

**PHYSICAL ENVIRONMENT IN LEARNING DANCE TO STIMULATE KINESTHETIC INTELLIGENCE OF CLASS 8 STUDENTS OF BLITAR 5 JUNIOR HIGH SCHOOL DURING THE COVID-19 PANDEMIC**

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**ABSTRACT**

Learning dance during the Covid-19 pandemic was carried out with an online system which has main components which include objectives, materials, media, methods and evaluation. In addition, there are supporting components which include the family environment, community environment, information technology (IT) and physical environment. In this study, we will focus on one of the supporting components, namely the physical environment. This study aims to find and explain the essence that a physical environment can be a stimulus for the kinesthetic intelligence of students in learning dance for students at Blitar 5 Junior High School. This research method is qualitative. The result that will be obtained is that the physical environment does not stop at its function as a source of learning material or a tool to facilitate learning, but can function as a nervous stimulant in expressing ideas on arranging dance movements. Based on this explanation, the students' bodies will experience a process of interaction with their physical environment and record new bodily experiences.

**KEYWORDS:** kinesthetic, physical environment, dance

**1. INTRODUCTION**

The latest spread, Corona Virus Disease (Covid-19), which attacks several countries has had a serious impact on the performance of existing sectors. The spread of Covid-19 eventually forced policy reforms to be made. The application of this policy renewal is none other than to suppress the spread of Covid-19 itself. Indonesia is a country which reforms policies in various sectors. The sectors in Indonesia that are carrying out policy reforms as a result of the Covid-19 pandemic include: the tourism sector, the economic sector, the transportation sector, the education sector and others. The existence of education in a new policy does not make educational institutions diminish their determination in penetrating educational goals. Laras Ambika (2019) states that education will realize the psychological potential of creativity, taste, and initiative that can shape human potential to act creatively and dynamically. This is a human effort to be able to live and develop.

Talking about education during the Covid-19 pandemic, in reality it has a quite serious impact, especially on the learning process. The government's policy to carry out physical and social distancing has made the world of education change the learning model that was previously carried out face-to-face to online. Online is a learning model that uses information technology which is used to make it easier for educators to deliver learning material to students. online learning has several benefits including: 1). Improve the quality of education and training by utilizing multimedia effectively, increasing the affordability of quality education through the implementation of online learning, 3) reducing the cost of quality education through the use of shared resources (Yusuf Bilfaqih and Qomarudin, 2015: 4). Online as a learning process certainly does not forget learning as a communication process where there must be a message sender and recipient. This explanation is in line with the explanation of Ety Nur Inah (2015) which explains that communication must have a reciprocal (feedback) between the communicator and the communicant. Likewise, with education which of course requires good communication. However, the presence of the Covid-19 pandemic outbreak made the online learning system unable to be maximally realized.

The learning system using the online method is being implemented by Blitar 5 Junior High School. All subjects use this method including dance material in arts and culture subjects. During the Covid-19 pandemic, the learning process of dance at Blitar 5 Junior High School. used online learning methods. online learning methods are used so that the objectives of learning dance can still be realized even though it is blocked by the Covid-19 pandemic. Maulana et al (2015: 249) explain that learning is a system consisting of several main components. Learning components include: objectives, / competencies, materials, methods, and evaluation. Apart from several main components, there are supporting components. The supporting components in learning dance at Blitar 5 Junior High School. include: family environment, community environment, IT and physical environment. Talking about the physical environment, according to Hermien Nugraheni et al. (2018: 68), the physical environment is all inanimate objects and physical conditions that exist around individuals, such as rocks, water, wind and others. This statement can be concluded that the physical environment is all inanimate objects of all sizes that are around us.

The physical environment can be a supporting factor in the world of education, especially in the learning process. Alex in Harjali (2019: 43) argues that the physical environment is everything that is around students and which can affect him in carrying out learning tasks that are borne by students. It can be clarified that the physical environment has a role that is quite influential for the physical and psychological productivity of students. The physical environment in its application to learning dance that is carried out online is expected to be a source of learning, a source of material as well as a source of bodily stimulation for students in arranging dance movements. The purpose of this study was to find and explain the essence that a physical environment can be a stimulus for the kinesthetic intelligence of students in learning dance for students at Blitar 5 Junior High School.

