



## Efforts To Improve Dancing Skills in Traditional Dance Materials Using Peer Tutoring Methods at SD Negeri Pangenrejo 1

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**Abstract:** The purpose of this research was to improve the students' traditional dancing skills and to find out the implementation of the peer tutoring method. Based on the literature review and previous research journals, the use of peer tutoring methods can be used in solving learning problems in the classroom, so the researchers are interested in conducting research implementation of the method. The peer tutoring method can improve the students' dancing skills. In the pre-cycle, the average score was 50.78, then in the first cycle 64.28, and the second cycle, the average score was 83.46. The results showed that in the pre-cycle activity, the students' dancing ability had not yet reached the minimum completeness criteria, then the first cycle was held by appointing 2 students as tutors based on their values in the pre-cycle and their ability of dancing. In the pre-cycle, the average result was 50.78, which was still far from the specified criteria, then the peer tutoring method was applied in the first cycle, which got an average score of 64.28, this value also still did not reach the minimum completeness criteria (KKM). Then after reflecting on the first cycle, the second cycle was implemented, which was the average score was 83.46 and had reached the KKM. This shows that the application of peer tutoring methods can improve students' traditional dancing skills.

**Abstract:** Tujuan penelitian ini adalah untuk meningkatkan keterampilan menari tradisional peserta didik dan mengetahui pelaksanaan metode tutor sebaya. Jenis penelitian ini adalah Penelitian Tindakan Kelas dengan metode yang digunakan yakni Metode Tutor Sebaya. Instrumen pada penelitian ini yakni lembar observasi, lembar wawancara, dokumentasi, catatan lapangan dan tes. Teknik pengumpulan data yang digunakan yakni melalui observasi, wawancara, dokumentasi, catatan lapangan dan tes. Subjek pada penelitian ini adalah peserta didik kelas IV SD. Lokasi penelitian berada di SD Negeri Pangenrejo 1, Kecamatan Purworejo, Kabupaten Purworejo, Provinsi Jawa Tengah. Teknik analisis data yang digunakan yakni analisis data kualitatif dan analisis data kuantitatif. Adapun hasil penelitian didapat sebagai berikut : .Pada pra siklus diperoleh nilai rata-rata 50,78, pada siklus I 64,28 dan pada siklus II memperoleh nilai rata-rata 83,46. Hasil penelitian menunjukkan bahwa pada kegiatan pra siklus, kemampuan menari peserta didik belum mencapai kriteria, lalu diadakanlah tindakan siklus 1 dengan menunjuk 2 peserta didik sebagai tutor berdasarkan nilai pada pra siklus serta kemampuan penguasaan menari yang tinggi. Pada siklus I yakni mendapat nilai rata-rata 64,28, nilai tersebut juga masih belum mencapai kriteria ketuntasan minimal (KKM), lalu setelah dilakukan refleksi pada siklus I, dilaksanakanlah siklus II yakni mendapat skor 83,46 dan sudah mencapai KKM. Hal tersebut menandakan bahwa penerapan metode tutor sebaya dapat meningkatkan keterampilan menari tradisional peserta didik.

## A. Introduction

Education is a process of learning knowledge or skills that are useful for life. Improving the quality of education is influenced by the factors involved such as teachers, curriculum, infrastructure, and the environment. According to Juliani & Widodo (2019) to improve the quality of education of a nation, UNESCO initiated the Four Pillars of Education which consist of learning to know, learn to do, learn to be, and learn to live together. The explanation of the Four Pillars of Education, including learn to know refers to the principle of learning to know and understand, learn to do which emphasizes the importance of interacting with the environment, and learn to be which is to educate students to find out their identity and learn to live together, which is to lead students to realize that they are parts of the environment. In the learning process, educators play an important role in schools, because educators become a means of delivering material to students to achieve the goal of changing behavior, attitudes, and skills according to the criteria to be achieved.

