

SHORT DANCE FILM: CONSTRUCTION OF THE ARTS AND DESIGN PROJECT SUBJECT DURING COVID-19 PANDEMIC

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ABSTRACT

The research discussed short dance films as the product of the Arts and Design Project subject at FPSD Universitas Pendidikan Indonesia during the COVID-19 pandemic. The importance of a collaborative learning model between two disciplines, dance and film, had emerged the notion of creating an art product. The research aimed to create dance film products as a form of student constructive idea. With the participatory action research method, the data were collected and validated to be analyzed and then embodied in the form of a dance film product. The research was applied to 53 students in collaboration between the Department of Dance Education and the Film and Television Study Program, divided into eight small groups of six to seven members. The action stages of the research were: (1) observation and analysis; (2) collection of ideas and notions in the form of a script; (3) testing; (4) shooting; (5) product. The research finds that: (1) through a collaborative learning model, the subject of Arts and Design Project could be implemented to create a dance film product, short dance film; and (2) during the COVID-19 pandemic, collaborative learning could enable students to keep productive to create the product of their learning result. As an advantage, the research result can be used as a learning sample of production-based subjects during the pandemic where the learning and teaching activity should be done at home.

Keywords: short dance film, Arts and Design Project, collaborative learning

INTRODUCTION

Short film duration has been popular among filmmakers all over the world. Many short films can be viewed on the internet, such as on YouTube. The way of modern human thinking has led them to act exploratively in looking for new things, as well as in the field of film. Technological advance has influenced paradigm changes in the context of artistic taste. One of its proof can be seen in the exchange of information and communication that can be reached between countries in just seconds. Modern humans can easily see works of art and even have direct discussions at a time together from a great distance (Abidah et al., 2020).

The emergence of music shows in the form of video clips can be said to be the initial popularity of

short films, with MTV as one of the television shows that changed viewers' taste toward film (Lu, Rajavi, & Dinner, 2021). On the other hand, short films are a category of films based on length of duration that does not have a specific definition. It is almost impossible to include all the sub-genres and sub-divisions in it, and any detailed definition will quickly become obsolete since people now live in a digital world at a fast pace of development. However, what can be said with certainty is that the short film has experienced a commercial revival in the last three decades (Haenlein et al., 2020). The film industry in modern society has generated significant financial benefits through the internet (Dastidar & Elliott, 2020).

In the world of education, the influence of technology demands modification of methods and strategies in teaching and learning activities according

to the needs of students and the current era. Learning innovation is carried out to prepare students to adapt to technological developments (Srinivasan, Com, & Phil, 2017). Likewise, in the development of art subjects, among others, with the existence of art and design project subjects, it is hoped that art and design education students could have the means to design the construction of their ideas and thoughts. This subject is a faculty-obtained subject that aims to implement art and design studies that have been learned in the previous semester. It is hoped that this subject can be a home for students from each study program to create contemporary products that come from their ideas and notions that are relevant to the current conditions in which they grow and develop.

This subject runs in an abnormal situation where, when the research was taking place, COVID-19 was pandemic, so teaching and learning activities had to be carried out from home. Interestingly, the implementation of collaborative learning could be seen as an alternative learning model that may test its effectiveness during a pandemic. Therefore, as one of the lecturers in the art and design project subject, the researchers have initiated and implemented a collaboration method between two study programs students: Film and Television students in their Music Scoring subject and Dance Education students in Art and Design Project subject. The output is a short dance film product. According to the problem stated, the researchers have formulated the following problems: (1) The process of collecting ideas and ideas for designing a short dance film in the art and design project subject; (2) The design of these ideas and notions written in a script and then implemented into a short dance film.

The research is an implementation of the collaborative learning model. The output is a short dance film as construction of students' original ideas and notions. The advancement of information media allows student lecture products to be published for the public to know around the world (Raja & Nagasubramani, 2018). The world of art is a knowledge area that demands the exchange of information and sharing of knowledge. It is also a knowledge area that can become a medium of image for Indonesia as a country known to have various kinds of wealth in the arts and culture. In addition, the research is important because no research examines the problem of student ideas and notions in a collaborative context to be transformed into dance, music, and film works in universities, especially in Indonesia.

The short dance film in the field of dance and art performance context, dance performance on the stage is much more familiar than dance film. The film itself is a moving image language, recorded in order one may watch it later, both individually or in a group.

