

THE INFLUENCE OF PROJECT BASED LEARNING MODEL ON THE DANCE MOVEMENT CREATIVITY OF MANUK DADALI

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Abstract

This research was motivated by the lack of student creativity in dance lesson. The purpose of this study was to obtain the information related to the influence of Project Based Learning model on students' creativity in the field of dance lesson, namely Manuk Dadali traditional dance. This study was conducted at MI NU 56 Krajangkulon, Kendal Regency, Central Java. The study design used Pre-experimental design of one group pre-test post-test of the PBL design. Performance and Documentation Test technique was used to collect the data evidences. Then, it continued with the analysis in the form of the normality test and the final analysis using the t-test (paired sample t-test). The results revealed that the average test before the PBL value is 56,34 and the average test after the PBL value is 65,46. These results were supported through the t-test results with a significance level of 0,05 and $p = 0,000 < 0,05$. Thus, it can be concluded that there is an influence of the Project Based Learning model to the creativity of students' traditional dance lessons.

Keywords: *creativity; dance motion; manuk dadali; project based learning*

Abstract

Penelitian ini dilatarbelakangi dengan minimnya daya cipta siswa pada tarian masuk materi kapabilitas tari. Tujuan penelitian ini untuk mendeskripsikan model *project based learning* pada daya cipta siswa masuk bidang tarian daerah berupa manuk dadali. Jenis penelitian yaitu quasy eksperimen dengan desain penelitian yang digunakan dengan *one group tes sebelum dilakukannya PBL-tes setelah dilakukannya PBL design*. Sumber penelitian dengan data primer dan data sekunder. Teknik analisis data dengan t-test (*paired sample t-test*). Hasil penelitian didapatkan rerata skor tes sebelum dilakukannya PBL 56,34 dan rerata skor tes setelah dilakukannya PBL 65,46. Kesimpulan penelitian menunjukkan bahwa terdapat pengaruh model project based learning terhadap daya cipta tari siswa.

Keywords: gerak tari; kreativitas; manuk dadali; pembelajaran berbasis proyek

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Introduction

Learning has a very crucial function in realizing the ideals of national development in the country, as well as in the expansion of personal manifestation. School is the basic needs for all people at this time. Learning that is able to support future progress is a school that can build the ability of students by requiring those who are interested to fight solving the problems they face in activities (Sukmawati et al., 2022) The function of special educators besides being an educator is a kind of motivator, provider, and someone who can guide the students' interests who have difficulties

during the learning process (Agnesiana *et al.*, 2023). Educators must be able to construct an understanding that covers three measures of entering the education system, namely awareness, behavior that student data capabilities are created, and building an increasingly creative human power base for future competitiveness. In addition, God also motivates people to perform a massive transformation in the form of breakthrough capabilities (Agustina, 2020).

Ki Hajar Dewantara mentioned the importance of art in learning, particularly in proficiency. "Capability is that all individual actions that come from the feelings, so that these can shake the individual's emotional heart." Capability learning means a comprehensive component of passing through the *madrasah* syllabus as an activity that leads to procedures leading to innovative ideas that certainly guide students. Therefore, capability education needs to be delivered by educating educators in elementary schools. Moreover, capability analysis is divided into several aspects. Dance is an art and a kind of meaningful learning that people must master as a capability (Ellyzabeth Sukmawati *et al.*, 2022; Musa *et al.*, 2023; Sandita, 2019).

In the learning process, dance becomes one of the branches of capability taught during cultural capability lessons, an understanding learned for various capabilities, entertainment, and learning purposes (Shanie, 2020). Dance is a psychic mimic when the body dynamics manifest. The dance capability school is expected to build student capability through a pair of methods. First, the ability to carry out dance activities of plagiarizing a performance. Second, completing students with the ability to respect the idea (during the form of excerpts) that uphold the creation of different individuals in the form that the variety of dance excerpts. Dance also means an aesthetic relationship, because it can be described as meaning the mimic of individual affection during the form of maneuvering, growing out of the delusion of the power of capability (Yolanda *et al.*, 2019).

