

## Increasing Male Student's Interest in Learning Dance with the Peer Tutor Method: An Action Research

Redja Hikmat Gumelar<sup>1)\*</sup>, Agus Budiman<sup>2)</sup>, Tatang Taryana<sup>3)</sup>

<sup>1,2,3)</sup> Department of Dance Education, Faculty of Art and Design Education, Indonesia

\*Corresponding Author

Email : [redjahikmatgumelar@upi.edu](mailto:redjahikmatgumelar@upi.edu)

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### ABSTRACT

*Dance learning in schools is synonymous with learning movements that have a gentle character. This condition is one of the things that causes men's interest in learning dance to be very weak. Moreover, the tendency of students' interest in learning dance today has been influenced by modern culture such as the existence of modern dance that has developed in society, especially among the younger generation today. When teachers provide traditional dance material, the majority of students consider it too old-fashioned to learn at school. The purpose of this study was to increase male students' interest in learning dance in extracurricular activities by using the peer tutor method. This research uses the Classroom Action Research method with a quantitative approach to find a solution to the problem of weak male students' interest in learning dance in extracurricular dance activities. Data collection techniques were carried out by observation, interviews and questionnaire instruments through google form. Data analysis was carried out by conducting a Paired Sample T Test to see differences in pretest and posttest results. The findings of this study indicate that the peer tutor learning method is able to increase male students' interest through the Lenyepan dance material provided by the teacher in extracurricular dance activities. From the four stages of learning carried out, the results look very significant, the improvement that continues to occur in each phase makes the results of this study show a positive increase. So it can be concluded that the peer tutor learning method is very suitable for attracting male students' interest in dance learning. Judging from the increase in male students' interest in learning dance.*

### KEYWORDS

*Peer Tutor  
Dance  
Extracurricular  
Learning Interest  
Lenyepan Dance*

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### INTRODUCTION

Dance learning in schools still tends to be less attractive to students. This is because students think that dance learning is too ancient (Dwianggini & Fretisari, n.d.). This is also influenced by the technological advances experienced by the current generation. Access to viewing and even receiving outside culture is very easy to find. From these advances, local culture has become less desirable. Especially in the interest of male students who assume that dance is only a gentle movement structure. Most of us think that dance is only for women even though, there are also dances that are moved by men. In the beginning, dancers were identical to women as a form of performance in the kingdom or in religious ceremonies (Yuniastuti et al., 2020). But, as the times progressed, the function of dance here expanded and was not only danced by women (Ayu et al., n.d.). Even dance can not only be seen by the conquerors, various dances have developed in the community and even become a culture in their area. Culture itself has a fairly broad meaning and may also sound too sacred.

Because it is not uncommon for us to hear culture often associated with the hereditary culture of our ancestors which of course must be preserved.

According to several studies that describe culture, namely a lifestyle that develops and is owned by a person or a group of people who are passed down from generation to generation (Budi Setyaningrum, 2018; Karmadi, 2007; Sumitri, 2016). Like Keurseus dance, a dance that developed in the Sumedang Regency area. In some studies, it is mentioned that this Lenyepan dance is a dance that belongs to the Keurseus dance group (Lesmana & Herdiani, 2020). This dance has a uniqueness that is certainly different from other types of Tayub dances (Brier & lia dwi jayanti, 2020). Behind this uniqueness, there is a difficulty that makes teachers in schools do not want to take the risk of teaching Lenyepan dance. But, this goes back to how we as teachers can find the right method to deliver material to students. As we know, this dance is not included in Cultural Arts subjects, especially at the high school level (Anugrah, 2019; Kartika, 2016). Only vocational schools and several agencies study this Lenyepan dance. Therefore, students can learn it through extracurricular activities (Shilviana & Hamami, 2020). From some of these studies, there are similarities, namely using the peer tutor method. While the things that distinguish them are the male students who are the sample, the location and also the material provided are different.