Dance film of short dance film is a range in which the dance is connected to the elements of filmmaker, videography, film script, and storyboard. As described by Bläsing and Zimmermann (2021), a short dance film combines cinematic elements and dance, visual

art of dance context that should be enjoyed through a film. In this case, dance film is distinct from the stage dance performance, where the audience can view it from any angle and create their own interpretation. In the short dance film, the audience is guided to see the specific meaning intended by the choreographer through the camera angle techniques, lighting, and other elements (Abidah et al., 2020; Haenlein et al., 2020). This research would see how far the students as the choreographer candidates build cooperation with the filmmaker and sound designer candidates to embody the project together in the form of a short dance film.

The existence of these five majors is the rationale for creating a project-based course as a continuation of the theoretical course, art, and design studies. It is hoped that art and design project subjects can be a place for students to apply their ideas to design and compose performances in a contemporary context according to their field of expertise. Regarding project and design in the field of art, critical thinking is absolutely needed; even the circumstances of the times are crucial considerations. As stated by Parker et al. (2021), art and design education uses a model of thinking that involves a design process with various dynamic problems and requires critical and creative thinking in combining creativity, technological developments, and aesthetic elements that fulfill the conditions for production.

Technological developments inevitably provide opportunities for art people to more efficiently market their work to the public with the aim of being a means of publication. Therefore, through a short dance filmmaking project, this course is possible to lift the image of the institution in the context of arts and also provide space for students to do creativity independently with a collaborative model (Putri, 2020).

Cooperative learning in modern learning seeks to help students to be more independent and able to become and want to be lifelong learners (Darling-Hammond et al., 2020). Thus, the concept of student autonomy has increased. Student autonomy plays a role in the students' planning, controlling, and evaluating learning. Group activities are a way to overcome student dependence on lecturers (Supiarza & Sarbeni, 2021). Based on these principles, the research seeks to apply the concept of cooperative learning in providing space for students to solve problems together. According to Jacobs (2017), there are several principles in cooperative learning. The first is heterogeneous grouping. This principle means that groups in which students perform cooperative learning tasks are mixed between one or more variables, including gender, ethnicity, social class, religion, personality, age, language proficiency, and persistence (Briggs, 2020).

The second is collaborative skills, such as reasoning, which are students' ability to work with others. Collaborative skills allow students to improve the quality of learning (Indriwati, Susilo, & Hermawan, 2019; Putri, 2020). These skills are a vehicle for

students to learn to have collaborative skills. The third is group autonomy. This principle encourages students to focus on themselves as a resource rather than relying solely on teachers (Shi & Han, 2019). When groups of students have difficulty, it is tempting for the teacher to intervene either in a specific group or with the whole class. Teachers must trust peer interaction to do the many things they feel responsible for themselves.

The fourth is simultaneous interaction. In the classroom, in the passive activity group, normal sequential interaction patterns are carried out, where one person at a time is silent, and usually, the teacher is more dominant in speaking (Naparan & Alinsug, 2021). Conversely, when group activities are active, each student in the group talks simultaneously. For example, a class of 40 students is divided into four groups; 40 students are divided into four groups, where ten students within one group speak simultaneously.

The fifth is equal participation. The problem that often arises in groups is a problem where two group members dominate the group and, for whatever reason, hinder the participation of others (Sim & Waterfield, 2019). Cooperative learning offers many ways to promote more equal participation among group members. The sixth is individual accountability. When encouraging individual accountability in the group, others hope everyone will try to learn and share their knowledge and ideas (Abuhamda, 2020).

The seventh is positive interdependence. This principle lies at the heart of collaborative learning. When positive interdependence exists among members of a group, they feel that what helps one group member helps another member and what hurts one member of the group hurts another member (Abuhamda, 2020; Hung, 2019). This “all for one, one for all” feeling makes group members want to help each other to ensure they have a common goal. The eighth is cooperation as a value. This principle means that not cooperation is only a way of learning; that is, cooperation is also part of the content that must be learned, that is, what is learned (Hung, 2019; Keramati & Gillies, 2022). It flows naturally from the most important principle of cooperative learning, positive interdependence.

Based on those principles, the collaborative learning model is applied in arts and design project subjects and objected to the result of students’ original ideas and notions. According to those principles, cooperation is the main capital to raising a group’s sense of integrity in achieving the best goal.

