



EXPLORATION IN BODY EXERCISE COURSE AS A SOURCE OF INSPIRATION FOR MOTION IN THE CREATION OF DANCE WORKS (CHOREOGRAPHY)

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Abstract

Romi Nursyam, S.Sn., M.Sn. & Dra. Rahmida Setiawati, M.M. *Exploration in Body Exercise Course as a Source of Inspiration for Motion in the Creation of Dance Works (Choreography).* The aim of the research is to find out about the exploratory process in body sports courses to produce movement in creating dance works and to find out other factors that influence exploration, such as imagination, intuition, and creativity. The research method used is based on the problem to be solved, beginning with a study of the choreography development of Dance Program students using qualitative descriptive methods. The results of research conducted at Universitas Negeri Jakarta (UNJ) with the object of dance art education program students. The exploration process in body exercise courses can be a source of inspiration for movement through imagination, intuition, and creativity so that students are able to create dance works with varied movements. It is expected to support the research results. So that it can be used as an appreciation of motion, music as student choreography learning. A form of exploration of motion, through imagination, intuition, and creativity as a reflection of the student's body in expressing motion. students gain the discovery of personal movements, so that during the choreography learning process students can feel the freedom of learning fun creative movements. Furthermore, students find movements that are appropriate to wiraga, wirama, wirasa, and beautiful movements in society 5.0.

Keywords: *Exploration, Exercise, Choreography, Society 5.0.*

1. INTRODUCTION

Sparks of ideas are generated originally as themes, can provide enthusiasm for the process of feeling appreciation, make students try to imagine beauty, thereby stimulating experiences and giving the spirit of expressing free movement in exploration and improvisation. Doing Imagination activities is utilizing the imagination of empirical experience in carrying out the Choreography Creation process. While exploration is utilizing imagination to explore and explore the potential of all members of the body to move from the smallest to the largest parts so as to produce dance movements in industry 4.0 (Fadilurrahman et al., 2021).

The ability to move freely through exploration is an experience of student creativity in learning choreography, which will develop quickly and rapidly in a free atmosphere without any pressure from the lecturer. Students express motion with their personal style, through creative thinking skills that are closely related to feelings, fluency, flexibility and consider ideas, ideas to consider various possibilities that can be used as patterns of motion creations strung together with supporting elements to make a product in society 5.0 (Satriadi et al., 2023).

However, based on student data while attending choreography lectures which are carried out in accordance with lecture plans prepared by lecturers in general using conventional methods in the classroom, in the middle of the semester students are given the opportunity of five to seven

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meetings to carry out exploratory activities in order to find possible new forms of choreography. After that, students try to assemble the motions resulting from the exploration process in the digital era (Shaddiq & Irpan, 2023).

In fact, in body sports courses, students can be integrated into the field of dance. Students can process all activities directly in the dance studio as an experience. Of course, students have obstacles to managing time between lectures and practice. But actually learning that uses creative movement, namely exploration that is packaged properly and honestly requires a creative and innovative mindset (Apriani, 2023). Creating dance works experiences incomparable satisfaction because at the same time it is a manifestation of self-actualization of the nature that exists in every human being, even though not all of them are aware of it. Creativity makes manifest in all human activities, creative people are using imagination to solve everyday problems in this era (Irpan et al., 2021).

Realizing creativity, it needs to be explored and nurtured according to student abilities, so that existing potential can be used as a forum for interests and talents, and provides opportunities for students to dare to express their personal expressions through creative movement. The creative approach allows students to make achievements in the field of creating dance works. Thus, exploratory learning can develop skills, skills from movement combined into patterns or forms achieved by students so that the characteristics of learning creativity express feelings in the form of student imagination. Based on this, research is needed to find out how student creativity feels free to express movement, develop ideas and create in their own way, provide flexibility, creative processes through exploration into dance forms.

2. IMPLEMENTATION METHOD

This study uses a descriptive method, examines the data that has been collected. The research method used is based on the problem to be solved, beginning with a study of the choreography development of Dance Program students using qualitative descriptive methods. After the data is obtained, then the data analysis process is carried out, Data analysis is data processing, data compilation, categorized, analyzed by means of exploratory learning processes, viewing student recordings, and learning outcomes in the form of performances, with the stages of data reduction, data presentation, and drawing conclusions.

The data obtained at the research location (field data) is set forth in a complete and detailed description or report. The researcher reduces, summarizes, selects the main points, then focuses on the important things, then looks for patterns from a number of field events. Data reduction is carried out continuously during the research process. Presentation of data is intended to make it easier for researchers to see the overall picture or certain parts of the research. The researcher presents the data in the form of a complete and detailed description.