Undang-Undang No. 20 of 2003 states that the curriculum for primary and secondary education must contain one of the subjects of art and culture (Sunarmani, 2006). Cultural arts lessons and skills according to Dedi (2016) contain many branches of art, namely music, fine arts, drama arts, handicrafts, and dance. The art of dance is shown to foster creativity, and lead to emotional and social sensitivity, the art of dance is also understood as a reflection of human life which is poured into expression. Dance is one of the means to develop students' skills in expression. Art and culture lessons in addition to developing skills also train students' motor skills, therefore in cultural arts learning tends to be more practical, so that students' motor skills are well trained.

Skills according to Saputra (2021) are knowledge gained through practice. This exercise takes a long time and requires repetition. Kurniaman & Noviana (2017) argues that skills are closely related to developing a mindset and creativity in the brain and physically. argues that productive and creative actions involve the ability to think and evaluate personal every human being has their skills, but this will not be seen if it is not developed according to their potential. Skills can not only be obtained from learning activities in the classroom, they can also be obtained from activities outside the classroom such as elementary school extracurricular activities.

According to Wahyuningtyas (2020), dance is a combination of techniques, rhythms, and certain body movements that produce an expression of one's feelings wrapped in beauty. In line with Soedarsono's opinion, (Wahyuningtyas, 2020) dance comes from beautiful rhythmic movements, which express the expression of the human soul, a soul expression is a form of expressing feelings and emotions, and rhythmic movement is a beautiful body movement that is adjusted to the rhythm and can captivate the audience. Dance according to Setiawati (2011) based on the role and function of dance, it is divided into 5 namely (1) Ceremonial Dance, (2) Traditional Ceremonial Dance, (3) Religious Dance, (4) Social Dance, and (5) Theatrical Dance. According to Soedarsono (Hadi, 2018), Dance has several functions, namely: a) Dance as a ceremony, it can be seen from the time, place, and selected dancers as well as the offerings. b) Dance as entertainment, has meaning if the dance

is shown to be watched, has a personal goal to attract, and has spontaneous movement characteristics. c) Dance as an aesthetic presentation, namely dance as a performance that produces an aesthetic experience and has the quality of motion in it. According to Kusumastuti (2014), The purpose of the students through dance find the relationship between their bodies and their entire existence as humans and havhasfunction as an alternative for developing students' souls towards maturity.

Based on interviews conducted with the fourth-grade teacher as a resource, the results of the interview were as follows: the students' dancing skills were still low, it could be seen from the scores taken in the pre-cycle implementation, which was obtained an average of 50.78, in which all students were still in the pre-cycle. the low category refers to the KKM, which is 80. The limited hours of lessons on traditional dance materials. Learning resources used by teachers are limited to student books only. The teacher has never applied other methods in SBdP learning in class, so far the learning is centered on the teacher, namely with the teacher practicing the movements in the student's book in front of the class, and students imitating them. This is certainly not optimal considering the complex traditional dance materials such as wiraga, wirama, and wirasa.

This research is based on the results of previous research studies, to improve classroom conditions at the time of the study. Research conducted by Kurniadi with the title "Improving Students Ability and Creativity in Playing Traditional Music Through Peer Tutor Method". Based on the results of research that has been carried out, the results obtained from the use of peer tutoring methods can improve the ability and creativity of students. This is evidenced by an increase in the average score achieved by students, namely in the pre-cycle the average value was 73.2. Furthermore, the acquisition of the average value in the first cycle is 77.05. In cycle II the average value of all students is 80.55.

Based on the description above, the use of peer tutoring methods is considered appropriate in answering the problems that have been submitted so the authors are encouraged to conduct research with the title "Efforts To Improve Dancing Skills In Traditional Dance Materials Using Peer Tutoring Methods At SD Negeri Pangenrejo 1."