In the dance capability, in terms of intellectual progress that children are developed: awakening arms that are limbs, jumping up and down (motor progress), understanding activities (cognitive progress), maintaining solidarity of similar activities in group dance or together (social-emotional progress that speaks stories) with dialect progress). In order to implement dance lessons, this study must match the child's personality (Wanke *et al.*, 2018). Children's physical activity is characterized by validity, meaning that motives through the activity of imitating people's daily actions on their personals or imitating animal actions. These are because the educators have a high responsibility to direct students to achieve the expected target. Keep to maintain the capability that the culture of the island cluster so that students are able to create excerpts in the dance capability sector (Zulhijjah, 2020).

Dance capability has the function in building one's own capability. Capability power, motivation to realize one's own abilities tends to express personal if the form of skills possessed. A person's capability can be seen through how the person is contained exploring the inventiveness through all the objects contained in his personal (Rietveld, 2021). Capability will arise if you be motivated and curiosity to understand that imagination is high. Therefore, in the capability education mechanism, activeness and creativity are needed to utilize the ideals data to build capability creation that has sensitive norms. The current capability education procedure optimally build student capability, especially related to the capability of student dance dynamics (Fadila *et al.*, 2019).

According to actual conditions, the lack of creativity of MI NU 56 Krajankulon dance dynamics in Manuk Dadali dance capabilities can be seen through body dynamics when dancing

process. The lack of ability to enter dance dynamics is due to the implementation of inappropriate educational patterns. A different obstacle is that the lack of dance courses is a form of involvement that the function of the student role.

Based on the lessons learned, the Manuk Dadali dance causes students to dance minimally agile, in fact, it is smooth dance. The skill ability of the students have grown optimally, which results in the lack of capability of student dance dynamics (Rustam Hasim, 2020). A teacher who guides the education process aims to create optimal achievement dominating the ability to students practices (Musa *et al.*, 2023).

Educators are required to deliver education that is only centered on the students' psychological aspect, but also in the psychomotor aspect of developing student expertise. The psychomotor aspect is only an additional lesson for Manuk Dadali dance capabilities. Dance lessons are delivered in harmony and skill that the teacher expects. The more important things, educators decide on inappropriate educational trends. In order to increase the capability of student dance dynamics to the substance of Manuk Dadali dance, educators need the right type of education. The implementation of educational rules intends a crucial factor to stimulate students to be involved in education, which is a crucial cause that dominates educational data. One of the types selected by the researchers is a form of fundamental occupational education (PJBL) (Sandita, 2019).

This project-based learning utilizes activities as a means of learning that makes constructivist education strategies that focus on students, such as educational mechanisms. Through the form of study of the fundamental researchers, students can record the creation of one practice achievement. This is very good to increase the ability of students about dance skills. Students have various characteristics in the level of ability to strive on dancing. In entering this obstacle, the students easily understand the dynamics that are the opposite, dancing students are sometimes optimal with a little extreme when performing dance. Here, the students can see creativity as well as dancing in the form of dance movement and students can observe flexibility, speed, sensitivity, and other aspects (Agustina, 2020).

Research conducted by Dena Fadila, *et al.* This research aims to update the creativity of students' dance movements by utilizing the Project Based Learning pattern for extracurricular dance capability activities. Through the reaction of evidence analysis, it can be deduced that there is an increase in the creativity of dance movements in student areas. The next stage of implementing the Project Based Learning pattern, for extracurricular dance capability activities. The similarities with the research by Dena Fadila *et al.* intend the Dependent similar variable (Y), namely the Inventiveness of Student Dance Movements. In contrast, the equal Independent variable (X), which utilizes project-based learning patterns and the method used by researchers, is the same, namely utilizing quantitative research methods. Meanwhile, the difference means that previous researchers are, through extracurricular activities and dance capabilities (Fadila *et al.*, 2019). This research focused on the traditional dance of Manuk Dadali lessons. The results of other studies show that a creative project-based learning model can increase students' creativity and competence by mastery of teaching materials, skills in making creative product, and work attitudes (Usmeldi & Amini, 2022). In addition, the results of other studies explain that Pjbl with Instagram as the media could improve the learners' critical and creative thinking skills (Arlinda *et al.*, 2022). In other studies, these results show an interaction between the effect of the PjBL model and creative thinking ability on the learning outcomes of engineering students. Therefore, lecturers need to use a blended PjBL model to

ensure improved outcomes, alongside enhancing students' creative thinking abilities to increase the model's effectiveness (Mursid et al., 2022; Sukmawati et al., 2023).

