Blended learning strategies are being used in elementary schools throughout the nation as part of an endeavor to boost students' enthusiasm for nusantara dance

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Article Info

ABSTRACT

This study aims to develop participants' knowledge, attitudes, and skills about Indonesian dance as an art form. Kemmis and Taggart's concept of action research is included into the study procedure. Data collection procedures use a questionnaire. The study sample consists of sixth-grade students. The information, attitudes, and skills of appreciation for Indonesian dance should be taught to primary school students as part of efforts to disseminate the culture of the archipelago, especially the art of dance. This is significant since it is one of the attempts to summarize the archipelago's culture. Curriculum for learning and enjoying Indonesian dance is comprised of two distinct iterations. Each cycle consists of four sessions in total. In the period leading up to the commencement of the first action cycle, a preliminary evaluation was conducted. Compared to the results of the pretest, the post-test results obtained after the completion of the first cycle revealed an improvement. The results of the post-test at the end of the second cycle shown an improvement over the results of the post-test at the end of the first cycle, and they even reached the stipulated objective. The outcomes of the study project allow us to make the following conclusion: the blended learning approach is a good instrument for cultivating a stronger appreciation of Indonesian dance. It has been suggested that art and culture teachers in elementary schools use a kind of instruction called as blended learning.

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Introduction

Indonesia is a country made up of thousands of islands and is home to many different ethnic groups, each with their own distinct culture, customs and traditions. This diversity is reflected in the country's art, music, dance, food and festivals, making Indonesia a melting pot of cultures (Minahan, 2012).

Technological advancements in communication have made it easier for people to access information and connect with others from different cultures. This has led to an increase in cultural exchange and has helped to promote cultural understanding and diversity. With the help of technology, people can now easily access different types of media such as books, music, movies and television shows from other countries, which can expose them to new ideas and ways of life. The internet and social media platforms have also made it easier for people to connect with others from different cultures, facilitating the exchange of ideas and cultural experiences.

Additionally, the advancements in travel and transportation have made it easier for people to visit other countries and experience different cultures firsthand. All these factors have contributed to the growth of culture in other nations (Boyd & Crawford, 2012).

The widespread availability of electronic devices such as smartphones, laptops, and tablets, has made it easier for people to access and consume a wide range of cultural content at any time and place. People can now access different types of media, such as music, movies, and books, from anywhere with an internet connection (Branston, G., & Stafford, R., 2010). Social media platforms and online communities have also made it possible for people to connect with others from different cultures, share ideas and cultural experiences in real time, regardless of their physical location. The accessibility and portability of electronic devices have also made it possible for people to create and share their own cultural content, such as music, videos and artwork, which can be accessed by people from all over the world. All these factors have made it possible for culture to emerge at any time and place and to be shared and consumed by people from different cultures (Gal, et al, 2011).

The growth and improvement of communication technology has had a significant impact on education. With the help of technology, people can now access educational resources and participate in learning activities from anywhere and at any time. Online learning platforms, virtual classrooms, and educational mobile applications have made it possible for people to learn new skills, complete degrees, and gain certifications without ever having to step foot in a physical classroom. The internet and social media have also made it possible for people to connect with others from all over the world, facilitating the exchange of ideas and knowledge (Aduwa-Ogiegbaen & Iyamu, 2005)..

Distance learning, E-learning and online education have become more popular in recent years, allowing students to take classes from anywhere in the world, as long as they have an internet connection. This has opened up educational opportunities for people who live in remote or under-served areas, and for those who have mobility or time constraints (Borstorff & Lowe, 2007). In the field of education, a learning model refers to a framework or approach that guides the teaching and learning process. It is a set of guidelines or principles that educators can use to design and implement effective instructional strategies. Learning models can take many different forms, such as a specific curriculum or a set of teaching methods, but their aim is to provide a structure for the teaching and learning process (Marzano, 1992). The characteristic of those description can be shown below:

1. Distance Learning: Distance learning refers to a method of education where students and instructors are physically separated, often geographically, and instruction is delivered remotely. It allows learners to access educational materials and participate in courses without being present in a traditional classroom setting. Distance learning typically utilizes various technologies, such as mail, teleconferencing, video lectures, online platforms, or a combination of these, to facilitate communication and interaction between students and instructors.
2. E-learning: E-learning, short for electronic learning, is a broad term that encompasses the use of electronic technologies to deliver educational content and facilitate learning. It involves the use of computers, the internet, and digital resources to provide access to educational materials, interactive activities, assessments, and communication tools. E-learning can take various forms, including online courses, multimedia presentations, virtual classrooms, webinars, and educational apps. It allows learners to study at their own pace and engage with learning materials using digital devices.
3. Online Education: Online education refers to a specific form of distance learning that primarily relies on internet-based technologies for instructional delivery and interaction. It involves the use of online platforms or learning management systems (LMS) that host courses, provide access to learning resources, enable communication between students and instructors, and support various assessment methods. Online education offers flexibility in terms of time and location, allowing learners to access course materials and participate in discussions remotely. It can encompass a wide range of subjects and academic levels, from K-12 education to higher education and professional development programs.

In summary, distance learning is a broader term that encompasses various methods of delivering education remotely, while e-learning and online education specifically emphasize the use of electronic technologies, such as computers and the internet, to facilitate learning and provide access to educational resources and courses.

There are many different types of learning models that educators can use, such as the traditional lecture-based model, the problem-based learning model, or the project-based learning model. Each of these models has its own set of guidelines and principles that educators can use to design and implement instructions. For example, a problem-based learning model emphasizes student-centered instruction, where students are actively engaged in solving real-world problems, while a project-based learning model focuses on student-led inquiry and the creation of authentic projects (Miller, 2018). The use of a learning model can make it easier for educators to handle difficulties that may develop during the teaching and learning process. It can provide a clear structure and set of guidelines for instruction, making it easier for educators to plan and implement effective instructional strategies (Mayer, 1997).

A learning model is a framework or approach that guides the teaching and learning process and aims to help students learn more effectively. It can be used as a guide for educators to design and implement instruction, as well as for students to understand and navigate the learning process. The goal of a learning model is to provide a structure that will help students develop their capacity to learn and to acquire knowledge and skills more efficiently and effectively (Cheon, et al, 2020).

The learning model is not only a tool for educators but also a guide for students to understand how they learn best and to apply that understanding to their own learning process. By understanding the principles of effective learning, students can develop effective learning strategies that can help them learn more easily and successfully in the future. Additionally, effective learning models can help students develop the ability to transfer their learning to new situations, which is key for lifelong learning. Overall, the learning model is a tool to improve the learning process for students and teachers, by providing a structure and guidelines that facilitate the acquisition of knowledge and skills in an efficient and effective way (Garcia, et al, 2019).

The term "blended learning" is often used to describe an educational strategy that combines traditional classroom instruction with online and digital learning resources. Blended learning environments typically combine face-to-face instruction with technology-based resources, such as online course materials, virtual classrooms, and digital assessments. The goal of blended learning is to create a more personalized and flexible learning experience that can meet the diverse needs of students (Kaur, 2013).

Blended learning can take many different forms, such as a "flipped classroom" model, where students watch online lectures at home and do homework in the classroom, or a "rotation model" where students rotate between online and face-to-face instruction. The use of technology in blended learning can also include interactive whiteboards, tablets and mobile devices, which can be used to support student engagement and active learning. Blended learning is becoming increasingly popular as it offers many benefits, such as providing students with more flexible and personalized learning experiences, allowing for greater student engagement and interaction, and providing access to a wider range of educational resources. Additionally, the use of technology in blended learning can also make it possible for educators to track student progress and provide more effective feedback (Xiao-Dong, & Hong-Hui, 2020).

In the context of Indonesia, which is an archipelago country with thousands of islands, each island has its own unique culture, customs and traditions, including dance. There are many different traditional dances in Indonesia, some of them are specific to certain ethnic groups or certain regions, and some of them are performed by both males and females (Wijaya, 2019).

In an educational setting, students may have the opportunity to learn and perform various traditional dances from different regions of the archipelago, either as a group or individually. Students can choose the dance they prefer to perform and learn with their group, which allows for a more personalized and flexible learning experience. This approach to learning can also help students appreciate the diversity of the country's culture and develop a better understanding of the different customs and traditions that exist in different parts of the archipelago. One of the key features of blended eLearning is the ability to provide supplementary resources for traditional learning programs. This can be achieved through the use of virtual learning environments (VLEs), which are online platforms that provide students with access to a wide range of educational resources, such as online course materials, videos, assessments, and interactive activities (Mockus, et al, 2011).