This research is expected to provide theoretical and practical benefits, among others, the results of this study can show how the influence of peer tutoring methods in improving traditional dance skills and providing scientific information and references for readers, make dance interesting and fun learning, increase the experience and insight of teachers in providing learning innovations, improve the quality of innovative learning for the advancement of school development. The purpose of this study was to determine the improvement of dance skills in traditional dance materials using the Peer Tutor Method at SD Negeri Pangenrejo 1.

The peer tutoring method is a method that is carried out in collaboration between students to achieve learning objectives. The peer tutoring method according to Sudjamiko (2020) is a method that is carried out with students in groups who help each other, in learning subjects repeatedly and the participants are friends of their age. The peer tutoring method according to Ahdiyati & Sarjaya (2015) is a concept vehicle in which there is the

interaction between students in solving problems so that there is an attitude of researching, creative, diligent, cooperative, critical, considerate, objective, responsible, honest, disciplined, and original. The Benefits of the Peer Tutor Method according to Dmarah (Anggorowati, 2013) is: 1) an increase in students who are afraid of the teacher, so that with this method students can more freely ask questions about the material to their friends, 2) increase the social sense of fellow friends, 3) students who become tutors will certainly strengthen the concepts received, therefore they are the ones who teach back to their friends, 4) tutors get the opportunity to practice responsibility.

Peer tutoring method according to Nurmiati & Mantasiah (2017) carried out by deceiving the ability of students who have high absorption capacity which is used as tutors to teach material or exercises to their friends who do not understand and have low absorption, and this learning has a double advantage, namely that students who receive assistance are more effective in receiving material, while for tutors it is an opportunity to develop self-ability. According to Anas (2014), the goals of peer tutors are a) Increase students' knowledge according to learning objectives. b) Improve students' skills in guiding themselves. c) Improve the ability of students how to learn teaching materials independently.

According to Anggorowati (2013) tips for choosing a tutor include the following: (1) have academic abilities above the average student in one class, (2) be able to cooperate with fellow students, (3) have high motivation to achieve good academic achievement (4) have an attitude of tolerance and tolerance with others, (5) have high motivation to make the discussion group the best (6) have low self-esteem (7) like to help others who are having difficulties.

The advantages and disadvantages of the peer tutor method act as follows: The advantages of peer tutors are (a) training students to improve the ability to express opinions and communicate such as capturing what is heard, read, and seen. (b) Train the ability of students to take the initiative and creativity in the ability of students to have the willingness or readiness to do something new, (c) Train students' ability to work together. The weakness of peer tutors is that the selected students do not necessarily have a good relationship with the students who are being assisted and the selected students do not convey the material well.

Implementation of the peer tutoring method according to Saminanti (Munthe et al., 2003) steps of peer tutoring methods are; The teacher selects the material and divides it into sub-materials; The teacher forms a heterogeneous group. Students who are appointed as tutors are students whose mastery of the material is very good; Implementation with students as tutors guiding students who are assisted; Tutors are given the opportunity by the teacher to prepare the material; Teachers remain as a resource person; The teacher makes conclusions.

Based on the description above, the use of peer tutoring methods is considered appropriate in answering the problems that have been submitted so the authors are encouraged to conduct research with the title "Efforts to Improve Dancing Skills in

Traditional Dancing Materials Using Peer Tutoring Methods". The aims of this study are (a) to determine the increase in dancing skills in traditional dancing materials using the peer tutor method at SD Negeri Pangenrejo 1 and (b) to determine the procedure for implementing the peer tutoring method on traditional dancing materials at SD Negeri Pangenrejo 1.

## B. Method

The method used in this research is Classroom Action Research (CAR). According to Arikunto (2013), Classroom action research is research that describes the cause and effect of treatment, as well as describes what happens when the treatment is given and describes the entire process from the beginning of the treatment to the impact of the treatment. The location of this research at SD Negeri Pangenrejo 1, Purworejo District, Purworejo Regency, Central Java Province. The subjects of this research are students of class IV There are eight students which are adjusted to the Covid-19 pandemic prevention policy. The following is a Classroom Action Research scenario:

### 1. Pre Cycle

In the implementation of the first cycle of action, the researcher will take pre-cycle actions to determine the condition and initial ability of the students to dance before taking the action. The pre-cycle steps include, (a) the researcher observes dancing skills by asking students to practice dance by watching videos, and (b) determining observers 1 and 2. Observer 1 is the teacher and observer 2 is the researcher himself.