Students have a greater chance of understanding through different speeches than if they try to practice using sermons or old techniques. Utilizing the application of PjBL, the capability enthusiasm of students certainly increases, and they have helpful education, thus providing opportunities for students to be more capable. MI NU 56 Krajangkulon is one of the islamic elementary school (*MI*) that has relevant to the problem regarding the lack of creativity in dance movements. So, this is very interesting to find out about how the influence of the project-based learning model on the creativity of students' dance movements on Manuk Dadali Art material. Based on the explanation above, in order to attract the attention of researchers to obtain a concrete description, a joint study was carried out with the title "The Influence of Project-Based Learning Models on the Creativity of Students' Capabilities Dance Movements of Manuk Dadali Dance in the V Grades MI NU 56 Krajangkulon."

Research Methods

The type of this research used a quantitative approach in the form of numerical data and statistics analysis. The techniques employed pre-experimental design research on one group pretest-posttest design, checked, and verified the hypotheses about whether there is an increase in students' dance movement creativity in Manuk Dadali dance Art material lesson (Sugiyono, 2019). This research was carried out in class V MI NU 56 Krajangkulon Kendal. The school is located at Jl. Kyai Asy'ari Kp Kembang RT 03 RW 10 Krajangkulon Village, Kaliwungu District, Kendal Regency.

This research was carried out in the odd semester of the 2022/2023 academic year on January 23 and February 11, 2023. The technique in collecting a sample used a population sampling technique where the total population was 32 students. This was done based on consideration of the psychological development of MI children who will psychologically feel differentiated if there are students who receive different treatment from the others. Before performing test instrument, it was tested first on VI grades students at MI NU 56 Krajangkulon totaling 25 respondents and then analyzed. The analysis was used to determine the feasibility of research performance test instrument. Test validity used the Product Moment formula assisted by IBM SPSS Statistics 25 software and reliability test using Spearman Brown's Split-Half method. The research stage was started with testing the validity and reliability of the instrument. After that, the dance lesson did not provide treatment with the lecture method which was carried out in one meeting. After that, the researcher provided a pretest in order to find out the creativity of students' dance movements before the treatment was carried out. Then, it was continued with dance learning by providing project-based learning model treatment which was carried out in one meeting. The end of the study was carried out with a final test (posttest) in order to find out the creativity of students' dance movements after treatment with a project-based learning model. Data analysis techniques using t-test are related to the test sample pairs assisted by IBM SPSS Statistics 25 software.

The researchers used this assessment in X variable with indicators of basic question processing, schedule feeding, monitoring, data examination, and evaluation based on experiences. The researcher analyzed active student action, flexibility dance action, and sensitive students for the Y variable. To collect evidence, the researcher used documentation and performance tests. The next stage was continued by evidence analysis through a normality test, and hypothesis

assessment/testStudents have a greater chance of understanding through different speeches than if they try to practice using sermons or old techniques. Utilizing the application of PjBL, the capability enthusiasm of students certainly increases, and they have helpful education, thus providing opportunities for students to be more capable (Martono, 2016).

Results and Discussion

This study was conducted for four meetings consisting of one pretest and posttest, as well as one learning without the treatment and one learning with a treatment action on student's dance movement creativity. Learning treatment was carried out by providing a project-based learning model. Pretest was carried out to determine the creativity of students' dance movements before the treatment. Meanwhile, posttest was carried out to determine the creativity of students' dance movements after the treatment. Manuk Dadali dance material showed average posttest score after treatment was greater than the average value of the pretest before being given treatment.