Extracurricular activities are a forum for students to develop their interests (Nofianti et al., n.d.). Extracurricular activities focus more on developing students' interests and talents (Ariana, 2016). This in-school learning process provides more opportunities for students to deepen the things they like (Afifah, I., & Sopiany, 2017; Rochmi, 2023; Yıldırım, 2018). In accordance with its purpose, the process of developing students' interests and talents at school can be explored through this activity. In it, of course, there are several ways that are guaranteed to be effective to foster it. Most students also do not know what interests and talents they want or have. In addition, it is not only the extracurricular activities that must be seen. In addition to extracurriculars, the development of methods as the initial foundation is certainly very important. The method itself is a systematic process carried out by teachers or educators in delivering material to their students (Irnawati et al., 2021; Siregar, 2021). Various forms of methods can be chosen by educators so that it can make it easier to adjust to the situations and conditions faced by educators.

One of the methods taken in this study is peer tutoring. As the name suggests, it can be clearly understood that in this method students will act directly as tutors to their peers. Choosing the right tutor is certainly a challenge for educators. However, selective selection can produce the right tutor for the peer learning process (IRNAWILIS, 2017). The use of the peer tutor method has been tested in several studies where the end result brings positive value to student interest (Wahyuni et al., 2017; Winna Sari, 2013). So that makes researchers take this action to increase male students' interest in learning.

The subjective condition of this research lies in how to increase male students' interest in learning dance through extracurricular activities. Judging from the results of the field, male students who tend to be reluctant to dance are the center point of the problem to be raised. Lack of insight is one of the factors of this problem. Therefore, through the peer tutor method, researchers tried to increase male students' interest in learning dance in extracurricular activities. With Lenyepan dance material as material to introduce some of the various movements in Keurseus dance.

The purpose of this research will focus on extracurricular dance at SMA Negeri 1 Cisarua where male students are the main target of the research. By choosing a learning method where they will learn directly from their peers. Where it can provide space for

freedom and also the opportunity to be able to provide more knowledge and practice their skills. Creating a pleasant practical learning atmosphere with a relaxed impression so that students do not hesitate to ask questions when experiencing difficulties.

## METHOD

This research design uses the (Action Research) method (Budiman et al., 2021, 2022; Julia et al., 2022; Mariyah et al., 2021) with a quantitative approach. Where the action method used to determine the effectiveness of the use of the learning model (Atmojo et al., 2022; Nur Sekreningsih & Mia Juliana, 2021; Prastika et al., 2021) peer tutors are conducted on students who take part in extracurricular dance. The research stages carried out are Pre-Action, Action, and Post-Action. This research was conducted at SMA Negeri 1 Cisarua which is located on Jl. Terusan Colonel Masturi No.64 Cisarua Kab. West Bandung. With the participants involved, namely the coach and male students who take part in extracurricular dance. The sample selection technique used Purposive Sampling (Judgmental Sampling). Data collection used is by interview, giving questionnaires through g-forms and direct action tests to male students. This study uses the Paired Sample T Test data analysis technique to test its effectiveness.

In this research, there are three main stages, namely Pre-Action, Action, and Post-Action. The pre-action stage consists of initial activities to find out the subject before being given action. In this activity, a survey was conducted using a questionnaire distributed using Google Form to students to find out the initial data on the problem of male students' interest in learning in particular. Furthermore, there is an action stage, of course, at this stage further action will be taken to solve the problem of male students' interest. One of the forms that will be taken at this action stage is by implementing a peer tutor learning system and conducting direct action tests to measure the extent of the increase in male students' interest in extracurricular activities. The last stage is post-action where in this activity a survey and evaluation of students in extracurricular dance is carried out. The action stages are realized in six critical-reflective stages in the process of increasing students' interest in learning.