The complete data analysis step that the author carried out was to collect as much data as possible regarding the form of educational dance learning through several stages: Reading books on body exercise, creativity, dance composition, and learning knowledge, analyzing learning objects and



student practice while attending choreography courses, reading and summarizing research results carefully regarding student learning outcomes in the process of creating activities.

3. RESULTS AND DISCUSSION

3.1 Exploration

In general, students have an instinct and a great desire to know the environment around their friends in study groups and move according to their abilities in responding to the exploration from the lecturer. The ability to observe direct observation by looking at the condition of students, in the learning process integrating with lecturers really helps the formation of student personal development which is achieved optimally can run well. Introducing the art of dance with real activities through creative movement can stimulate thinking, imagination, can have a more directed psychological impact, give students a better emotional framework and be able to socialize in groups.

Personally, students are educated and have more self-confidence, responsibility, fostering discipline, so that it also influences serious learning as a whole. The exploratory learning model in student body sports is taught as a dancer or dance director, an artist, and students are able to be oriented towards the creativity of movement, namely exploration that can be arranged based on the student's personal efforts given motion stimulation and motivation from the lecturer. the above is done by lecturers through Exploratory learning:

3.1.1. Stimulus Response

Students are stimulated through appreciation based on learning resources from lecturers, telling stories, looking at pictures, audio visuals, ideas, observing human life. Students' awareness of thinking arises to respond sensitively without realizing that students have carried out activities of expression while thinking which is the basis of movement.

3.1.2 Property Stimulus

Stimulating movement through student properties, ideas and creativity, students are able to make movements flexibly, original, elaboration (detailed), can encourage students to express motions used by lecturers as examples of motion. In the next stage the property as a moving tool can trigger students to feel an appreciation of the motion according to what students are doing, for example the fan property, female students are more likely to do emotional graceful movements. The male student of the stick property performs movements more enthusiastically according to the male's volume of movement. In the end, stimulus response learning resources can trigger students to express more quality.

3.1.3 Elements of Motion

Learning creative motion motivated by lecturers to bring out students in perception, sensitivity, thinking, physically more enthusiastic, and student expressions through lecturer explanations, through media, property, provide elements that exist in motion, students can express emotionally.

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Furthermore, students carry out explorations, so in evaluation activities students and lecturers can explain to establish linkages, the development of the concept of ideas with aesthetics becomes a form of arrangement of motion that is obtained and selected to be repairs carried out repeatedly. Based on the concept of creative movement learning above, creativity learning carried out by lecturers and students in the field can make a form of dance (choreography) creation.

The image below explains the body exercise concept maps:

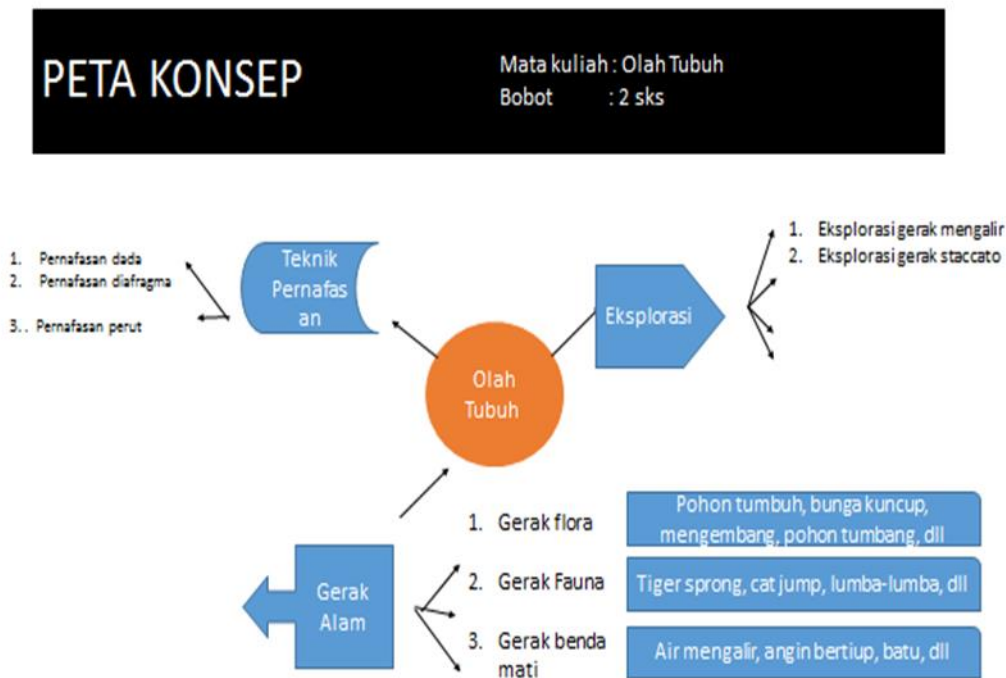


Figure 1. Concept Maps

3.2 Other Factors Supporting Exploration

3.2.1 Imagination

In general, students have an instinct and a great desire to know the environment around their friends in study groups and move according to their ability to respond to the environment. The ability to observe direct observation by looking at the condition of students, in the learning process to integrate with their friends really helps the formation of the development of their imagination abilities. Imagination, which is imagination, is one way to create dance moves that are more original.