## 2. METHODS

This research uses a descriptive qualitative approach. The subjects in this study were students of class VIII and dance teachers in arts and culture subjects. This research was conducted at Blitar 5 Junior High School, which is located at Jln Sudanco Supriadi No. 32, Bendogerit Village, Sananwetan District. When the research was carried out from July to December, this was because July to December was the time for online dance lessons to be held. The purpose of this research is to find and explain the essence that the physical environment can affect the kinesthetic intelligence of a student in learning dance. Sources of data in this study include primary data sources and secondary data sources. The primary data sources in this study were dance teachers, class 8 students and the principal of Blitar 5 Junior High School. Researchers conducted in-depth interviews to explore data related to research. Meanwhile, secondary data sources as supporting data sources from primary data sources include articles, journals, books and written archives that are still related to research content.

## 3. RESULT AND DISCUSSION

Blitar 5 Junior High School located in Blitar City Jln. Sudanco Supriadi No. 32, Bendogerit Village, Sananwetan District. The SMPN 5 Blitar building stands in a former colonial period building which has historical links between education and the military. In 1910 the building which is now Blitar 5 Junior High School functioned as a place for the MULO school (Meer Uitgebreid Lager Onderwijs) and in 1945 this building functioned as a military shelter for PETA. At this time, Blitar 5 Junior High School is under the leadership of Retno Kartiko as the principal. The number of teachers at Blitar 5 Junior High School consists of 42 teachers and 695 students consisting of 377 male students and 318 female students. In learning, Blitar 5 Junior High School uses the K-13 curriculum. From a geographical point of view, Blitar 5 Junior High School is a strategic location because it is easy to reach by vehicles and public transportation. In the 2020/2021 school year all learning at Blitar 5 Junior High School is carried out using an online system

This activity was carried out under a new policy by educational institutions to reduce activities involving large crowds during the Covid-19 pandemic. As a result of the pandemic, students' learning activities are carried out in their respective homes. Nurul, as a dance teacher at Blitar 5 Junior High School, revealed that online learning of dance was not effective. This is because learning dance is not only about theory but there are practical activities, so that for practical activities, Nurul cannot supervise or correct every movement of the student's body. Focusing on learning dance at Blitar 5 Junior High School. in class 8, there are five main components, namely: objectives, materials, media, methods and evaluation. In addition to the five main components, there are several supporting components for learning dance, which include: the family environment, the community environment, and the physical environment. Learning dance at Blitar 5 Junior High School. must reach three domains, namely affective, psychomotor, and cognitive. However, not all students can excel in these three domains. There are students who are superior in terms of knowledge and attitudes, but in terms of practice they do not master. The following is a table of mastery of the three domains of learning dance taken from a sample of five students of class 8 H.

Student's Name	Cognitive Percentage	Affective Percentage	Psychomotor Percentage
Adelia Wahyu B.S	35%	50%	15%
Ajeng Ayuning Ati	25%	25%	50%
Amalia Panca A	20%	50%	30%
Amellya Mandasari	60%	20%	20%
Ananda Ilmi B. L	50%	25%	25%

**Table 1. Percentage of mastery of the three domains of learning dance for five students of class VIII H**

Based on this sample, it can be concluded that of the five students in learning dance, one person excels in practical activities (psychomotor), two children excel in the affective component and the rest excel in the realm of dance knowledge.

### Physical Environment

The physical environment is still the most important element as an influence for human life. On the other hand, the physical environment has the same role and level of influence as the socio-cultural environment. This does not stop at the level of equality, but the two are related and influence each other. Focusing on the physical environment, it has elements that pervade everything around us. These elements are only limited to inanimate (abiotic) objects. The physical environment is not responsible for human personal life, but it can be seen that the physical environment has an important role in influencing human life. The process of education or learning as part of human life can also be influenced by the physical environment. The physical environment for the education sector has a role as a medium or a tool to help facilitate learning or as a source of learning material. Firmina Angela (2017: 30) Contact with the physical environment is absolutely necessary because the interaction between individuals and the outside world is a source of new knowledge.