VLEs are often supported by educational institutions and can be integrated with traditional learning programs to enhance student learning and engagement. They can provide students with access to a wide range of learning materials, including multimedia resources such as videos, audio recordings, and images, which can supplement and reinforce the content being taught in the classroom (Mockus, et al, 2011).. They can also provide

students with the ability to collaborate with peers, access to learning resources and opportunities for self-directed learning. VLEs also provide teachers with the ability to track student progress, provide feedback and support, and create a more personalized learning experience (Mockus, et al, 2011).. The use of VLEs in blended e-learning can also provide the flexibility for students to access learning materials and resources at their own pace and schedule, which can be particularly beneficial for students who have busy schedules or who live in remote areas.

Overall, VLEs are an important aspect of blended eLearning and can provide many benefits, such as enhancing student learning and engagement, providing flexibility, and creating a more personalized learning experience (Mockus, et al, 2011).. It is important to introduce the appreciation of Indonesian dance to children at a young age. Teaching kids about the cultural variety of dance in Indonesia can help them develop an understanding and appreciation for the country's rich cultural heritage. It can also help them learn about different customs and traditions, and develop an understanding of the diversity that exists within the country. In addition to providing an opportunity for cultural education, learning about and participating in traditional dance can also be a fun and engaging way for kids to learn (Mockus, et al, 2011).. It can help them develop physical coordination, discipline and self-confidence, and can also be a great way to promote socialization, teamwork and cross-cultural understanding.

Furthermore, by teaching children about traditional dance at an early age, it can also help to preserve and promote these cultural traditions. It can also provide a foundation for children to continue learning about and engaging with traditional dance throughout their lives. Overall, teaching the appreciation of traditional dance in elementary schools can have many benefits, both for children's cultural education and personal development.

Indonesia is a country with a rich and diverse cultural heritage, and this is reflected in its traditional dance forms. There are many different genres of dance in Indonesia, each of which has its own unique style, history and cultural significance. The traditional dances in Indonesia are closely tied to the various ethnic groups, religions, and regions of the country, and each dance genre offers a unique cultural viewpoint on how to best enjoy the art of dance. For example, the traditional dances of Bali, such as the Barong and Legong dances, are closely tied to the island's Hindu religion and reflect the island's spiritual and cultural traditions (Sugiartha & Arya, 2018). On the other hand, the traditional dances of the Toraja people of Sulawesi, such as the Tari Plate, are closely tied to the animist beliefs of the Toraja people and reflect their relationship with the natural world (Adam, 1997).

Each dance genre has its own unique characteristics that reflect the culture, customs, and traditions of the people who created it, and by learning about and participating in these dances, one can gain a deeper understanding and appreciation of the country's rich cultural heritage. This can provide a window into the cultural and historical context of dance which can make it more meaningful and enjoyable. The evaluation of learning was limited to participants' abilities to recognize and appreciate Indonesian dance, which is a key aspect of understanding and enjoying the country's rich cultural heritage. Education is an important step in this process, as learning about traditional dance can help students develop an understanding and appreciation for the cultural variety of Indonesia (Saddhono, 2015).

As a result of this experience, students may develop improved attitudes and skills related to traditional dance and cultural appreciation. By learning about traditional dance, students may become more open-minded and accepting of different cultures, and may develop a greater understanding of the diversity that exists within the country. Additionally, by participating in traditional dance, students may also develop physical coordination, discipline, and self-confidence, which can have a positive impact on their overall well-being. It is worth noting that while the evaluation of learning in this experiment is limited to participants' abilities to recognize and appreciate Indonesian dance, it is important to consider other aspects of learning such as cognitive, emotional, and behavioral outcomes. This can provide a more comprehensive understanding of the impact of traditional dance education on students' overall development.

Method

This research aims to examine the effectiveness of a mixed learning paradigm in promoting a stronger awareness of Indonesian dance in terms of knowledge, attitudes, and skills. Observation sheets are used in data collection techniques. Data analysis techniques based on nonparametric statistical distributions.