The urgency of the research is to provide a new discourse on collaborative learning models at college. With the advancement of technology, it is possible to learn the different areas of art in collaboration during a pandemic. Even practical activities can still be done to realize the work in the form of a short dance film.

METHODS

In the research, the collaboration of ideas and notions of students in the Arts and Design Project

course and students in the Backsound and Audio System course become the research object. The research is participatory action research conducted to solve learning problems in the classroom, and the researchers are involved in it. As stated by Lazer et al. (2021), “Human actions and their reactions are the only reality, and we cannot regard societies or systems as having an existence over and above individuals.” The research also constitutes a descriptive research that describes how a learning technique is applied and how the desired results can be achieved (Aguskin & Maryani, 2020; Munna & Kalam, 2021).

Adopting the analysis carried out by Mahajan and Singh (2017), the research stage is divided into five parts: (1) data preparation, (2) grouping and coding, (3) consolidation, (4) understanding the data, and (5) making reports. In the research, the researchers have divided it into five steps because the end result would be a video product. The theory used is the instructional film and video, which serves to understand the usefulness of motion picture art in the context of education. Videos that can be used for educational purposes are numerous, from instructional videos to fiction films (Ou, Joyner, & Goel, 2019; Wijnker et al., 2019). In conducting the research, researchers participate as lecturers on the subject of Art and Design projects. Based on researchers’ observations, there are opportunities to be creative in developing teaching methods and strategies to produce superior products in art and design project courses.

The five steps mean (1) Observation and analysis; this first step is to collect ideas that would be the main theme of the project to be carried out and design the initial step; (2) Group division, forming small groups of the total students; (3) Implementation of ideas, turn the idea into scripts; (4) Shooting, making videos based on scripts and done at home; (5) Video data, the final result in the form of a short dance film product. By this step, the research may reveal the success of the process of combining the idea construction of students.

RESULTS AND DISCUSSIONS

The subject contains a vision to be excellent for the faculty in capturing the interests of both students and student candidates. Universitas Pendidikan Indonesia, precisely at the Faculty of Art and Design, also has an effort to seek excellence that is accommodated in one subject. Therefore, a particular faculty subject is created, the Art and Design Project subject. This subject is compulsory and linear with the previous subjects (prerequisite subjects), namely art and design studies. This is a theoretical subject that continues in practice in the Art and Design Project subject the following semester. Various theories that students have studied will form the basis for practice in the Art and Design Project subject. Technically, the lecturers who teach this subject will be placed in cross-sectional. The lecturer in the A department teaches in

the B department and vice versa so that students get new experiences in a scientific context.

Several researchers have also conducted research by applying the principle of collaboration to produce finished works. Among them, learning art with Creative Work Practice Learning (BPK2) activities uses a humanistic approach that optimizes students' potential and interest in art. Art learning material includes appreciation and creation (Handyaningrum, Tutuko, & Suwahyono, 2019). Based on that thought, the researchers apply a collaborative learning model with the product output in the form of a short dance film, which, based on the researcher's hypothesis, is very appropriate to be applied in this course, especially during the COVID 19 pandemic.

In the process of making the short dance film, there are several stages that the researcher has designed to explore, collect, analyze, and evaluate the project until the film product is materialized. According to that notion, the researchers apply the collaborative learning model with the goal product a short dance film, which according to this research's hypothesis, would be suitable to be done on this subject during the pandemic. In the making process of a short dance film, some steps have been designed to dig, collect, analyze, and evaluate the project until the product becomes concrete.

Ideas and notions of the research is conducted for one semester, in the even semester of 2019-2020. Observation and analysis are the initial stages, aiming to gather various ideas through observation and discussion. Incidentally, this first stage is still being carried out in class. This physical meeting took place in March 2020, from week 2 to week 4, until finally, the meeting could no longer be held because the campus began to be closed from all kinds of in-campus activities following the outbreak of COVID- 19.

The observation and analysis are also the initial stages for building individual perceptions, then the ideas that are emerged from these perceptions are collected and agreed upon as a prominent theme. This initial stage results in a mutual agreement to create a dance film with a duration of 3-5 minutes under the name Short Dance Film. In addition, a collaboration plan is also agreed (between the Dance Education department) with film and television study programs for composing back sound, shooting, and video editing. Table 1 is the division of labor in the form of a short dance film project design.