At the end of the meeting students are required to fill out an online survey questionnaire which contains several questions using the Likert and Gutman scale measurement techniques (Pramonos, 2015; Stunting & Kampung, 2022). This survey activity was carried out to determine the extent to which male students' interest in dance learning increased in extracurricular activities. This survey was conducted using Google Form to make it easier for researchers to process data and research subjects to provide information from the survey questions. After that, the effectiveness will be calculated on the results of providing actions that run according to what has been designed through several stages as follows:

**Table 1.** Learning Action Cycle

Phase	Activity
Planning	- Creating a learning plan
	- Selecting learning materials
	- Determining the learning method
	- Selecting the media used
	- Preparing the assessment sheet
	- Developing student worksheets
	- Developing the instrument
Implementation	<b>Opening section</b>
	- Conduct prayer and attendance activities
	- Explaining the theme of the learning material provided

	<ul style="list-style-type: none"> <li>- Measuring students' understanding and basic knowledge through questions</li> <li>- Repeating the material</li> </ul> <p><b>Core part</b></p> <ul style="list-style-type: none"> <li>- Showing a learning video of Lenyepan dance</li> <li>- Appreciating Lenyepan dance movements</li> <li>- Memorizing movements</li> <li>- Discussion of learning outcomes</li> </ul> <p><b>Final Section</b></p> <ul style="list-style-type: none"> <li>- Summarize learning outcomes</li> <li>- Evaluation of student learning progress</li> <li>- Learning assignments are memorized outside of study hours</li> </ul>
Observation	<ul style="list-style-type: none"> <li>- Movement technique learning activities</li> <li>- Student activity to master the movement</li> <li>- Teacher's delivery method</li> <li>- Learning outcome evaluation activities</li> <li>- How to improve student learning outcomes</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>- Analyze student learning progress</li> <li>- Recommend corrective action</li> <li>- Improve learning weaknesses</li> </ul>

This research was conducted on extracurricular dance activities in one of the schools in West Bandung Regency, West Java. The population of students who take part in this extracurricular activity is of course dominated by female students. So that this is the reason for conducting this research related to male students' interest in learning. The number of male students who will be sampled is five people. Where of these five, the level of interest in learning dance is still lacking. Therefore, to attract students' interest, a dance learning method with peer tutors is used.

## RESULT AND DISCUSSION

### *Pre-Action*

Extracurricular activities at SMA Negeri 1 Cisarua have a total of 20 active members, a mixture of X and XI grade students. Of this total data, the majority of students have never danced or even attended a studio outside of school. From the results of these observations, researchers distributed questionnaires to students to measure their knowledge of Keurseus dance, especially Lenyepan. Do they know the type of dance that can be danced by men or not.

**Table 2.** Questionnaire of Lenyepan dance knowledge before giving action

Question	Yes	No
1. Have you ever heard or seen a video of Lenyepan dance?	4	16
2. Do you think dance is only for girls	-	20
3. Do you know about one of the Keurseus dances?	2	18

According to the data collected, few students have heard of this Keurseus dance. This lack of knowledge makes students also less developed. From the questionnaire data obtained, 17 students (85%) did not know Lenyepan dance and had never even heard of this dance and the remaining 3 students (15%) had heard about this dance from the studio. Seeing these

results, the researcher thinks that not many of the students who take part in this extracurricular activity participate in activities outside of school such as studios. Therefore, to add insight and also increase the enthusiasm of male students, the researcher immediately sampled only five male students. Of the 4 male students, only 1 had heard of this Lenyepan dance. The rest of them think that this dance is only for women. In reality, dance is not only for female students. Even now there are many male trainers or choreographers. Therefore, researchers continue at the next stage to provide action or treatment that will be suitable for solving the problem.

### **Action**

After the researchers jumped in and saw directly the situation in the field where male students who were less interested needed a way of learning that made them feel interested and not depressed. This is definitely related to how or what methods educators use to be able to attract students to be more interested in our own local culture. So, researchers find out what ways are possible to attract the interest of these students. What kind of method or method can be successful. Until finally the peer tutor method was chosen as a way to attract students' interest. The results of the initial data analysis recommend critical and reflective steps to be applied to students in learning (Bungalangan et al., 2015; Nindiasari, 2011; Rosanaya & Fitrayati, 2021; Wahyuning Aisyah et al., 2017). There are several stages that will be passed in this research as follows:

#### **Stage 1: Introduction of Lenyepan dance material**

In a learning process, of course, we must first provide a stimulus to students to make it easier for us to convey the learning goals and objectives (Eliyawati et al., 2010; Tarbiyah, 2019; Zulkifli, 2018). Therefore, the initial stage carried out by researchers as educators is to utilize existing learning media. At this stage, the researcher asked students to watch the Lenyepan dance video that had been prepared beforehand as an initial introduction. Students who have observed this video show are asked to record the existing motion variety for learning at the next meeting.