Table 1. The Average of Posttest and Pretest Results Data

No	Posttest	Pretest
1.	65,46	56,34

Based on the Table 1, it can be stated that the project-based learning model has an influence on the creativity of dance movements of V grades students at MI NU 56 Krajankulon. Then, data analysis was intended to process the collected data both pretest and posttest. Before the hypothesis test was carried out, the normality test of the data shown in Table 2 as follows.

Table 2. Evidence of Average Test Data before PBL and after PBL

	Kolmogorov-Smirnov ^a		
	Statistics	Df	Sig.
Test before PBL	0,144	32	0,092
Tests after PBL	0,127	32	0,200*

Table 2 shows that the pretest sig. normality test value = 0,092 and posttest sig. normality test value = 0,200. This indicates that the pretest sig. normality value > 0,05 which is 0,092 and posttest sig value > 0,05 which is 0,200. So, it can be concluded that the pretest and posttest data results are normally distributed. After the normality test was carried out, it was followed by a hypothesis test.

Table 3. Average of Pretest and Posttest Scores

		Mean	N	Std. Deviation	Std. Error
					Mean
Pair 1	Pretest	56.3438	32	15.17130	2.68193
	Posttest	65.4688	32	16.97053	2.99999

Table 4. Paired sample t-test Results from Pretest and Posttest

		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Sig.
					Lower	Upper		
Pair 1	Pretest - Posttest	9.1250	6.02548	1.06517	11.29742	-6.95258	31	.000

Based on the data in Table 3, it can be seen that there is an average or mean value in the posttest of 65,46 and 56,34 in the pretest value. These values are interpreted as the higher average posttest score than the average pretest value which is a difference of 9,12. The significance value between the pretest and posttest values (2-tailed) are $p = 0.000$. Therefore, $p = 0.000 < 0.05$ then H_0 in this study is rejected and H_a accepted. So, it can be concluded that there is an influence of the project-based learning model on the creativity of students' dance movements on the lesson material of Manuk Dadali dance.

Table 5. Percentage of Average Score of Student Dance Creativity Indicator

	Smoothness Indicator	Flexibility Indicator	Sensitivity Indicators
Pretest	61%	53%	54%
Posttest	72%	61%	62%
Increase	11%	8%	8%

Based on posttest score data in Table 5, there is an increase compared to their pretest scores. The percentage of average scores during the pretest on the indicators of fluency, flexibility, and sensitivity is 61%, 53%, and 54% respectively. While, the percentage of average values during the posttest on the indicators of fluency, flexibility, and sensitivity are 72%, 61%, and 62% respectively. Thus, the creativity of students' dance movements during the posttest increased by 11% on the fluency indicator, 8% on the flexibility indicator, and 8% on the sensitivity indicator. The percentage of the average score of pretest and posttest students and their increase is presented in the table below.

The most important style of the material is sourced from the work program of project-based learning (PjBL) that utilizes the work program (activity). This pattern is designed to understand complex problems, train, and develop the ability of students to find solutions in any problem. In this activity, students had exploration, assessment, interpretation, synthesis, and analysis of news to obtain various learning reactions (attitudes, capabilities, and understanding). Project Based Learning (PjBL) style is the most important presentation pattern of innovative material that utilizes work programs or activities media material, actively involve students by entering the most important presentation process and problem-solving activities. Besides, the students are able to work in groups and react to a created data scored (Husna Farhana, Awiria, 2019; Musa et al., 2023; Rosmiati et al., 2022). Project Based Learning (PjBL) is the most important presentation of material that focuses on questions or problems, which requires students to follow the core or most important concepts and principles of research. Opinion that the most important presentation pattern of the material rooted in the work program is the most important presentation pattern of imaginative material, where it is

more focused on students (student-centered) and teachers only put the stimulus and accommodation in the most important presentation of the material, and students are provided the opportunity to have a competence independently in the group (Kist, 2022).

