follow, and responding quickly to changes or improvisations in group performances. After the implementation of this method was carried out, the students not only showed technical developments in dancing, but also showed better synchronization of movements, as the students began to realize the importance of adjusting to teammates.



Figure 1. The process of interaction between members in the dance extracurricular group of SMPN 18 Gresik

3.2 Discussion

3.2 Analysis of the STAD Method Implementation Process

The process of implementing *the STAD* method in dance extracurricular at SMPN 18 Gresik can be said to be running quite effectively and structured. This can be seen from how the stages in this method are carried out according to the principles of the cooperative learning model that focuses on teamwork, shared responsibility, and positive interdependence between group members.

In the early stages, the grouping of students was carried out in a heterogeneous manner, which became an important foundation in *the STAD* method. In the context of dance, this kind of grouping is actually very helpful in the learning process because students who already have more ability can transmit their experiences to other members. They learn from each other, help each other, and ultimately create a supportive and non-competitive training climate individually. This kind of atmosphere makes the training process feel lighter and more fun.

The delivery of material by coaches and coaches was also carried out evenly to the entire group, followed by independent training in the team. This is where the role of *the STAD* method is really seen, students not only receive the material passively, but also process it with a group, discuss parts of the movement, improve the choreography, and divide roles fairly. Each member is given space to contribute and feel responsible for the work of his group.

Interestingly, the training process is not only about dancing, in which there are many interactions that form important values, such as learning to give in, adapt, and support each other. Students who were initially awkward or lack of confidence gradually became more open because of the support of their peers. This is in line with *the STAD* principle that not only emphasizes results, but also values the social learning process.

However, of course, in its implementation there are several challenges that have been found. For example, there are groups that have difficulty uniting ideas or are unbalanced in the division of tasks. However, challenges like this are actually part of the real learning process. With guidance from coaches and coaches, students learn how to solve problems in groups, not individually.

Overall, the process of implementing *the STAD* method in dance extracurricular activities not only shows success in terms of dance learning techniques, but also in forming a collaborative learning climate and supporting the development of students' social skills. This is proof that art learning does not have to be one-way, but can be an interactive space that builds a sense of togetherness and cooperation.



Figure 2. Presentations made by groups

Another thing that is quite interesting is the formation of a sense of empathy and tolerance between students. In each group, there are differences in abilities, characters, or learning styles. But precisely from those differences they learn to adapt to each other. For example, students who memorize movements faster do not feel superior, but rather help friends who are still struggling. On the other hand, students who feel less confident also feel more comfortable because they have support from their friends. This shows that *the STAD method* successfully builds a safe and supportive learning environment and atmosphere.

The ability to work together can also be seen from how they complete training tasks without always having to be directed by the coach. Some groups are even able to divide tasks such as who sets the formation, who reminds the tempo, to who leads the warm-up. These small initiatives show that they begin to have sensitivity to the needs of the group and are able to take on roles according to the situation.

When compared to the initial conditions before the implementation of *the STAD* method, the changes that occurred were quite significant. From initially training that tended to be individual and focused on the trainer, it has now become more interactive and led by collective awareness in the group. This proves that *the STAD* method not only supports the achievement of dance works, but also forms a more solid, cooperative, and responsible social character of students.

Overall, the results of the implementation of *the STAD* method in dance extracurricular activities have not only succeeded in creating good dance performances, but also succeeded in instilling the values of cooperation that are very important in art education and social life of students. This is proof that art learning, when packaged with the right approach, is capable of having a wider impact than just technical skills.

4. CONCLUSION

The process of implementing the *Student Teams Achievement Division (STAD)* method contained in the process of dance extracurricular activities is carried out through five main stages in accordance with the concept put forward by Robert E. Slavin regarding material delivery, group formation, teamwork, evaluation, and awards. In its implementation, it is implemented gradually and according to the characteristics of each student which emphasizes a sense of responsibility for the role of the group, a mutual aid attitude and active in discussion.

The results of the implementation of the *STAD* method also have a positive impact on the ability of students to work together which can be seen by the improvement in various aspects of cooperation such as how to communicate, division of tasks, empathy between members, and group solidarity. Each student became more enthusiastic in practicing and giving each other positive feedback in showing cohesiveness when memorizing the movements of a dance.

The application of this method has also been successful in changing the interaction pattern of students from being individualistic and passive to more cooperative by involving all team members in the training process, as well as being willing to respect each other. In this case, students not only experience development in terms of dance skills, but also experience improvement in social and emotional aspects.

The implementation of the *STAD method* has also been successful in supporting the development of character values such as, responsibility which means that this method is not only an important strategy in learning, but also as an effective means of character education, especially in an artistic environment such as extracurricular activities of dance arts.

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