Action research, which was founded by Kemmis and Taggart, is included into the research strategy, as seen in the graph that follows.
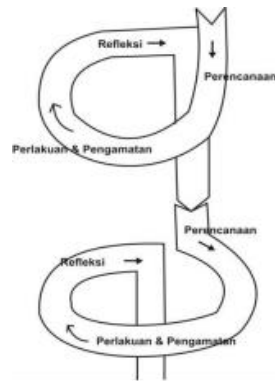
Figure 1 <Kemmis and Taggart Action Research Steps>

Action research, which was founded by Kemmis and Taggart, is a participatory research approach that aims to address practical problems or challenges within a specific context or community. It is a collaborative and iterative process that combines research and action to generate knowledge and bring about meaningful change. Action research typically involves researchers working closely with practitioners or stakeholders to identify, investigate, and develop solutions for real-world problems.

The primary objective of action research is not only to understand a given situation but also to bring about improvement or transformation within that context. It focuses on empowering individuals and communities by actively involving them in the research process and enabling them to take ownership of the findings and outcomes. Action research is often used in fields such as education, social sciences, healthcare, and community development.

The key characteristics of action research include:

1. Participation: Action research emphasizes the active involvement and participation of stakeholders, including researchers, practitioners, and community members. It recognizes the value of different perspectives and encourages collaboration in problem-solving.
2. Cyclical process: Action research follows a cyclical process of planning, acting, observing, and reflecting. This iterative nature allows for continuous learning and improvement throughout the research process.
3. Practical focus: Action research is driven by the need to address specific practical problems or challenges in real-life settings. Its aim is to generate knowledge that can be directly applied to improve the situation or inform decision-making.
4. Contextualized approach: Action research recognizes the importance of understanding and considering the unique characteristics and dynamics of the context in which it takes place. It seeks to develop context-specific solutions that are relevant and meaningful to the people involved.
5. Empowerment and social change: Action research seeks to empower individuals and communities by involving them in the research process, giving them a voice, and enabling them to actively contribute to finding solutions. It also aims to bring about social change by addressing systemic issues and advocating for transformative action.

Overall, action research provides a systematic and collaborative framework for researchers and practitioners to work together, generate knowledge, and implement practical solutions to improve specific situations or address pressing problems.

Results and Discussions

The initial observation conducted prior to the research revealed that the students were not engaged or attentive during teaching and learning activities in the classroom, resulting in a chaotic and disorganized environment. This can be a common problem in some classrooms, and it can be caused by a variety of factors, such as a lack of student engagement, poor classroom management, or a lack of effective teaching strategies.

There are several ways to address this issue, such as changing the teaching approach, creating a more interactive and engaging classroom environment, or providing more opportunities for student participation. Some of the strategies that can be implemented include:

1. Differentiating instruction to cater to different learning styles and abilities
2. Incorporating active learning strategies
3. Using technology to enhance the learning experience
4. Incorporating a variety of assessment techniques
5. Creating a positive classroom culture
6. Providing regular feedback to students

It is also important to note that this observation is just a snapshot of the classroom, and it is possible that there are other factors at play, such as students' prior knowledge, attitude and behavior, which could have affected their engagement during the learning process. Therefore, it is important to conduct further research to gain a more comprehensive understanding of the issue and to identify the root causes of the problem before implementing any solutions. The research was conducted over the course of two cycles, with four total meetings in each cycle. The first cycle is often used as a pilot test or a trial to test the research design and to make any necessary adjustments before the main study.

It is also mentioned that a preparatory examination was administered prior to the commencement of cycle 1. This is a common practice in research studies, as it allows the researchers to assess the participants' prior knowledge and skills related to the research topic, and to make any necessary adjustments to the research design or teaching materials. This information can be used to establish a baseline and to measure the participants' progress and achievements over the course of the study. Additionally, it also allows the researcher to identify any potential issues that may arise during the study. The research program includes a focus on teaching the traditional dances of Papuan dance and that the curriculum for these dances is revisited throughout Cycle 2. This approach can be beneficial as it allows students to continue to build their understanding and appreciation of these dances, and to develop their skills in performing them.