### 2. Cycle I

In cycle I, 4 meetings will be held according to the material to be studied. Following are the stages in cycle I:

#### a. Planning

The planning stages that will be carried out in the first cycle are (1) planning the learning that will be applied, (2) developing learning scenarios, (3) preparing lesson plans, (4) preparing learning resources, (4) developing evaluation formats and (5) developing formats. observation.

#### b. Implementation

In the implementation stage, the teacher teaches according to the RPP that has been made. The first cycle will be carried out with 4 meetings. The material for the first meeting was the movement of the candles, which is the basic movement of the Dolalak Lentera Jawa II dance. The second meeting was showing a video of the Javanese Lentera Dolalak dance II and practicing rig movements and choosing a tutor. The third meeting studied and demonstrated the engklik motion in the Javanese Lantern Dolalak dance II using the peer tutor method. The fourth meeting studied and demonstrated the bandhul movement in the Javanese lantern dolalak dance II.

c. Observation

The observation stage includes making observations in the format that has been made.

d. Reflection

The reflection stage contains (1) evaluating the actions that have been taken, (2) holding a meeting to discuss the evaluation of the scenario, and (3) improving the implementation of actions according to the evaluation results.

3. Cycle II

a. Planning

The planning stages that will be carried out in the first cycle are (1) planning the learning that will be applied, (2) developing learning scenarios, (3) preparing lesson plans, (4) preparing learning resources, (4) developing evaluation formats and (5) developing formats for observation.

b. Implementation

At the implementation stage, the teacher teaches according to the RPP that has been made. The second cycle will be carried out with 4 meetings. The material for the first meeting was studying the form of Silak using the Peer Tutoring Method. The material for the second meeting studied lambeyan motion using the peer tutoring method. The third meeting material studied the accuracy of movement and expression using the peer tutoring method. The fourth meeting material demonstrated the whole movement independently using the peer tutoring method.

c. Observation

At this stage, the researcher collected data on the second observation.

d. Reflection

The reflection in the second cycle contains the evaluation of the second act.

The research instruments were lesson plans, syllabus, student dance skill sheets, interview sheets, and test sheets. The dance skill sheet contains four aspects. Mastery of motion (PG), Expression (E), Accuracy of Motion and Counting (KGH), and Group Cohesiveness (KK). Each aspect has four scales, namely 1-4. The Dancing Implementation Sheet contains guidelines for implementing the Peer Tutor Method, namely, there are initial activities, core activities, and closing the sheet is used to find out how the procedure for implementing the peer tutor method is in this study.

Data collection techniques in the form of observation, interviews, tests, documentation, and field notes. The data analysis technique is in the form of qualitative data analysis which consists of four stages. First, data collection contains the overall data that appears in the research process. Second, data reduction is summarizing, choosing the main things, focusing on the important things and discarding the unnecessary. Third, data presentation is displaying data that has been organized, and arranged in a relationship

pattern, so that it will be easier to understand, data presentation can be in the form of a brief description. Fourth, the conclusion is a temporary answer to the problem formulation that may develop after research in the field.

Quantitative data analysis consisted of observations made using a dance skills assessment sheet. The assessment of the learning implementation observation sheet can be measured by calculating the instrument's achievement score which is formed on a 1-4 level scale, each score has a descriptor. Furthermore, a reliability test was conducted to determine the consistency of the learning implementation used to obtain research data. The reliability test used is the Percentage Agreement according to Borich (in Listriana, 2016:9) Percentage Agreement =  $(1-(AB)/(A+B)) \times 100\%$ . The results of the implementation of learning are said to be reliable if the Percentage Aggregation (PA) value is 75%.