Through the description above, the researcher concluded that the most important presentation style of Project based learning materials focuses on solving the problems, student creativity, student understanding, and developing student abilities. The characteristics of Project Based Learning, namely: 1) Students make decisions about a framework, 2) The existence of problems or obstacles posed to students, 3) Students design the process to determine solutions about the problems or obstacles posed, 4) Students are collaboratively responsible for accessing and managing news to solve problems, 5) The evaluation process is carried out continuously, 6) Students periodically do reflection on the activities that have been carried out, 7) The final creation data of learning activities will be evaluated qualitatively, and 8) The most important presentation situation of the material is very tolerant of errors and changes (Abidin et al., 2020).

The Buck Institute for Education also states that project-based learning has characteristics, namely: (a) students' decision maker and create a framework, (b) there are some obstacles whose solution is not predetermined, (c) students process designer to achieve a reaction, (d) students are responsible for enabling and managing the news collected, (e) have continuous evaluation, (f) students regularly review what they do, (g) the final reaction is in the form of data created and evaluated for quality, and (h) the class has an atmosphere that tolerates errors and changes (Ansori, 2019).

The process of undergoing PBL can be carried out in general. For example, students determine the theme of the work program materials through work program assignments seasoned by the teacher. Students are allowed to choose or select the work program to be done either with groups or independently, with a note that they do not deviate from the tasks seasoned by the teacher. Then, design the process of the work program termination. Students prepare the work program process of closing the activity from beginning to end, along with its management. This work program contains the main rules for implementing work program tasks, selecting activities that can support work program tasks, integrating various possibilities for termination of work program tasks, and cooperation between group teams. Thus, the creativity of students' dance movements during the posttest increased by 11% on the fluency indicator, 8% on the flexibility indicator, and 8% on the sensitivity indicator. The percentage of the average score of pretest and posttest students and their increase is presented in the table below (Hawari & Noor, 2020).

The next step means to draw up a schedule for the implementation of the work program. Students under the guidance of teachers do scheduling in all activities that have been designed. How long the work program must be completed phase by phase. The next stage is the termination of the work program through facilities and teacher monitoring. This process is the implementation of the work program design that has been made. Activities carried out in work program activities include researching, reading, interviewing, observing, creating capabilities, documenting, visiting work program objects, and internet access. Teachers are responsible for monitoring student activities entering through work program assignments. For monitoring activities, teachers create rubrics that can record student activities in completing work program assignments. The next process of the report preparation is also the presentation of work program data in the form of created data by written excerpts, capability excerpts, or technological excerpts or before being realized presented or published to other students and teachers or the community in the form of data exhibitions created by

the most important presentations materials. The last stage intends to do evaluation as well as reaction to the work program. At the end, teachers and students do presentation process for the reflection on activities and reactions to work program assignments. The reflection process on work program tasks can be carried out with individuals and groups. In the evaluation process, students are provided the opportunity to express their experiences while completing work program assignments that develop with discussions to improve performance during completing work program assignments. Feedback on this process is also carried out to the created data that has been reacted (Nafisah, 2017).

The benefits or advantages of PBL patterns in teaching and learning activities can increase student motivation, the ability to solve obstacles, collaboration, the ability to manage resources, student activeness and capability in finding news, encourage students to put the word develop communication capabilities, provide experience for students to enter organizing work programs, provide entry experience, allocate time, complete assignments, provide learning experiences that involve students according to the real world, and make the fun learning situation (Safitri, 2019).

Project-based learning has many advantages. However, the most important presentation of materials rooted in a work program also has disadvantages. The disadvantages of entering project-based learning are that it requires a lot of time to solve obstacles and quite a lot of funds. Many educators are comfortable with the traditional classroom, where educators play the most crucial role in entering the classroom and the amount of equipment that must be provided. Students with weaknesses in probation and news gathering will need help. There is a possibility that there are students who are less active in groups when the most critical material seasoned for each group is different, and it is feared that students cannot understand the most crucial material as a whole (Ummah et al., 2019).