Revisiting the curriculum throughout Cycle 2 can also be a way to ensure that students have a deeper understanding of the dance, its cultural significance, and the history behind it. It also allows the teacher to provide more advanced instruction and to review the material that was covered earlier in the program, which can help to reinforce the learning and to make the information more meaningful and applicable to the student's life. It is also important to note that the teaching curriculum should be regularly reviewed and updated based on the students' progress and feedback, in order to make the instruction more effective and engaging. This is especially important for traditional dances as the cultural context might evolve over time and it is important to have a current understanding of it.

The development of teaching materials for Indonesian dance can vary significantly, not only in terms of the content of the materials but also in terms of geographical and demographic aspects. This is due to the fact that Indonesia is a vast country with a diverse population, and traditional dances are closely tied to the various ethnic groups, religions and regions of the country (Zacharias, 2015).

For example, the traditional dances of Bali, such as the Barong and Legong dances, are closely tied to the island's Hindu religion and reflect the island's spiritual and cultural traditions (Dibia & Ballinger, 2012). On the other hand, the traditional dances of the Toraja people of Sulawesi, such as the Tari Plate, are closely tied to the animist beliefs of the Toraja people and reflect their relationship with the natural world. Therefore, the teaching materials for these dances will be different from one another.

Additionally, the teaching materials also need to consider the demographic aspect, such as the age, gender and background of the students, as it will affect their understanding and appreciation of the dance. Therefore, it is important for educators to be aware of the cultural and demographic diversity when developing teaching materials for Indonesian dance, in order to ensure that the materials are appropriate and relevant to the students.

The development of educational materials for traditional dance can take different forms depending on the kind of dance being taught. In general, traditional dances in Indonesia can be grouped into three categories: classical dance, populist dance, and communal dance. Classical dances are those that have been passed down through generations and are considered to be part of the country's cultural heritage. They are usually performed by trained dancers and are characterized by their intricate movements, costumes and music. Examples include the Javanese dance of Ramayana and the Balinese dance of Legong. Populist dances, on the other hand, are

more modern and are typically performed by the general population (Sugiartha, 2018). They are usually simpler and less formal than classical dances. Examples include the traditional dances of the Betawi people from Jakarta and the Riau province. Communal dances are usually performed by a group of people to celebrate a particular event, such as a harvest festival or a religious ceremony. They are usually performed by the local community and may be simple or complex, depending on the occasion. Examples include the Plate Dance of Sulawesi and the Saman Dance of Aceh.

Therefore, the development of educational materials for traditional dance should take into account the kind of dance being taught, as the teaching approach and materials will vary depending on whether it is a classical, populist or communal dance. According to the competencies outlined in the 2013 curriculum for the development of teaching materials for traditional dance, students are expected to be able to demonstrate traditional dance movements, create floor patterns, and use dance support elements in accordance with the accompaniments. These competencies are important for students to develop a deeper understanding and appreciation of traditional dance and to be able to perform the dance correctly (Bloomfield and Childs, 2013.

Demonstrating traditional dance movements involves the physical execution of the dance, including the steps, gestures and poses that are specific to the dance. Creating floor patterns involves understanding the choreography and how the dancers move in relation to each other and the space they are in. Using dance support elements and in accordance with the accompaniment is also important as traditional dances typically have music and/or other elements that support the dance, such as costumes and props (Stevens, et al, 2003).

By mastering these competencies, students will be able to perform traditional dance with confidence, grace and accuracy. It will also help them understand the cultural and historical context of dance, which can enhance their appreciation of the art form. Additionally, the ability to create floor patterns and use dance support elements can enhance their creativity and critical thinking skills.