#### **Stage 2: Introduction to Lenyepan dance movements**

The second meeting students were asked to mention some of the movements they remembered in yesterday's video. This was done to determine the level of students' ability to remember. By seeing, students are expected to know the forms of motion that exist. So that the educator thinks that with the ability to observe from this video it can help the running of an action to achieve goals. After that students are asked to form a small group to model the variety of movements. So that students will inevitably memorize movements with their friends at home besides extracurricular meeting hours.

#### **Stage 3: Division of small groups**

At this meeting, students who have practiced outside of extracurricular dance activities are asked to practice some of the movements that they memorize and master. Under the review of the educator, students perform these Lenyepan dance movements and as an individual assessment material for students to be selected as tutors. The selection of this action aims to provide comfort to students in asking questions and to add a sense of pleasure to learn with their peers. Educators also always provide motivation to students as a form of growing student confidence.

#### **Stage 4: Test students' interest with an action test before treatment**

From the results of the previous meeting, educators have reviewed the ability of students before being given action. Through various kinds of considerations and observations through questionnaires that have been given previously, educators still have to be observant in choosing students as tutors. Among the existing subjects, only 1 is considered capable of being a tutor to his other friends in this extracurricular activity. With this small comparison, educators have tested and seen firsthand what the enthusiasm of male students in this extracurricular dance is like.

**Table 3.** Lenyepan dance skill test results

Assessment Criteria	Total	(%)
Good	1	20%
Less good	4	80%

#### **Stage 5: Implementation of peer tutor actions**

In selecting tutors, educators really look at and consider the abilities and skills of male students in extracurricular dance. After going through a test or direct action test, the educator finally appointed one student to become a tutor. Students who have been appointed as tutors are assigned to provide training to other students where educators also see the training process and its development. In this process, it can be seen whether the male students' enthusiasm will increase or not. A continuous attendance commitment at a fixed point indicates that male students' enthusiasm is starting to progress. From here, educators can review the level of student interest in terms of attendance. Existing attendance is collected and for the method assessed from the action test. Where students who have made small groups will be asked to perform.

#### **Stage 6: Test the action after treatment**

After several meetings and the implementation of tutor actions, there was a significant increase in student interest. Not only did the interest grow but the learning process was also considered fun by some students. In the last stage to find out more details, the educator divided small groups to students. With enthusiasm and also the movements that can be followed indicate that the application of this peer tutor method is very effective. Other groups that have not performed appreciate the movements of their friends. This form of appreciation is a small thing that can foster the confidence of other students to dare to appear in front of their other friends. As we can see from the results of the measurement table below:

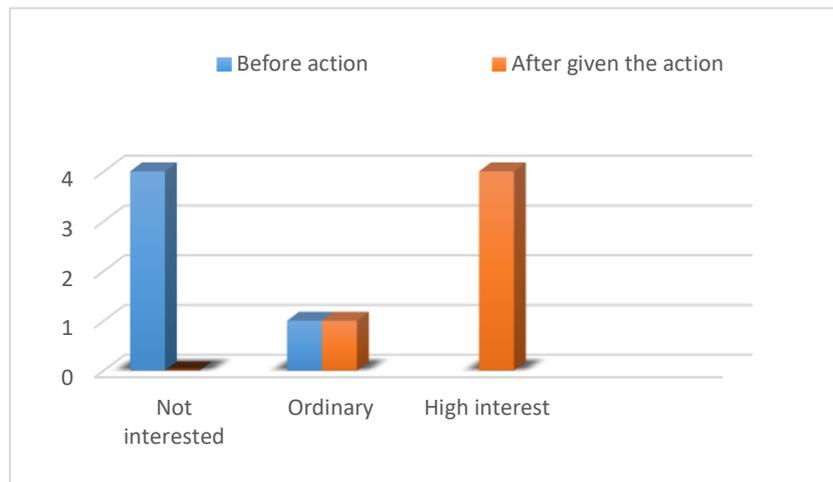
**Table 4.** The results of the fun learning interest test after administering the Action