The word of *creative* in the general Indonesian dictionary which means to have inventiveness and have the ability of capability. Meanwhile, creativity itself is interpreted as the ability of capability, or the ability of creating something. Harris expressed that creative or inventiveness can be viewed as ability, attitude, and process. Ability means a thing to react new ideas by combining, changing, or reimplementing existing ideas. Creativity means the ability to see change and novelty, an expectation with ideas and the possibility, flexibility of participation, and the nature of enjoying goodness. Inventiveness means an activity that continuously improves ideas and solution by making phased changes and improving previous excerpts. Ahmad Susanto expressed that creativity means the ability of a person to create something new, both in the form of ideas and real quotes, which are realistically different from what has existed before (Samsinar, 2017).

Teachers who lead the course with the most important presentation of materials can also influence students' creativity in the most critical presentation style. Because when the teacher starts and creates a new idea, entering the most important presentation, the material is automatically able to make students more involved in following each process of the most important presentation (Herlambang et al., 2022)

Regarding inventiveness, there is a 4P strategy. Several things can be used as a starting point for developing creativity: personal, booster, process, and data creation. Students need the most important presentation of varied materials to achieve the identified cases. Determining issues can be achieved through the most critical presentation pattern of qualified materials, namely by selecting and implementing Project Based Learning Patterns (Syefriani et al., 2019)

Through the description that has been explained, the researchers can deduce that inventiveness means the ability or capability of individuals to create something new, such as new ideas or even new creation data through process and developments. Some indicators determine the students are said to be creative. Fluency is the ability to express sentiments like the word solves an obstacle. Flexibility is reacting to various ideas to solve an obstruction outside the usual category. Originality is the ability to give a unique or extraordinary response. Elaboration (detail) is the ability to express the direction of ideas in detail ideas into reality. Sensitivity is the sensitivity to deny and react the obstacles in response to a situation (Syefriani *et al.*, 2019).

There are four things concerning the development of student creativity. Provide mental sensitivity to cognitive and personality aspects and psychological atmosphere. Creating a conducive environment will make it easier for students to access whatever they observe, hold, hear, and develop their creativity: mental sensibility and a conducive environment in the simultaneous work of the left and the right brain. The role of teachers in developing creativity means that when students want to be creative, teachers are also creative and able to provide appropriate stimulation to students. The participation of parents also develops students' inventiveness (Agustina, 2020).

An indicator of inventiveness as the achievement of the creativity of motion involves fluency, which is understanding the context of students identified to memorize the action smoothly. Flexibility aims to understand the context of students identified as flexible in performing action. Sensitivity means the context of identified learners that can move to the teacher's beat, tempo, or count. (Zulhijjah, 2020).

Dynamics become a fundamental physical skill in human activities. Body exercise can not only make all people's bodies move, together with different words make residents live, but also can express the sentimental knowledge of all citizens. In a similar period, dance was a combination of movements that had been cultured. The work of dance dynamics is commonly known as stylization. In terms of action, the public can distinguish the types: concrete and non-symbolic. The inventiveness of a dancer can be developed through exploration of dance movement materials and also the organization of movements leading to realized dance. Technical ability and inventiveness must go hand in hand. It is often said that ordinary people are not ready to create. However, inventiveness is able to help ordinary people can respond imaginatively based on their experience in appreciating dance capabilities (Zulhijjah, 2020).

Dancing is a component through skill and skill signals comprehensive consideration of beings. This problem shows that dance is a decision of individual work. Dance can be understood using dialects, for example individuals use dialects to connect with their environment through dialects of action. Evaluate dancing skills through skill because dancing skills actually require movements that have aesthetic value. The ability to dance refers to the principle of beauty created by a creature through the dynamics of some or all of its body accompanied by music (Rietveld, 2021; Yolanda *et al.*, 2019).

The expression of important dance method lessons has an educational character. Therefore, going through the theory of dancing skills, the terminology of teaching facilities is proposed to be aligned with the level of elementary school students. Dancing skills provide opportunities for immediate knowledge for children. It has the function to help in constructing children's minds and bodies, and foster innovative fantasies. Moreover, aesthetic development is necessary for the full personal maturity of students, most importantly in elementary school. This aesthetic development

can be fostered through the ability to dance activities. Process of dancing skills can take place in private or group activities (Rothmund, 2020; Wilson & Moffett, 2017).