### C. Results and Discussion

#### 1. Learner's Dancing Skills

##### a) Pre Cycle

In the pre-cycle, students were asked to practice basic movements as a reference for researchers to observe students' dancing skills, then the researchers determined observer 1, namely the teacher, and observer 2, namely colleagues. The following is table 1 of the pre-cycle values of students' dancing skills.

Table 1. Pre-Cycle Value

No	Name	Aspect				Score	Mark	Information
		PG	E	KGH	KK			
1	AM	3	2	3	2	10	62.5	Low
2	ARP	3	3	2	2	10	62.5	Low
3	DO	2	3	2	2	9	56.25	Very low
4	ANZ	2	2	2	2	8	50	Very low
5	RSP	3	1	2	2	8	50	Very low
6	NSA	2	2	1	1	6	37.5	Very low
7	HNA	2	1	2	2	7	43.75	Very low
8	SA	2	1	2	2	7	43.75	Very low

Table 1 in the pre-cycle shows the average value of students in the very low category. This is obtained from the scores of students on the four aspects that are practiced. The minimum completeness criteria specified is 80, so the scores obtained in the pre-cycle do not meet the KKM. Therefore, it is necessary to carry out actions in the next cycle.

##### b) Cycle 1

The implementation of the first cycle of research was carried out for four meetings from 11-14 August 2021. In cycle 1, researchers took values using the same observation sheet in the pre-cycle. Values are taken from each end of the meeting. The following is table 2 of the students' skill scores in cycle 1:

**Table 2.** Average Meeting Cycle 1

No	Student Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Average	Information
1	AM	68.75	75	81.25	81.25	76.56	Enough
2	ARP	68.75	75	81.25	81.25	76.56	Enough
3	DO	56.25	68.75	68.75	68.75	65.62	Low
4	ANZ	56.25	56.25	56.25	62.5	57.81	Very low
5	RSP	56.25	68.75	62.5	81.25	67.18	Low
6	NSA	43.75	56.25	68.75	75	60.93	Low
7	HNA	50	50	56.25	68.75	56.25	Very low
8	SA	50	56.25	62.5	62.5	57.81	Very low
Amount		450	506.25	537.5	581.25	518,72	
Average		56.25	63.28	67.18	72.65	64.84	Low

