DEVELOPMENT OF A CHOREOGRAPHY-BASED LEARNING MODEL FOCUSED ON INDEPENDENT LEARNING

ABSTRACT

This study aims to develop a choreography-based learning model focused on independent learning to enhance students' creativity. The learning model is designed to provide students with the freedom to explore their own dance ideas and concepts with minimal intervention from instructors. The research employs a Research and Development (R&D) method with a mixed-methods approach, combining both qualitative and quantitative methods. The model development process involves several stages, including needs analysis, model design, validity testing, model revision, and implementation. The research findings indicate that this learning model is effective in enhancing students' creativity. Creativity measurement is conducted using the Torrance Creativity Test, which reveals a significant increase in creativity scores among students who use this model compared to the control group. Furthermore, feedback from students and instructors suggests that this model can increase student motivation and engagement in the learning process. It is hoped that these findings will contribute positively to the development of learning methods in the field of dance and can be adapted for other disciplines that require creative approaches in their learning processes.

Keywords: *Independent learning, student creativity, choreography, learning model*

INTRODUCTION

The enhancement of education quality that is competitive at the national, regional, and global levels, as well as having professionalism and accountability in educational institutions, is the main vision of the education system (Faizin & Sholehati, 2019). This is reflected in the national education vision, which aims to establish strong and authoritative education, empowering all citizens to develop into quality human beings. This is part of the three mandates of Education Reform.

Every individual involved in education has a responsibility to improve the quality of education in Indonesia (Asiah, 2023). One effective way to do this is by conducting educational research. Through research, various problems in the education system can be identified and solutions can be found.

The paradigm shift in education from transforming knowledge to students to giving them a more active role in developing their potential and creativity is crucial in forming individuals with spiritual strength, noble character, good personality, intelligence, aesthetics, and skills required by themselves, society, nation, and state (Muaz & Ruswandi, 2022). This process is currently being intensively pursued.

The development of a choreography-based learning model focused on independent learning to enhance students' creativity has become a major focus in various educational research and development (Wiratno, 2016). Choreography, as one of the art disciplines that requires high creativity in the dance creation process, necessitates the development of an effective and efficient model to enhance students' creativity (Hera & Nurdin, 2019). Fundamentally, creativity is the ability to create and innovate. In the context of choreography, creativity is required to create innovative and attractive dance concepts. However, in the choreography development process, students often experience difficulties in developing ideas and creating dance works that meet industry standards (Abt, 2017). Therefore, the development of a model that can enhance students' creativity is crucial to improve the quality of their dance works.

The choreography-based learning model focused on independent learning has been developed to enhance students' creativity. This model consists of several important components, including learning stages, support systems, and evaluation goals. The learning stages of this model include preparation, incubation, illumination, verification, and elaboration. The support system of this model includes a model guidebook, textbooks, and RPS, RPP, and learning evaluation. The evaluation includes analyzing the need for model development, developing a prototype model, validity testing, reliability testing, practicality

testing, and effectiveness testing. Thus, we can determine whether this model can enhance students' creativity and whether it is feasible to use in choreography development.
Understanding the importance of developing a choreography-based learning model focused on independent learning to enhance students' creativity and how this model can help improve the quality of students' dance works is crucial. The development of a choreography-based learning model focused on independent learning to enhance students' creativity has become a major focus in various educational research and development.
The purpose of developing a choreography-based learning model focused on independent learning to enhance students' creativity is to improve the quality of students' dance works. This goal includes enhancing students' creativity in developing ideas and creating dance works that meet industry standards. This research has several benefits, such as improving the quality of students' dance works, enhancing students' creativity, and improving the effectiveness of independent learning-based choreography development. Thus, this model can help enhance students' creativity in various aspects, including critical thinking, communication, and collaboration skills. Therefore, the validity of this independent learning-based choreography development model needs to be tested and examined further to ensure its effectiveness in enhancing students' creativity.

METHOD

The research design employed in this study is a mixed-methods approach, which integrates both qualitative and quantitative data collection and analysis techniques. This design allows for a comprehensive exploration of the self-directed learning orchestration model aimed at enhancing students' creativity and self-confidence. Specifically, the study likely follows a convergent parallel design, as it collects qualitative and quantitative data simultaneously to provide a more holistic understanding of the research problem. The qualitative component includes in-depth interviews and focus group discussions, which gather detailed insights into students' experiences and perceptions. Meanwhile, the quantitative aspect involves statistical analysis to test hypotheses and evaluate the effectiveness of the learning model. This combination enables the researchers to triangulate findings and strengthen the validity of the results, ensuring a robust analysis of how the model impacts students' creative development and self-confidence.