The online learning system that is being implemented at Blitar 5 Junior High School. brings changes to the relationship between children and their environment, especially in the physical environment. The physical environment of students during online learning is the home environment. The physical environment experienced by students is the condition of the house and other household equipment. The shape, condition of the house building and the density of the occupancy in the house are things that can affect the learning atmosphere of students which at an advanced stage will have an impact on their learning process (Prayitno, 2009: 362). Each student has a different physical environment. There is a densely populated environment so this affects the concentration level of the child when learning

and vice versa. In another example, the size of a narrow bedroom can also affect the freedom of children to imagine, and others. The physical environment of each student must be different, and this is what grade 8 students especially 8 H are feeling in carrying out the learning process of dance at Blitar 5 Junior High School.

## **Kinesthetic Intelligence**

Gardner in Michael Day (2013: 172) suggests kinesthetic intelligence is the capacity to use your whole body or parts of your - your hands, your finger, and your arms- to solve a problem, make something, or put on some kind of a production. The most evident examples are people in athletics or the performing arts, particularly dance or acting. Kinesthetic intelligence or body intelligence can also be defined as a way of controlling and coordinating the body skillfully when using certain objects. In reality, a mind can regulate every movement of the body, so that the body does not always move subconsciously (Ayu Agus Rianti, 2015: 70). A body condition that is considered to have intelligence, among others, a body that is sensitive to the surrounding environment, whether it be climate, temperature, circumstances or through touch. Denok Dwi Anggraini (2015) explains that kinesthetic intelligence enables humans to build important relationships between the mind and body.

An intelligent body is a sensitive body. Simply put, the body's sensitivity is a measure of the body's intelligence itself. A sensitive body can be defined as the ability to react quickly and skillfully to an object that is around it. This kind of intelligence, at every level of man is completely different. Kinesthetic intelligence can be defined as a learning activity to think with the body. An agile body from understanding the commands of the brain (Restu Yuningsih, 2015: 234). That way, an intelligent body is a body that is able to take advantage of its physicality in expressing ideas and feelings that arise from within itself. Every gesture that is caused is the result of the mind. This means that this gesture is conscious gesture. One of the efforts to educate the body is by dancing. Dancing, it is not enough to stop at its form as material, but dancing makes it a creative step towards kinesthetic intelligence. Kinesthetic intelligence according to Donny Khoirul Aziz and Ummul Musyayadah (2019) important because it can improve psycho-motor skills, improve social skills, build self-confidence, and improve health. Dancing as a step to develop kinesthetic intelligence is being carried out by Nurul as a dance teacher at Blitar 5 Junior High School. Nurul explained that even though the learning of dance was carried out in their respective homes, Nurul still tried to provide direction so that students could take advantage of everything around them as a source of ideas in making dance movements.

## **Physical Environment to Stimulate Kinesthetic Intelligence of Students in Compiling Dance Movements.**

Learning dance, especially in class 8, is carried out using an online system. One of the tasks in this subject is that students are assigned to make a series of dance movements. Based on the assignment given, there are several weaknesses that come from students, including: 1) some students who do not have the ability to dance feel confused and do not know what to do with dance movements. 2) lack of

self-confidence by students, as a result students will prefer more closed spaces such as rooms. Based on this problem, the physical environment as a supporting component of dance learning at Blitar 5 Junior High School class 8 can be a source of learning as well as a source of ideas on how to work on each student. Nurul (interview 3 June 2020) explained that with the Covid-19 pandemic phenomenon, students should be able to create from what is in the surrounding environment. Prayitno (2009: 360) emphasizes that an environment can be a source of material and a learning aid. The surrounding environment can be in any form such as walls, fences, gardens, living rooms and others. Nurul also emphasized that the physical environment can affect the intelligence of the body and can be a stimulus for children to explore movement. Deasylina (2019) explains that the exercise of body sensitivity in the environment can be achieved with a goal, including: inviting children to explore, explore and get to know the environment, form children's stamina, train motoric sense visually and auditivey, practice sensitivity in emotional relationships with the surrounding environment.