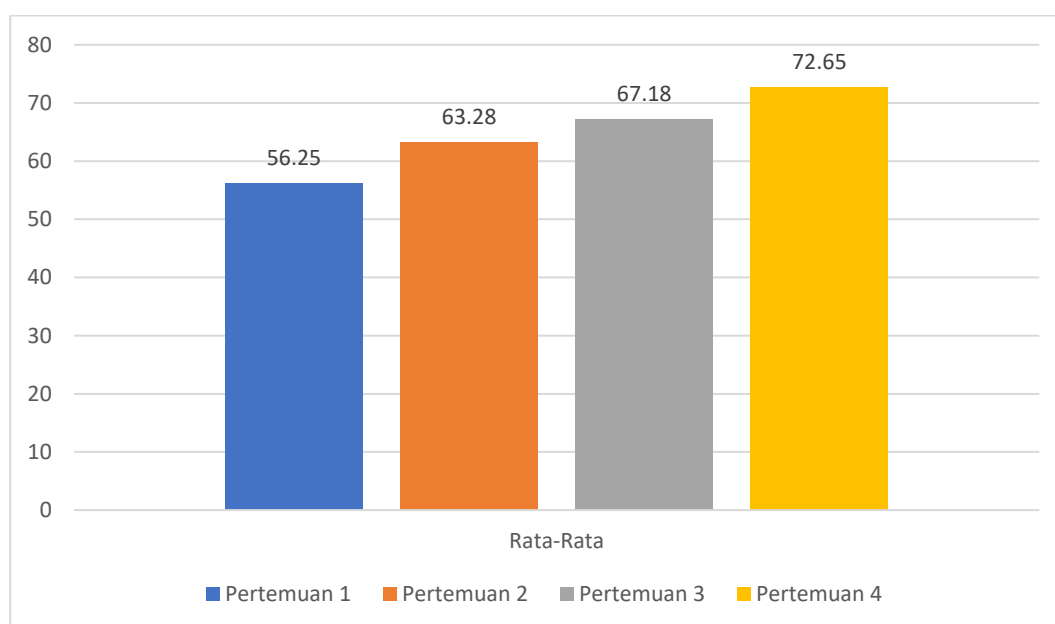
**Figure 1.** Cycle Skill Value Chart 1

Table 2 in cycle 1 shows an increase from the pre-cycle, but the average value of students is still in the low category so they have not met the KKM. This is the background of the researcher to continue the action research cycle 2.

### c) Cycle 2

The implementation of the action in cycle 2 was carried out after the evaluation in cycle 1. The research was carried out for four meetings using the skill observation sheet that had been made. At the end of each meeting, each student's score is taken. The following is the value of the students' dancing skills in cycle 2:



Table 3. Average Meeting Cycle 2

No	Student Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Average	Information
1	AM	81.25	81.25	93.75	100	89.06	Well
2	ARP	81.25	81.25	93.75	100	89.06	Well
3	DO	68.75	75	81.25	93.75	79.68	Enough
4	ANZ	75	75	81.25	93.75	81.25	Well
5	RSP	81.25	81.25	87.5	93.75	85.93	Well
6	NSA	75	75	87.5	87.5	81.25	Well
7	HNA	75	75	81.25	93.75	81.25	Well
8	SA	68.75	75	87.5	93.75	81.25	Well
Amount		606.25	618.75	693.75	756.25	668.73	
Average		75.78	77.34	86.71	94.53	83	Well

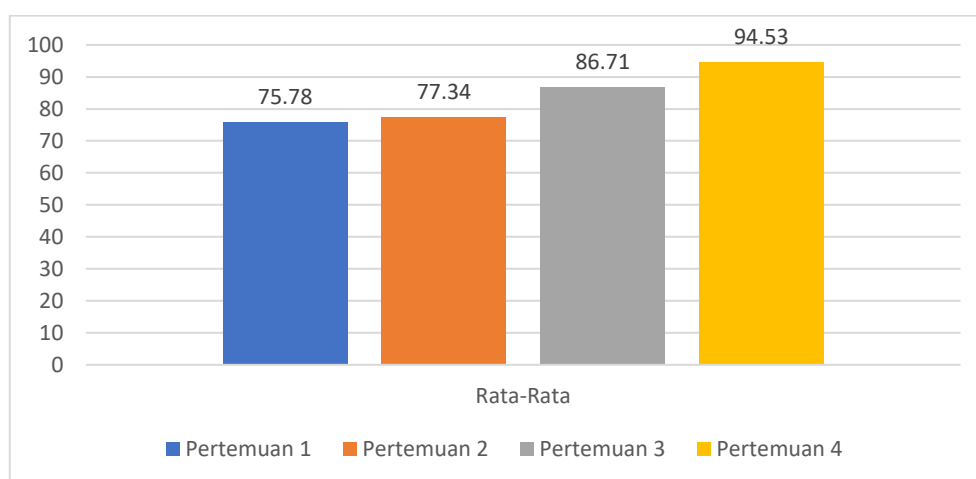


Figure 2. Cycle 2 Skill Value Diagram

Table 3 and Figure 2 show that the value of students' traditional dancing skills has increased. This is caused by the intensity of the meeting which is quite a lot so that students can practice traditional dance material to the fullest. The increase in the value of students' skills has reached the KKM so that the application of class actions is only up to cycle 2.

