



The Strong Male Dance Learning Evaluation at SMK Negeri 8 Surakarta in the Post-COVID-19 Pandemic

Chrisan Tiyansa^{✉1}, Usrek Tani Utina^{✉2}

Department of Drama, Dance, and Music Education, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia.

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Abstract

The COVID-19 pandemic has made learning online. Meanwhile, dance learning is more effective when implemented face-to-face. Therefore, the student's achievement in SMK Negeri 8 Surakarta decreased when learning online, especially in the Strong Male Dance subject. It happens because of the dominating women of the students. Therefore, after entering the post-pandemic period of COVID-19, there should be efforts to improve learning implemented face-to-face again, including the implementation of the evaluation because evaluation activities have an essential role in knowing the achievement of learning objectives. This study aims to understand, describe, and examine the implementation of the learning evaluation of the Strong Male Dance at SMK Negeri 8 Surakarta. This study used a qualitative method with the case study and pedagogic approaches with data collection techniques through observation, interviews, and documentation. Data validity techniques were tested again by theory, source, and technique triangulation. In addition, data analysis techniques used data reduction, data presentation, and data verification. The results show that the teachers provided additional learning media through video tutorials, PowerPoint materials, and the tolerated assessment criteria for female students. The existence of tolerance for assessment criteria increases in achieving the learning objectives and fosters the students' confidence. Hopefully, the results of this study can be used as literature to add knowledge to the evaluation of dance learning in the post-COVID-19 pandemic.

INTRODUCTION

The COVID-19 pandemic has had significant impacts on all sectors of human life. The death rate due to COVID-19 has continued to increase since the first announcement regarding the existence of positive COVID-19 patients in early March 2020. The COVID-19 pandemic has influenced new policies in various sectors, such as economic, social, tourism, and educational sectors. Apart from the economic sector that has changed significantly, new policies influenced by the COVID-19 pandemic have also occurred in the education sector. It has led to many changes in learning regarding strategy, media, materials, learning administration, and learning evaluation. The drastic changes in terms of learning were the change from face-to-face learning to distance learning, a direct learning system to online learning (Mukti & Lestari, 2020).

Online learning was implemented at all education stages, from early childhood, to primary to tertiary education. This learning system change also occurred in arts education in schools. The change from an offline to an online education system was very pronounced in dance learning. Dance learning activities usually occur face-to-face because, in dance learning activities, direct improvements and examples are needed. However, it was impossible to occur because of the spread of the COVID-19 pandemic.

This learning system change is considered to complicate learning activities in schools, especially in vocational high schools. Vocational high schools prioritize practice, and people believe that when they graduate from vocational high schools, they can immediately go into the field to work. However, it is limited when schools are required to be online. Online learning in vocational schools significantly limits the practice-based learning process. The impact of changes in learning methods

during the COVID-19 pandemic also occurred at SMK Negeri 8 Surakarta.

SMK Negeri 8 Surakarta is a vocational high school that has a special department, that is performing arts, where before the COVID-19 pandemic occurred, SMK Negeri 8 Surakarta always busy with students practicing at the school and regularly held performance activities such as *nemlikuran*, *sangalikuran*, *anggara kasih* nights, and practical exams held. However, since the COVID-19 pandemic, this routine activity, which has long been a means of developing students' skills, has been forced to no longer be held. SMK Negeri 8 Surakarta is one of eight art schools in Indonesia. SMK Negeri 8 Surakarta was founded in 1950. SMK Negeri 8 Surakarta is considered the oldest school among other art schools. This school has produced many talented artists and achieved many achievements both at national and international events due to its good learning process. However, with the emergence of the COVID-19 pandemic, the learning process that has been implemented and produced results will experience changes in both teaching and learning methods to the evaluation process.

The COVID-19 pandemic has influenced changes in learning activities in schools for a long time until the COVID-19 pandemic slowly subsides. Post-pandemic conditions have also brought changes and adjustments to learning activities in schools, including learning activities at SMK Negeri 8 Surakarta during the post-pandemic period. COVID-19 has substantially influenced learning methods and the evaluation process.

Dance learning at SMK Negeri 8 Surakarta has many subjects, including other regional dance subjects whose material consists of dances from Bali, Yogyakarta, and Banyumas. Apart from other regional dances, there are also

Female Dance, Refined Male Dance, and Strong Male Dance subjects, all of which study Surakarta-style dance. The existence of strong male dance learning with a female-dominated percentage of students made researchers want to know the learning process, especially the evaluation activities that occurred in Strong Male Dance learning.