Figure 2 <Art Dance Movement>

 Art Dance Movement is a multifaceted form of artistic expression that encompasses a wide range of dance styles and techniques. It involves the use of the body as a primary medium for communication, storytelling, and emotional expression. Through intricate movements, fluid transitions, and dynamic choreography, dancers convey a myriad of emotions, ideas, and narratives to captivate and engage audiences. Art Dance Movement goes beyond simple physical movements; it incorporates elements such as musicality, rhythm, spatial awareness, and theatricality to create a visually compelling and emotionally resonant performance. Dancers often explore different techniques, styles, and genres, including ballet, contemporary, jazz, hip-hop, cultural dances, and improvisation, among others. One of the key aspects of Art Dance Movement is the ability to convey and evoke emotions.
 Dancers use their bodies to express a wide range of feelings, from joy and excitement to sadness, anger, or vulnerability. The movements can be subtle or powerful, gentle or explosive, depending on the intended artistic expression. In addition to individual expression, Art Dance Movement can also involve collaborative choreography and group performances. Dancers work together to synchronize their movements, creating a cohesive visual experience. This collaborative aspect allows for the exploration of themes, concepts, and narratives that transcend individual perspectives, resulting in a rich and dynamic dance piece. Art Dance Movement is not limited to traditional performance spaces. It can be performed on stages, in theaters, or in site-specific locations such as parks, streets, or galleries. It can also incorporate multimedia elements such as lighting, projections, costumes, and props to enhance the overall aesthetic and storytelling. Overall, Art Dance Movement is a powerful form of artistic expression that combines physicality, emotion, and storytelling to create captivating and thought-provoking performances. It allows dancers to communicate, connect, and inspire audiences through the universal language of movement.

Dance movements are different from the movements performed in everyday life, as they are choreographed and typically have a specific purpose or meaning (Blasing, 2015). Dance movements can be categorized into several types, such as:

1. Locomotor movements, which involve traveling through space, such as walking, running, skipping, and leaping.
2. Non-locomotor movements, which involve movement in one place, such as twisting, bending, and swaying.
3. Manipulative movements, which involve the use of props, such as ribbons, scarves, and balls.

Dance movements also vary in terms of their dynamics and energy, such as fast and slow, sharp and smooth, and strong and delicate. These elements are used to convey a particular mood or emotion and to create a specific effect in the dance. Dance movements are also closely related to the music and rhythm. Dancers must understand the music and be able to move in time with it, which requires a high level of coordination and control. Overall, movement is a fundamental aspect of dance and it plays a crucial role in expressing emotions, telling stories, and creating a specific atmosphere. It is essential for dancers to master various types of movement and to understand how to use them effectively to convey a message, emotion or idea.

Figure 3. Dance Mvement

Traditional educational materials in each subject area are usually assessed based on a set of criteria to ensure that they are effective and appropriate for the intended audience. These criteria can vary depending on the subject area, but some common criteria that are typically used to evaluate educational materials include:

1. Relevance: The materials should be relevant to the topic being covered and should align with the curriculum standards and learning objectives.
2. Quality: The materials should be of high quality, both in terms of content and presentation. They should be accurate, clear, and well-organized, and should be appropriate for the intended audience.
3. Effectiveness: The materials should be effective in achieving the desired learning outcomes. They should be engaging and interactive, and should provide opportunities for students to practice and apply what they have learned.

The components of learning include learning objectives, educational resources, and learning and teaching activities. The learning objectives are important as they provide clear and measurable goals for what students should know or be able to do by the end of a lesson or unit (Puspitarini & Hanif, 2019). They help to guide the development of educational resources and learning and teaching activities. One approach to constructing learning objectives is to use Bloom's Taxonomy, which is a framework for categorizing educational goals according to levels of complexity and specificity. Bloom's Taxonomy includes six levels of cognitive skills, which are: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Each level includes a set of operational verbs that describe the action or activity that the student is expected to perform.

For example, using the verb "recall" at the Remembering level, or "compare" at the Analyzing level. These verbs can help to make the learning objectives more specific and measurable, and they can also guide the development of learning and teaching activities that are aligned with the objectives. It is important to note that while Bloom's Taxonomy is a widely used and recognized framework, there are other ways to construct learning objectives as well, and it is important to choose the one that best fits the subject and the students.
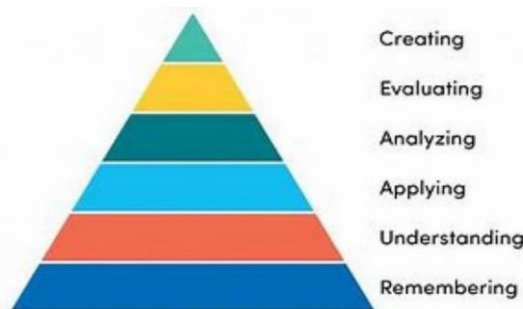
Figure 4. Bloom Taxonomy

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There are various qualities that can be used to define the professional standing of a teacher, and understanding the characteristics of one's students is considered to be one of the most important abilities a teacher must possess in order to be effective.