Table 1 is a summary of the work division in the collaboration process. Film scripts and make-up are the responsibility of Dance Education students. As for the camera, music, and video editing are borne by students of the Film and Television Study Program. Meanwhile, the venue selection and venue setting are mutually agreed upon. This division of work is carried out based on the expertise possessed by each group of students, then discussed together.

Since May 2020, all meeting activities have been continued through Zoom, Google Meet, and Google Classroom. Because of this, the project design

ultimately changes following the current situation. The agreed work division ends up not in accordance with the original plan.

Table 1 Work Division

Description	JPST*	PSFTV**
Film script	√	
Cameraman		√
Location	√	√
Ligthing	√	√
Music		√
Makeup	√	
Setting	√	√
Editing		√

Jurusan Pendidikan Seni Tari* (Department of Dance Education), *Program Studi Film dan Televisi* (Film and Television Study Program)

For group division, in collaborative learning, instructional techniques are widely used, although the factors of their effectiveness are not yet clear (Zambrano et al., 2019). This statement is quite interesting to prove. One of the implications of Zambrano's research is to design an effective collaborative learning environment (Zambrano et al., 2019). In its division, 53 students who become participants are divided into small groups, each consisting of 6-7 people. The group's division aims to make the student learning environment more effective. With 6-7 members, they would focus more when dividing tasks and solving problems.

The division of groups is carried out online, discussions are carried out through the zoom cloud application, and then students are instructed to collect the names of each group through Google Classroom. This division results in eight groups, each of whose members is a combination of 33 *Jurusan Pendidikan Seni Tari* (JPST) students and 20 *Program Studi Film dan Televisi* (PSFTV) students. It can be seen in Table 2.

Table 2 Amount of Group

Name/Member	JPST	PSFTV
Group 1 (7)	5	2
Group 2 (7)	5	2
Group 3 (7)	5	2
Group 4 (7)	4	3
Group 5 (7)	4	3
Group 6 (6)	4	2
Group 7 (6)	3	3
Group 8 (6)	3	3

This grouping of students is fully carried out in the discussion between them. The researchers only

instruct them to find friends with whom they would be comfortable and could be invited to work with. Many students cringe and groan when told that they will need to work in a group. However, group work has been found to be good for students and teachers (Rezaei, 2018). In the researchers' opinion, the groupings formed have proven to be effective because it seems that students get more initiative to carry out discussion activities through digital applications independently.

In script testing background music, testing the script and music scoring aims to combine dance film scripts made by JPST students with the music made by PSFTV students. Music scoring that PSFTV students have made through one of the Fruity Loops (FL Studio) music software is sent to JPST students via Google Drive in MP3 format. Music scoring is a compulsory subject for PSFTV students. This subject is in the form of a practice of making music using a DAW (Digital Work Station) where students are allowed to use various music software as a medium for their work, including using Fruity Loops. Fruity Loops is a digital technology-based learning media in the form of software used in writing and creating works or arrangements for music in the form of partitions and audio (Laksono, 2017). The purpose of the music scoring subject is to provide knowledge and skills to PSFTV students to be able to create music for sound system needs in the context of film and television. Moreover, the main objective of this subject is understanding the importance of audio works' originality in film and television as a multidisciplinary field of science.

Music with 3-5 minutes duration is created by PSFTV students to accompany the film. The music creation concept is based on scripts made by JPST students, which have previously been discussed together. However, in this context, the unification between music and dance is not always necessarily appropriate, so the researchers provide a discussion space to conduct joint evaluation through Google Classroom. The researchers give a time limit of two weeks for each group to carry out the improvement; the next stage is the process of shooting and sounds.

The implementation of making the short dance film is finally done online. The project design is agreed upon at the beginning of the meeting changes. JPST students take videos at their homes, including selecting locations and settings. The parts of the job descriptions that are affected by this pandemic situation are scripts and music because these two things are related to the respective knowledge field of each student.

The process of making and editing the short dance film was carried out in early May and finished in early June 2020. The works were then collected via Google Drive and presented via Zoom Cloud. This presentation contained an explanation of the concept of the dance video works and an evaluation of the entire collaborative project. The results are shown in Table 3.