The Strong Male Dance is a dance practice subject with the character of a dashing male. The Strong Male Dance is a dance that requires the dancer to display a dashing demeanor, one of which is by producing a dancer's performance with a large, strong, or firm volume.

There are several previous studies that researchers can use as references, including research from M. Panji Wahyu Mukti and Wahyu Lestari in 2020 entitled *Pelaksanaan Evaluasi Pembelajaran Seni Budaya di SMP 1 Jekulo Kudus pada Masa Pandemi Covid-19* by showing results that the implementation of arts and culture evaluation at SMP 1 Jekulo Kudus was not optimal due to the COVID-19 pandemic and learning activities were carried out online. Another research is research written by Dwi Ariani, Wedhaningsih, and I Wayan Mustika in 2018 with the title *Evaluasi Pembelajaran Tari Bedana di SMK Tunas Wiyata Way Tuba*. The results from the research written by Dwi Ariani, Wedhaningsih, and I Wayan Mustika are evaluation activities in extracurricular learning of bedhana dance before the COVID-19 pandemic occurred. Both studies used qualitative methods with a pedagogical approach. However, they didn't discuss the evaluation of arts subjects, especially strong male dance art at SMK Negeri 8 Surakarta after the COVID-19 pandemic.

The Strong Male Dance subject at SMK Negeri 8 Surakarta is interesting to examine the implementation of evaluation

because evaluation plays an important role in maintaining the quality of learning. Schools in Indonesia very rarely have a Dance Department. It is very important to pay attention to the quality of learning at SMK Negeri 8 Surakarta to maintain the achievements that have been achieved by SMK Negeri 8 Surakarta and to see the percentage of students who are dominated by girls. That case strengthens the researcher's interest in knowing the evaluation activities carried out by teachers during the transition period after the COVID-19 pandemic. The research was aimed at class XI because that class experienced a transition period where learning in the era of the COVID-19 pandemic was still used in class X. It is the first year as vocational school students majoring in dance until they experienced period changes after the Covid-19 pandemic when they were class XI students.

Learning is an interaction process that occurs in a learning environment between students, teachers, and learning resources (Fathurrohman, 2015, p.26). Art learning includes exploration, expression, creation, and appreciation activities carried out by physical activity and a sense of beauty. It makes art learning different from other objects (Utina, 2009, p.74). Dance learning can be interpreted as a process of interaction between teachers and students so students gain knowledge, understanding, and skills in expressing, exploring, creating, and appreciating dance until the elements of logic, aesthetics, and harmonious ethics. Djamarah, Syaiful, and Aswan (2010, p.41) explain that learning components include objectives, learning materials, teaching and learning activities, methods, tools, learning resources, and evaluation. The evaluation process is closely related to

student learning outcomes while taking the subject.

Learning evaluation is a systematic, continuous, and comprehensive process or activity in controlling and determining the quality of learning for various learning components based on certain considerations and criteria as a form of teacher responsibility in implementing learning (Arifin, 2009). According to (Suprijanto, 2008, p.145), there are two evaluation techniques for learning at the secondary school level, namely test and non-test techniques. Students' work is measured by the extent to which they have mastered the lesson presented. Test techniques, often used in the teaching and learning process, can be classified into three groups, oral tests, written tests, and action tests. Meanwhile, non-test techniques can be carried out by observation, interviews, case studies, assessment scales, inventories, and questionnaires.

From the background, the researcher stated that the learning process of the strong male dance by paying attention to the learning components used as well as the implementation of the evaluation by noticing the evaluation model, the evaluation type, the assessment technique, and the form of instrument determined in implementing the of the strong male dance learning evaluation in class XI at SMK Negeri 8 Surakarta.

RESEARCH METHODS

This research used qualitative research methods. Qualitative research methods describe individuals, symptoms, and certain existences. Qualitative research is in the form of words and images originating from manuscripts, interview results, field notes, and personal or official documents (Jazuli, 2001, p.19).

This evaluation research on strong male dance learning at SMK Negeri

8 Surakarta uses a case study and pedagogical approach. According to Prof. Dr. J. Hoogveld (in Uyoh, 2011), pedagogy is a science that studies the problem of guiding children toward certain goals. Meanwhile, case studies can also be interpreted as research carried out intensively in detail and in-depth on an organization, institution, and certain symptoms (Arikunto, 2010, p.185). The case study and pedagogical approach are considered suitable and can be used in this research because by collecting complete information based on educational science found in pedagogical science, researchers can get in-depth knowledge.