Needs Analysis

This initial phase involves identifying the specific needs of students and instructors within the choreography learning context. Data is collected through surveys and interviews conducted with participants from the Dance Program at the Faculty of Arts and Design, Makassar State University. The results of this analysis inform the subsequent design of the learning model.

Instrumentation

In this phase, the validity and reliability of the learning model are assessed. This includes the development of instruments for measuring creativity, such as the Torrance Creativity Test, and conducting validity testing with education experts to ensure the model aligns with learning objectives and student needs.

Model Design and Revisions

Based on the findings from the needs analysis, a choreography learning model is designed that promotes student autonomy and creativity. The model is then subjected to revisions based on feedback from validation processes, ensuring it effectively addresses the identified needs.

Comprehensive Needs Assessment

A thorough assessment is conducted to identify key areas where students require support in developing their creativity and self-confidence. This involves qualitative techniques such as in-depth interviews, focus group discussions, and observational studies to gather comprehensive data on student interactions and experiences.

Data Analysis

Data collected from various sources is analyzed using thematic analysis and coding techniques. This analysis aims to identify patterns and themes that inform the development of the self-directed learning orchestration model, providing insights into how the model can enhance students' creativity.
The investigation began with a comprehensive needs analysis to identify the specific requirements of students and instructors within the choreography learning context. This phase involved conducting surveys and interviews using Google Forms, targeting students and instructors from the Dance Program

at the Faculty of Arts and Design, Makassar State University. The insights gained from this analysis served as a foundation for designing the learning model.

Based on the results of the needs analysis, a choreography-based learning model was developed that emphasizes independent learning. This model was designed to promote student autonomy and creativity, incorporating elements that facilitate humanistic communication among peers. The design process aimed to create a supportive environment where students could explore their dance ideas with minimal instructor intervention.

After the initial design, the learning model underwent a validation process to ensure its alignment with educational objectives. This involved several steps: validity testing by experts in the field, reliability testing through pilot studies with students, and practicality testing to assess the model's feasibility in real classroom settings. Feedback from these evaluations informed necessary revisions to the model.

The revised model was then subjected to effectiveness testing through a pilot study implemented in various classes. This phase involved measuring the impact of the learning model on students' creativity using the Torrance Creativity Test. Data collected from the pilot study were analyzed to determine whether the model significantly enhanced students' creative abilities compared to a control group.

In conjunction with the above phases, a comprehensive needs assessment was conducted to further explore areas where students required support in developing their creativity and self-confidence. This involved qualitative techniques such as in-depth interviews, focus group discussions, and observations of student interactions during learning activities. The findings from this assessment provided additional insights into the model's implementation and effectiveness.

After validation, the learning model is tested for its effectiveness through a pilot study in several classes. The effectiveness measurement is conducted using a creativity test to assess the increase in students' creativity (Suttrisno & Yulia, 2022). The data from the pilot study is analyzed to evaluate whether the model is effective in enhancing students' creativity compared to the control group. Based on the pilot study results, the learning model is revised to perfect the aspects that are still lacking. The revised model is then implemented more widely to test its applicability in various learning contexts.

A comprehensive needs assessment was conducted to identify the key areas where students required support in developing their creativity and self-confidence. This involved administering surveys, conducting focus group discussions, and observing students' interactions during the learning process. The findings from the needs assessment highlighted the importance of integrating creativity stages, instructor-student interactions, and instructor influence in the learning model.

Data were collected through various qualitative techniques, including:

- In-depth Interviews: Semi-structured interviews were conducted with a sample of students to gather detailed information about their experiences and perceptions of the learning process.
- Focus Group Discussions: Focus groups were organized to discuss specific aspects of the learning model and gather feedback from students.
- Observations: The study team observed students during their learning activities to identify patterns and behaviors that could inform the development of the self-directed learning orchestration model.

The collected data were analyzed using thematic analysis and coding techniques. Thematic analysis involved identifying, analyzing, and reporting patterns within the data, while coding involved assigning codes to specific data points to facilitate analysis. The analysis aimed to identify key themes and patterns that could inform the development of the self-directed learning orchestration model.

RESULT AND DISCUSSION

The results of this study indicate that the independent learning-based choreography development model can enhance students' creativity in various aspects. The following are the research findings:

Table 1. Frequency and Presentation of Learning Task/Assignment Values 05 (Development of Movement and Performance)

No	Category	Grade		Frequency (f)	Percentage (%)
		Number	Alphabetic		
1	Excellent	4	A	18	85,71%
2	Good	3	B	3	14.29%
3	Fair	2	C	0	0
4	Poor	1	E	0	0

Total	21	100

These research findings suggest that the independent learning-based choreography development model can be an effective strategy in enhancing students' creativity. By providing students with the opportunity to develop their creative skills independently, this model can help improve critical thinking, communication, and collaboration skills.