Introducing the art of dance with real activities through creative movement can stimulate thinking, imagination, can have a more directed psychological impact, give students a better emotional framework and be able to socialize in groups.



Personally, students are educated and have more self-confidence, responsibility, foster discipline among friends, so that it also influences serious learning as a whole so that they are able to create various variations of motion.

In the process of learning choreography, students are not educated as dancers, but students are oriented towards the creativity of movement, namely imagination which can be arranged based on student efforts to become a professional and character dance creator.

3.2.2 Intuition

Student's personal style in developing movement and creating movement, managing motion, students have the ability to product (shape) the ability to bring up attitudes, feelings, fluency, flexibility, develop an idea or ideas. Intuition, which is an activity of using imagination by involving the subconscious in organizing motion, is the basis for developing student creativity, where students are able to produce movements that no one else has ever thought of and imagined, can even produce movements that look unique and strange, still have aesthetic value. Student creativity has a reference from student processes and personalities in actualizing their self-realization and students' creative potentials in using imagination to solve problems (ideas). Therefore, student creativity in class produces:

Students' creative movements in understanding ideas, students' ideas imagine individually and are responsible for the tasks given by the lecturer in carrying out motion-oriented expressions on ideas and concepts that are very closely related to the elements of space, time and energy movement. While students doing creative movement learning obtain new discoveries that provide awareness to think, perceive. when the lecturer explains the student's sensitivity will appear unconsciously. Lecturers provide motivation about unity, repetition, variation, balance, property, transition, and movement development. Understanding the ideas of motion techniques expressed by students with the student's personal style adapted to the physical as a medium of expression through motion. The movements produced by students through this intuitive process have beauty, persistence in making movements, attitudes in dancing. so that students do their personal style (original character).

3.2.3 Creativity

Creativity is very closely related to the ability to think and attitudes that reflect a person's curiosity that is imaginative in solving problems and is also reflected in attitudes and styles. Creativity is a new idea and its application to problem solving thinking skills (cognitive) reflects fluency, breadth (flexibility), originality in thinking, ability to elaborate (develop, enrich and detail) ideas or ideas. Affective characteristics include curiosity, asking questions, seeking new experiences, being imaginative, feeling challenged, daring to take risks (Munandar, 1987).

Creativity can be focused on motion learning for students, it can be done with a process of imagination and intuition. Emotionally, students will express themselves according to the imagination that is channeled into motion. This effort is made to be able to teach creativity to students who aim not to be used as dancers but is an effort that needs to be done to help and shape creative students in their work, shape personality and awaken hidden ideas and thoughts. Semiawan et al (2021) said that creative learning is closely related to the appreciation of a pleasant learning experience.

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3.2.4 The Process of Arranging Dance

Choreography arranges dance cannot be separated from creativity. Humans have a unique capacity to think and act creatively. Thus, someone who can be said to act creatively must have certain characteristics, mastery skills, aesthetic sensitivity, imagination, creative power. Exploration includes thinking, imagining feeling, and responding, in the form of exploring or exploring. Exploration can be carried out depending on visible objects, namely motion, rhythm, themes, social relations, while forms that do not seem real, such as the contents of mountains, seas, etc.

Improvisation is characterized by spontaneity and control to move away space, time, energy, level, processing tempo and rhythm. The visualization process focuses on trying the possibility of movement on the basis of motion stimuli, touch, taste, ideas related to musical stimuli through melody, dynamics, rhythm, tempo, sound sensitivity, role and aids. Improvisation provides greater opportunities for imagination, selection and creation than exploration. Actions are deeper and produce unique responses.

Forming is the formation of arrangement into a composition or creation of dance into a form of choreography. It is the result of exploration and improvisation. The need to create composition grew out of the human desire to give form to what is found. The product which brings about a new form of unity is called dance. The elements involved in making a dance composition already exist in the material of the composition or can be seen as part of the overall work and the basics of the beauty of the form.

4. CONCLUSION

The results of research conducted at UNJ with the object of dance art education program students. The exploration process in body exercise courses can be a source of inspiration for movement through imagination, intuition, and creativity so that students are able to create dance works with varied movements. It is expected to support the research results. So that it can be used as an appreciation of motion, music as student choreography learning.

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