## 2) Implementation of the Peer Tutor Method

### a) Cycle I

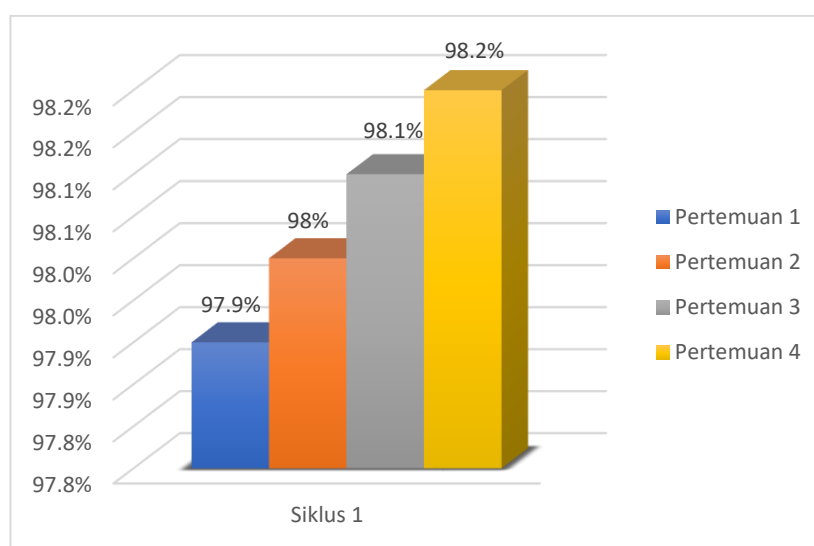
The implementation of the peer tutoring method in cycle I was carried out in four meetings. At the first meeting, the researcher carried out peer tutoring steps such as choosing dance material and then taking the sub material, namely traditional dancing. At the second meeting, the researcher determined students who were tutors for other participants. At the third meeting, the tutor guides other students in the implementation of dancing. Then at the end of each meeting, an evaluation is carried out.

After carrying out four meetings, the researchers conducted an assessment according to the implementation observation sheet that had been made, which contained 3 aspects, namely introduction, core, and closing. The following is the value of the results of implementing the students' traditional dance in cycle 1:

**Table 4.** The Result of Reliability Test Cycle 1

cycle I	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
	Teacher (1)	Friend (2)	Teacher (1)	Friend (2)	Teacher (1)	Friend (2)	Teacher (1)	Friend (2)
Amount earned	45	47	49	51	51	53	53	55
Total PA (%)	97.9%		98%		98.1%		98.2%	
Information	Very Reliable		Very Reliable		Very Reliable		Very Reliable	

Table 4 shows the results of the implementation of the peer tutor method. In this study, the researcher used 2 observers, namely the teacher and colleagues. Therefore, to maintain the consistency of this research, a reliability test was carried out with very reliable final results. This shows that the application of the peer tutoring method was successful in this study. Figure 3 shows the percentage of peer tutoring in cycle 1.



**Figure 3.** Implementation of Cycle I

#### b) Cycle II

The implementation of the peer tutoring method in cycle II was carried out in four meetings. As in cycle 1, each meeting in cycle 2 represents the steps in the peer tutoring method. The role of tutors in helping and guiding students is very influential in the

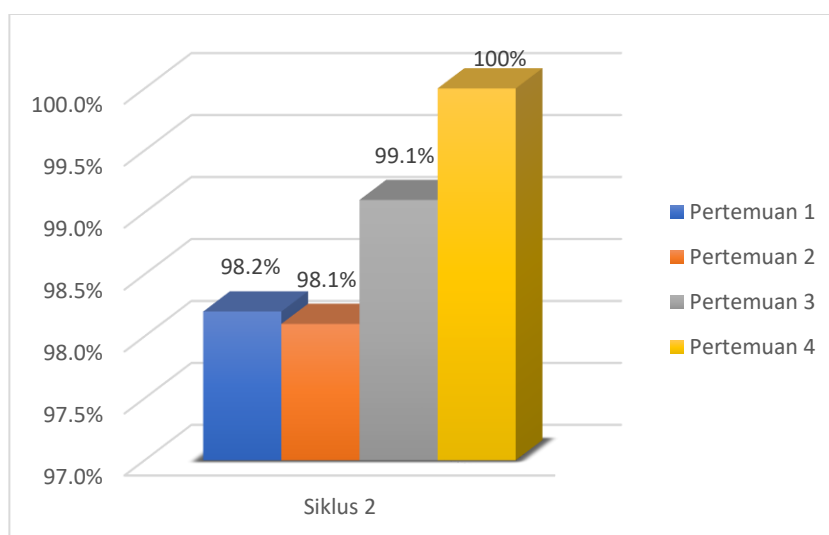
implementation of peer tutoring methods. The tutor does not only guide but is given the opportunity by the teacher to understand the material first. In practice, the teacher continues to act as the main resource person, and also at the end of each meeting the teacher evaluates the implementation of students in this traditional dance.