Assessment Criteria	Total	(%)
Very Good	3	60%
Good	2	40%
Less Good	-	-

#### **Post-Action**

From several series of stages in the research that has been carried out, the educator conducts an evaluation of male students. Seeing the process and also the consistency of students in participating in extracurricular activities indicates that their interest in learning

has increased. Until finally there is a solution to solving the problem of male students' interest in learning. That the peer tutor method is able to provide positive results on male students' interest in learning. For more details, the researcher made a graph of the increase in student interest before and after the peer tutor treatment.



**Figure 1.** Graph of the increase in student interest before and after being given action

## ***Discussion***

### ***Post Action Analisis***

In the learning process, there must always be an evaluation stage. This evaluation stage is very important to be able to see the learning process from beginning to end. What the results will also be answered at this evaluation stage. Apart from being our measuring tool in teaching, it can also be used to see the extent to which students can capture the material we convey. As our tool to see how much the goals in our teaching are realized. Based on what has been evaluated from peer tutor learning as an action to increase male students' interest in extracurricular activities, it is measured before and after with a statistical sample t test as follows:

Based on table 5 above, the Sig value is obtained. 0.000, then the Sig value  $<0.05$  states that  $H_0$  is rejected or there are differences in student interest in dance learning in extracurricular activities. Furthermore, the pretest-posttest standard deviation is 1.94936, while the standard error of the average pretest-posttest result is 0.87178. Descriptive statistical data analysis was carried out with respondent data as many as 5 students. The results of daily assessment

treatment on students in extracurricular activities show effective results.

**Table 5.** The results of the Lenyepan dance movement ability test after giving action

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Pair 1					Lower	Upper			
	PRE TEST - POST TEST	-12.60000	1.94936	.87178	-15.02045	-10.17955	-14.453	4	.000

The direct action test assessment that has been experienced has a good improvement. Students who initially lacked interest in learning this dance began to try new things with new dances. As many as 60% of students' interest increased and the remaining 40% grew as expected. After completion, students were also asked to provide answers about how they viewed dance learning before and after the action was given. Almost 80% of students answered that the previous dance learning was very boring and there was nothing to make them interested because the material was not clear. With this peer tutor method they feel that learning dance can be done in a fun way with peers. So from the data that has been collected, it proves that the peer tutor method is very effective.

All the data that has been obtained has been tested and collected with various stages of assessment. The interest level of the students, which is indeed a challenge here, was solved in a way that was quite good in its response. In dance, it can be difficult to build student interest. Until recently, this was considered a little difficult because of the significant advancement in technology. Even this technology brings a more advanced style of thinking to today's children. Students can find materials or even new problems that they can discuss with educators and peers either in class or in extracurricular activities. The same applies to this evaluation. In the evaluation, educators provide opportunities for students to be able to express opinions from what they have seen. This can be a stimulus for students to be more confident in expressing what they feel from what they already know. In addition, the students whose comments are made become more open. Like they are not concerned with their own views but are willing to listen to the opinions of others. Therefore, dance learning does not only teach how to dance movements but can be related to life experiences.

## CONCLUSIONS

The level of effectiveness of the use of technology is increasingly being improved, especially in the world of education. Curriculum changes that also continue to follow the times have increasingly freed students to explore the material they will get. With easy access to information, learning becomes easier for reference materials. For example, art learning is called the most interesting and challenging learning. The level of student interest is actually not that good in art learning that sounds old-fashioned like dance. But basically to foster student interest is certainly not that easy. Especially in dance learning, where in this learning it is not only female students who get the lesson. But there are male students who are

certainly less interested because they think that this dance is not very suitable. In a lesson there must be a trick or method that is considered effective not only from the educator but, through what media and what methods are used to conquer this problem. From various considerations and assessments, the final method chosen was peer tutors. That way, learning using the peer tutor method is a way in which students are directly involved in learning as direct practitioners is very effective.

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