Manuk dadali dance is one of the new types of capability dance. It means a dance that has its own beauty from the choreographer where the creation is different from one choreographer to another. The dance of new capabilities used in this research is patterned on tradition. The new capability dance with a traditional pattern, "Dance whose cultivation still obeys the rules of traditional culture, both in music, makeup, choreography, and performance techniques, so that it does not eliminate the essence of its tradition". This dance was created according to the characteristics of the dance movement of the child. There is no relevant theory about this Manuk Dadali dance because this dance is a newly created that has innovation in the education world. The researchers create their own dance entry action according to the characteristics of children's dance movements. This Manuk Dadali dance is very flexible because it can be performed either individually, in pairs, or with groups.

The first Manuk Dadali dance action, legs slightly bent (stance) while swinging both arms. The second action, walking forward while feet on tiptoes and walking backward, both arms are swung. The third action, walking back and forth while changing the direction of rotation, both arms are swung. In the fourth action, the legs jump and the left by alternating while swinging both arms. The fifth action, the legs are swung forward alternately, then the eyes follow the direction of the feet. The sixth action, do self-sufficiency action (placing hands on the chest with the hands folded together) while the legs are bent and the head follows the direction of the hands that are acted forward, and to the left. (Zulhijjah, 2020)

The pattern of dance floors for islamic elementary school (*MI*) students should be no more than five, because children have short concentration power and children's memorization skills are very difficult if not carried out repeatedly. The floor pattern in question means the pattern of action or variations in dance movements. Besides, it means the functions to manifest a formation at the entrance of the dance performance. The floor pattern is generally applied to dances carried out by many people, so it is more interesting with the presence of position transfers. This pattern includes straight, curved, or zigzag floor patterns. The floor pattern identified has been adjusted to the number or number of Manuk Dadali dance dancers. If performed by one dancer, the floor pattern chosen is usually straight, whether it is dancing to one point or by moving to another. And if it is staged in groups, the arrangement of the dancer formation will be more varied and adjust how dynamic the action you want to show during the performance (Samsinar, 2017).

The properties and costumes of Manuk Dadali dance include: winged clothes that symbolize Manuk Dadali or Garuda birds, shawl cloth as the complement costume as well as support the variety of action, the bracelet worn for the beautify of the dancer's arm, and rown as the accessory or headdress. The accompaniment music of the Manuk dDadali dance is the song Manuk Dadali itself. This song means a traditional song originating from West Java in Sundanese which was created by Sambas Mangundikarta. The Manuk Dadali song whose distinctive instrument utilizes Angklung and the musical rhythm is appropriate if used, accompaniment music Manuk dadali dance capability in MI. Manuk dadali songs are performed in a fast tempo and happy rhythm. The use of rhythmic patterns and simple melodies with a range of intervals that are not so difficult makes this song is easy for anyone to perform. The melody and verse of the Manuk Dadali song are simple with the unique characteristics of West Java. Manuk Dadali which is included in the Indonesian means Garuda bird,

this song depicts the garuda bird that is brave, respected, and unify the people. So that it becomes the symbol of the State of Indonesia.

Conclusion

The research that has been carried out shows the influence of the Project-based Learning model on the creativity of students' dance movements on the art material of Manuk Dadali traditional dance. This can be seen from the average results of the pretest and posttest, with increases of 11%, 8% and 8%, respectively, on the indicators of fluency, flexibility, and sensitivity. Project-based learning has many advantages. However, the most important presentation of materials rooted in a work program also has disadvantages. The disadvantages of entering project-based learning are that it requires a lot of time to solve obstacles and quite a lot of funds. Many educators are comfortable with the traditional classroom, where educators play the most crucial role in entering the classroom and the amount of equipment that must be provided. Students with weaknesses in probation and news gathering will need help. There is a possibility that there are students who are less active in groups when the most critical material seasoned for each group is different, and it is feared that students cannot understand the most crucial material as a whole.

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