After carrying out four meetings in cycle 2, the researcher conducted an assessment to see how the peer tutoring method was applied in this study. The results of the implementation are assessed from the observation sheet which contains 3 aspects, namely the introduction, core, and closing. The following table shows the results of the implementation in cycle 2:

**Table 5.** Cycle 2 Reliability Test Results

Cycle II	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
	Teacher (1)	Friend (2)	Teacher (1)	Friend (2)	Teacher (1)	Friend (2)	Teacher (1)	Friend (2)
Amount earned	53	55	54	56	55	56	56	56
Total PA (%)	98.2%		98.1%		99.1%		100%	
Information	Very Reliable		Very Reliable		Very Reliable		Very Reliable	

Based on table 5, the results of the second cycle of reliability tests conducted by teachers and friends as tutors are very reliable. Therefore, the application of the peer tutoring method in cycle 2 was successful. then a graph is made to see the improvement from each meeting. The following is a graph of the implementation of cycle 2 actions:



**Figure 4.** Cycle II Dancing Performance

## Discussion

From the observations obtained in cycle 1, namely the implementation of the action has not reached the criteria for completeness, this can be seen from students who have not immediately put themselves in the initial step, which students should have prepared

themselves along with sampur as a supporting tool, then the assessment using the skill rubric. dancing, it was found that in every aspect that was assessed including mastery of movement, expression, the accuracy of motion, and arithmetic as well as cohesiveness in the group was still below the average. In mastery of movement, students have not been able to demonstrate every detail of the movement and there are still students who have difficulty in distinguishing movements from one another, in the aspect of expression, students are still shy in demonstrating every movement so that it is certainly not optimal in dancing practice, on the aspect of the accuracy of motion and counting, students have not been maximal in adjusting 56 movements and counting beats to dance rhythms, and finally on the aspect of cohesiveness in groups, in movements that require forming groups, here students are not yet compact with each other, so it can be concluded that in cycle 1 the dance skills section of the students is still lacking and it is necessary to hold a follow-up cycle. Based on the results of the actions in cycle II which were carried out for four meetings, the results obtained were: 1) Students were able to prepare themselves before activities such as warming up, wearing a sampur, and not being noisy with their friends. 2) Learners can practice elements of movement both from footstool, hand movement, body posture, and head movement. 3) Students can carry out wirama elements such as the accuracy of motion, and the flow of motion according to the beat. 4) Students are more confident, as can be seen from the wirasa assessment which includes enthusiasm, confidence, and discipline.

#### D. Conclusion

Based on the problems that have been described in the introduction, several factors underlie the problems of traditional dance skills in elementary school, including the dancing skills of students who have not reached the criteria for completeness and teacher-centered learning methods, therefore based on literature reviews and previous research journals, researchers are interested to examine the skills of applying peer tutoring methods to improve students' dancing skills. The research was carried out through a pre-cycle, cycle 1, and ended in cycle 2 with the results of the four aspects assessed in traditional dancing skills being said to be increasing, so it was assessed that the use of the Peer Tutoring Method could improve students' traditional dancing skills.

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