Table 3 shows the final results of the art and design project subject. From the collaboration

project, eight short dance films are produced. After all video data are collected, the researchers conduct an evaluation as finalization to get an explanation of the collaborative learning effectiveness carried out during the pandemic.

Table 3 Groups' Works Results

Group	Title	Duration
G.1	Malu	4:15
G.2	Schizophrenia	2:55
G.3	Syantisi	3:33
G.4	Home Quarantine	6:53
G.5	Let it Flow	4:02
G.6	Introvert	3:08
G.7	Mentally	3:53
G.8	A Life	2:07

Based on the interviews with the students, the results are obtained: (1) collaborative learning is beneficial in practical lectures, (2) through collaboration, it is possible to embody multidisciplinary products, (3) collaborative learning would be very effective if carried out in normal situations because collaborative learning requires direct communication (face to face), (4) collaborative learning is more effective in small groups. According to those results, it can be concluded that collaborative learning is more effectively applied to practical, multidisciplinary subjects, carried out in normal conditions, and requires a small group. On the contrary, it will be difficult to put together ideas and notions, especially if the project involves two or more scientific fields.

As an appreciation for the results of this subject, researchers offer students to choose the best two videos from eight. This election is carried out jointly through a discussion based on objective arguments. The results agree that group 1 with the title "Malu" and group 2 with the title "Schizophrenia" as the best short dance film. The assessment is based on the concept of dance and cinematography. Figures 1 and 2 show these two best videos.

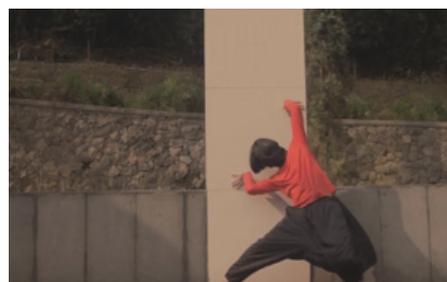


Figure 1 Short Dance Film Works "Malu" (Shame)

This work (Figure 1) is an expression of a student who feels embarrassed about joining a dance

major. This shame is due to the negative stigma of a boy taking dance major from his surround. The shame is illustrated by he covers his face with a black cloth mask. The concept of dance and costumes in this work is the original result of the thinking construction of students through collaboration which is then converted into a story script form.



Figure 2 Short Dance Film *Schizophrenia*

This work (Figure 2) is made based on the script about an illustration of over fear feeling. The fear is imaged through a shawl as the symbol of rope and shadow.

The best works are selected based on cinematographic elements; dance is seen from the film side, not as a stage performance. This aspect is important to underline because dance film is being discussed, and dance is a part of cinematography that focuses on film as a messenger (Saputra & Anwar, 2019). Both works have a complete cinematographic element compared to other works from their shooting, setting, lighting, and camera position. In addition, the assessment is also based on students' efforts to complete the project, which considers students' ability to solve project design problems that have changed due to a pandemic situation.

As a result of student collaboration, short dance films may be analyzed in construction theory as a building for students' thinking in collaboration with other students thinking constructions. Ideas are put together through a process of discussion, group formation, and task division and responsibilities according to the expertise of each member. Although the creation process is hampered by the pandemic conditions, students are proven to be able to find solutions to realize working ideas by adapting to the current situation. From this case, the researchers can conclude that the ability of students living in the digital era includes adaptive knowledge of technology.

According to the researchers, the Arts and Design Project, and the short dance film product as the main object of the research, has made it a home of multidisciplinary collaboration during the pandemic. However, there find some notes to evaluate for the next research. First, it is necessary to find a formulation of online learning to make all project designs work consistently. Secondly, Arts and Design Project subject should be able to adapt to the current situation and condition to run well.

CONCLUSIONS

The research proves that collaborative learning can be done even during a pandemic. Technological advances and the ability of students to use various digital technology devices provide creative space to realize dance works with adequate cinematographic concepts. Various alternative means to conduct group discussions, including through the Zoom application, mobile phones, and Google Meet, become a place to unite their ideas in designing works. Ultimately, the results of the research can be used as a reference for implementing collaborative learning during the pandemic. When learning cannot be done face-to-face, the collaboration between students across disciplines to unite ideas in creating art can still be realized. As an implication, the research can be a reference for collaborative learning in the arts in universities.

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