Primary data in this research were obtained in the form of oral information from interviews and the actions of research subjects. The data comes from the teacher who teaches the Strong Male Dance subject and the head of the dance skills program as the main subject and source of information related to the evaluation implementation of strong male dance learning. Secondary data are in the form of syllabus documents, Learning Implementation Plans (LIP), learning media, and assignment sheets for the Strong Male Dance subject sourced from teachers, the dance skills program and a vice principal for academic affairs, and the SMK Negeri 8 Surakarta website.

This research used three techniques, namely observation, interviews, and documentation. Researchers conduct direct observations to find out information about the conditions of the research location. The conditions of the research location include the circumstances condition, school community, and facilities. Structured interviews were conducted with Suradi (60) as a teacher of the Strong Male Dance subject, Rully Tri Hapsari (60) as the head of the dance skills program, and Wagimin

(55) as a vice principal for curriculum affairs. Documentation techniques are used to find sources of information related to strong male dance learning activities. Things used as documentation material include the syllabus, Learning Implementation Plans (LIP), learning media, photos and videos of the implementation of the Strong Male Dance lesson in class XI, and the environmental conditions of SMK Negeri 8 Surakarta. The data validity technique in this research used triangulation as a test of the credibility of the data taken. This technique conducts truth tests between one source and another. This technique has several types, such as source, theory, and technique triangulation. The data obtained through observation, interviews, and documentation were matched to be related to each other. Data obtained from primary sources were matched again with data from secondary sources. Data analysis techniques are through reduction, presentation, and verification of data.

RESULTS AND DISCUSSION

The Strong Male Dance Learning Curriculum

The teaching and learning process cannot be separated from the learning component, namely the learning curriculum which is a guideline for teaching. The curriculum used in learning Strong Male Dance is the 2013 curriculum. The 2013 curriculum is an improvement on the Competency-Based Curriculum initiated in 2004. This curriculum focuses on integrated attitudes, knowledge, and skills competencies. Learning guided by the 2013 curriculum in its implementation needs to include five components, namely observing, asking, collecting data, associating, presenting, or communicating.

In Strong Male Dance learning, the components are applied. For example,

when the teacher demonstrates movement, and the students notice. It is an implementation of observing. The implementation of asking can be seen from the teacher allowing students to ask questions related to material that students do not understand. Students also have the opportunity to look for as many references to the Klana Mask Dance as possible. Students are not only limited to learning from video tutorials provided by the teacher, but students can also look for other Klana Mask Dance videos that students consider easier to follow or better as a form of the implementation of collecting data and associating. Students have time to show their learning outcomes as a form of communication by demonstrating the Klana Mask Dance in front of the class.

The Strong Male Dance Learning Before COVID-19 Pandemic

Activities of teaching and learning at SMK Negeri 8 Surakarta used a moving class system. Students in each subject of a group were required to move from one class to another. The moving class system was implemented because the subjects at SMK Negeri 8 Surakarta required various supporting tools, and the needs varied from one subject to another. For example, in Karawitan lessons, music, wayang equipment, glass rooms, computers, and other supporting tools were not provided in each class. Therefore, the tools that support learning activities at SMK Negeri 8 Surakarta were divided into laboratory rooms. This moving class system can reduce students' boredom during class hours. This moving class system has been running for a long time since the 2000s, and it has been maintained until now. The moving class system does not apply during mid-semester and end-of-semester assessment activities.

The course syllabus at SMK Negeri 8 Surakarta in each skills program is the combined syllabi. The combined syllabi contain several similar subjects because they have similar basic competencies. The syllabus for the Strong Male Dance subject is connected to the traditional dance syllabus, but the Learning Implementation Plan (LIP) is made separately between subjects.

Teaching and learning activities at SMK Negeri 8 Surakarta generally begin with preliminary activities such as greetings, attendance, apperception, or briefly discussing the previous material and continue with the core activities such as delivering the materials using various methods such as lectures, demonstrations, questions-answers, or other method deemed suitable by the teacher. After completing the core activities, it is continued with closing activities, namely giving assignments or other things.

Learning the Strong Male Dance subject is always available in every class and semester. The teacher chose the Klana Mask Dance as learning material for the Strong Male Dance before the pandemic. The learning process for the Strong Male Dance does not change significantly in the learning stages. The Strong Male Dance lesson was carried out at SMK Negeri 8 Surakarta face-to-face in class with the following steps.