Given the qualitative nature of the study, it is recommended that the findings be analyzed and presented in a way that highlights the common themes and patterns identified in the responses. This approach will provide a more accurate and detailed understanding of the students' experiences and improvements in critical thinking, communication, collaboration, and creativity. Quantifying the results without providing sufficient details on the methodology and data collection processes can lead to misleading conclusions

Based on these research findings, a more effective and efficient design model for independent learning-based choreography education can be developed. The following components should be considered in developing this design model:

- Autonomy: Students are given the opportunity to develop their creative skills independently and actively participate in the learning process.
- Self-assessment: Students are given the opportunity to assess their own creative skills and identify weaknesses that need to be improved.
- Peer feedback: Students are given the opportunity to provide and receive feedback from their peers about their creative skills. • Reflective practice: Students are given the opportunity to reflect on their experiences and identify what they have learned.

By incorporating these components, the design model can be more effective in enhancing students' creativity and promoting independent learning in choreography education.

Therefore, the independent learning-based choreography education design model can help increase students' creativity and improve the effectiveness of the learning program.

The independent learning-based choreography development model can enhance students' creativity in various aspects (Hamsidar et al., 2021). Therefore, this model can be used as an effective strategy to increase students' creativity. The development of the independent learning-based choreography model can help improve students' creative skills and increase the effectiveness of the learning program (Dwiputra et al., 2023).

The initial stage in developing the independent learning-based choreography education design model is the needs analysis. This step involves:

1. Needs Analysis: The initial stage in developing the independent learning-based choreography education design model is the needs analysis. This step involves: Curriculum Analysis: Reviewing the Dance Program curriculum to understand the distribution of courses that support choreography learning, particularly in semesters V and VI, which play a crucial role in developing students' competencies as choreographers or dance creators. Surveys and Interviews: Conducting surveys and interviews with instructors and students to identify the needs and difficulties faced in choreography learning. This survey is conducted using Google Forms to collect data from various parties involved.
2. Designing the Learning Model Based on the needs analysis results: the learning model is designed by considering several important elements, including: Autonomy: The model is designed to encourage students to find their own ways to complete tasks, which is expected to foster their creativity. Humanistic Communication: Although based on independent learning, the model still accommodates humanistic communication among students to help and motivate each other, as communication with others can trigger creativity.
3. Model Validation After the prototype of the learning model is completed, the next step is model validation. This validation is conducted through several steps: Validity Testing: Testing the validity of the model by involving experts and practitioners to ensure that the developed model aligns with the goals and needs of choreography learning. Reliability Testing: Measuring the reliability of the model through pilot testing on a group of students to observe the consistency of the results obtained. Practicality Testing: Evaluating the practicality of the model in daily classroom implementation, ensuring that the model can be easily applied by instructors and understood by students.
4. Effectiveness Testing: The final step is to test the effectiveness of the learning model. This test aims to evaluate the extent to which the independent learning-based choreography education model can increase students' creativity. This process involves: Pilot Testing: Implementing the

learning model on a number of classes and observing the results on students' creativity. Data Analysis: Collecting and analyzing the data from the pilot testing to evaluate whether the learning model is effective in achieving the desired goals.

By going through this comprehensive development process, the independent learning-based choreography education design model is expected to make a significant contribution to increasing students' creativity, enabling them to produce innovative and original dance works.

CONCLUSION

The independent learning-based choreography development model can enhance students' creativity in various aspects. This model can help improve students' critical thinking, communication, and collaboration skills. Therefore, this model can be used as an effective strategy to increase students' creativity.

Thus, the development of the independent learning-based choreography model can help improve students' creative skills and increase the effectiveness of the learning program. This model can also help increase students' motivation and self-confidence in developing their creative skills.

Recommendations for the development of the independent learning-based choreography model are:

1. Integrating this model with the existing curriculum to increase the effectiveness of the learning program.
2. Conducting regular evaluations and monitoring to ensure the effectiveness of this model in increasing students' creativity.
3. Developing this model by maintaining essential elements, such as autonomy, self-assessment, peer feedback, and reflective practice.

Thus, the independent learning-based choreography development model can become an effective strategy to increase students' creativity and improve the effectiveness of the learning program.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

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1. Deepl.com

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