The physical environment on the other hand can be a stimulus for bodily intelligence or kinesthetic intelligence as well as fostering moral awareness of students in responding to the environment through dance. Next, a table of the use of space selected by students will be shown to do their job, namely making a series of dance movements. The sample to be used is the students of class 8 H.

Student	Physical Environment	Total
32 children	Living room	11
	Bed room	10
	outside environment	11
		32

**Table 2. The table of the use of the physical environment (space) of class VIII H students at SMPN 5 Blitar in the task of arranging dance movements**

The table above can be explained as follows:

There were 32 students in class 8 H in dance lessons consisting of 21 female students and 11 male students. Based on the task that has been given, namely making a series of dance movements, 11 students chose to do the task in the living room, 10 students chose the room as a place to make dance moves and 11 children chose the outside environment. The reason that can be taken from some students who choose the living room as a place to do their assignments is that the living room is considered a



place that has a normal size, not too narrow and not too wide. In addition, the living room is considered a transparent space, meaning that students can still see the outside environment from inside the living room. The reason that can be taken from some students who choose room space as a place to work on assignments is that the room space is considered a closed place so that students who choose room space feel not disturbed by outside activities. In addition, another reason for choosing room space is that many students tend to be shy. Furthermore, the reason that can be taken from some students who choose the outside environment as a place to do dance tasks is that the outside environment is considered a large place so that students who choose the outside environment feel free to move. The physical environment as a supporting component of class 8 dance learning at Blitar 5 Junior High School. has several influences on the kinesthetic intelligence of students. The physical environment can have an influence on kinesthetic intelligence, namely: 1) the extent of space can affect the volume of motion produced by the student's body. The narrower the room, the smaller the resulting body movements, and vice versa. 2) the physical environment with transparent space will bring the child's stimulus to cultivate their thinking or imagination. 3) Large space can affect children's self-confidence. That is, if a large room can affect the volume of body movements produced, the wider the volume of movement, the stronger the child's self-confidence. 4) A room full of objects will make the child more careful in moving. So that the resulting body movements tend to use slow or slow speeds. This indirectly can also train the moral awareness of children to have a sense of courtesy and to be careful of the objects around them through dance movements. 5) students who have the ability to dance will prefer to be in a room full of glass or mirrors. This is because, when a student is considered to have the ability to dance, then when they receive the task of making dance movements, they will consider aesthetic values. Talking about gestures, Panggung Sutapa, Sukadiyanto and Wara Kushartanti (2014) can occur as a result of a nervous order. Nerves have a function to receive, transmit and process stimuli from sound, light and touch. This statement can be connected that the physical environment can be a source of stimulation for students to pour out ideas in arranging dance movements as a task in learning.

Kinesthetic intelligence which is affected by the physical environment of the 8 grade students at Blitar 5 Junior High School is part of the existence of learning activities which involve the process of body and brain interaction with the physical environment. Learning activities can be interpreted as individual interactions with their environment. The environment in this case is other objects that allow students to gain a lot of experience or knowledge from what they have previously obtained so that interactions can occur (Aprida Pane and Muhammad Darwis Dasopang, 2017: 335)

#### **4. CONCLUSION:**

Learning dance at Blitar 5 Junior High School class 8 H which took place during the pandemic was held using an online system. Learning dance in addition to having five main components consisting of objectives, media, methods, materials and evaluation, there are also learning support components consisting of the family environment, community environment, information technology (IT) and physical environment. Focusing on the physical environment in dance learning for class 8 H Blitar 5 Junior High School, this has an important role including the physical environment as a learning

medium, a learning resource, and acts as a source of nervous stimulation for students in expressing ideas and ideas on how to use dance movements. On the other hand, body intelligence or kinesthetic intelligence can be influenced by the physical environment around it. Of course, this must get guidance from the dance teacher itself, so that students will not be confused when dealing directly with their physical environment.

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