Some of the other qualities that are typically associated with a professional teacher include:
1. Knowledge of the subject matter: having a deep understanding of the subject matter and the ability to convey it in an engaging and effective manner.
2. Pedagogical skills: having the ability to design and implement effective teaching strategies that support student learning.
3. Classroom management skills: having the ability to create a safe and productive learning environment and to effectively manage student behavior.
4. Communication skills: having the ability to communicate effectively with students, parents, and colleagues.
5. Cultural competence: having the ability to understand and appreciate the cultural background of students and to create an inclusive classroom environment.
6. Creativity: having the ability to think outside the box and to create engaging and innovative learning experiences.
7. Reflective practice: having the ability to reflect on one's teaching practice and to use feedback to improve instruction.
8. Professionalism: having the ability to act ethically, responsibly and with integrity, and to adhere to the professional code of conduct (Malm & Lofgren, 2006).

Teachers must have a strong work ethic in order to provide their students with the best service possible. A strong work ethic is characterized by qualities such as dedication, commitment and consistency. These qualities are important for teachers because they allow them to create a positive and productive learning environment for their students and to provide them with the support they need to succeed (Carlson, 2017).

Blended learning is a learning paradigm that combines traditional face-to-face instruction with the use of technology (Mortera, 2006). It is an approach that utilizes a combination of online and offline learning activities to create a flexible and personalized learning experience for students. In blended learning, students may have access to online resources such as video lectures, interactive quizzes, and discussion forums, which they can access outside of the classroom at their own pace. Then, the class time is used for interactive activities,

discussions, and hands-on activities that complement online materials. This allows for more personalized instruction, as students can work at their own pace and can receive additional support when needed.

Blended learning can also offer more opportunities for collaboration and communication, as students can interact with their peers and teachers both in-person and online (Mortera, 2006).. Additionally, blended learning can also enhance the teacher's ability to track student progress, identify areas that need more attention, and provide feedback, which can lead to more effective instruction. Overall, blended learning is a flexible and effective approach that can provide students with a more personalized and engaging learning experience. It is a way of combining the best of traditional face-to-face instruction with the best of online learning, to create a more effective and efficient way of learning (Mortera, 2006).

Culture is widely recognized as the embodiment of a group's way of life, and it encompasses all aspects of metacognitive, emotional, and social functioning. Culture is often seen as the shared values, beliefs, customs, behaviors, and artifacts that characterize a group or society (Fine, 1979). It encompasses everything from language, food, art, music and dance to social norms, values and institutions. Culture is also considered as an important aspect of a nation's identity, as it reflects the diverse ways of life practiced by different communities and groups within the country. It is acknowledged that embracing and valuing cultural diversity can contribute to the expansion and strengthening of the nation by promoting a sense of unity and shared identity among its citizens. Additionally, it is important to note that culture is not static and it is constantly evolving and changing over time. Therefore, it is important to acknowledge that culture is dynamic and that it is important to be open to new ways of life and to respect different perspectives and values.

Values also have a crucial role in shaping culture, as they reflect the shared beliefs and principles that are considered important by a particular group or society (Shit, 2001). They can also serve as a foundation for defining conduct standards and guiding principles that shape the behavior of individuals and groups. Values can also be used to create a positive and inclusive culture, as they can provide a shared understanding and respect for different perspectives, and they can facilitate cooperation, empathy and understanding. Furthermore, values can also be used as a tool for personal growth, as they can provide individuals with a sense of purpose and direction, and can help them to make meaningful choices and decisions in their lives.

Conclusions

The fact that there was an increase in the knowledge component of students' appreciation of Indonesian dancing between the pre-test, the post-test at the end of cycle 1, and the post-test at the end of cycle 2 suggested that the blended the learning paradigm was effective in enhancing students' understanding and enjoyment of Indonesian dance. Blended learning is an effective way to teach dance as it allows students to have a combination of online and offline learning activities. The use of technology such as video lectures, interactive quizzes, and discussion forums can provide students with a more personalized learning experience, as they can access the material at their own pace and receive additional support when needed. Additionally, blended learning can also provide more opportunities for collaboration and communication, which can help to foster a more inclusive and engaging learning environment.

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