The opening activities are greetings and taking students' attendance by the teacher. Then, the teacher conducted a discussion to remember the material presented previously.

The core activities conducted by students formed a line in the class at a specified distance. Then, the teacher explained and demonstrated each dance movement. Teachers can improve the dance movement by direct contact with

students, such as moving their hands or feet.

The closing activity is the teacher explaining again the material presented and allowing students to ask questions.

The teacher of the Strong Male Dance lesson not only provided explanations of the material during class time but also often made extra hours after school or at night with the aim that students could better master the material provided.

The Strong Male Dance Learning during the COVID-19 Pandemic

The Strong Male Dance Learning during the COVID-19 pandemic experienced significant changes. The Strong Male Dance learning during the COVID-19 pandemic was carried out online with the same material as before the pandemic, namely the Klana Mask Dance. During the COVID-19 pandemic, teachers conducted learning via WhatsApp groups and Zoom applications.

The teacher took attendance by collecting assignments. In addition, the teacher explained the material by sharing video tutorials and reference videos of the Klana Mask Dance on YouTube. After the teacher shared the video tutorials, students created an independent learning video according to the material presented and then sent it via WhatsApp. At that time, the teacher was very limited in improving movement. The teacher can only improve movement techniques in writing. Furthermore, the teacher collected written assignments via WhatsApp by sending photo documents of writing movement descriptions.

The Strong Male Dance Learning in Class XI after the Covid-19 Pandemic

Dance learning at SMK Negeri 8 Surakarta was implemented by using the 2013 curriculum. In the eleventh grade of

Dance Arts, the subject of Strong Male Dance got the Klana Mask Dance material. This dance material is a classic dance with Surakarta style created by S. Ngaliman. It is taught hereditarily to the younger generation, especially the students of SMK Negeri 8 Surakarta. Students learned Klana Mask Dance so they could master various dance themes because, in ninth grade, students were taught dances with the soldiering theme. Therefore, in eleventh grade, students were taught dances with the romance theme, so students studied Klana Mask Dance material. Giving Klana Mask Dance material is based on consideration of the student's mastery of the mask dancing techniques that had never been taught before.

The lesson duration on the Strong Male Variety Dance conducted is two hours. Each course is for 45 minutes. In teaching the Strong Male Dance, teachers applied various learning methods such as lectures, demonstrations, questions, and answers. The method used by teachers in explaining knowledge material is the lecture method. The teacher verbally explained the history, make-up, and costumes of the Klana Mask Dance and the structure of the Klana Mask Dance movements in front of the class, and the students listened to the teacher's explanation.



Figure 1. The Demonstration Method in Class (Source: Chrisan, 31 August 2022)

The teacher not only used the demonstration method in the classroom but also applied the demonstration method by making learning videos in the form of videos per section, such as when the section of *maju beksan*, *beksan*, and *mundur beksan*.



Figure 2. The Tutorial Video of Klana Mask Dance (Source: Suradi, 10 February 2021)

The Strong Male Dance lesson was held in the glass room laboratory. The teacher not only demonstrated the Klana Mask Dance material but also explained verbally to the students the history of dance, fashion design, and theoretical techniques. In addition, oral explanation was interspersed with question-answer activities.

Delivering material was not only implemented during class meetings, but teachers also made PowerPoint media. The teachers created the complete knowledge material of Klana Mask Dance on a PowerPoint containing the types of the Strong Male Dance. The teacher provided basic knowledge for the students about the Strong Male Dance before entering the Klana Mask Dance material. Therefore, their knowledge grew broader, and they did not only understand the Klana Mask Dance. The students can also view the PowerPoint uploaded by Mr. Suradi on YouTube as a learning medium for his students.

Apart from providing examples directly, students can learn independently by looking for references on YouTube or watching learning video media that the teacher had made before the lesson began. The teacher gave an example of the Klana Mask Dance, and the students practiced it. Besides direct learning activities with the teacher in class, class groups also formed peer tutoring. Peer Tutoring is learning with students of the same age who are appointed or assigned to help their friends who have learning difficulties.



Figure 3. The Peer Tutoring Activity
(Source: Chrisan, 31 August 2022)

Peer tutoring activities took place during the first lesson. Several students at the front served as friends who taught and helped each other remember the material they had learned.

"In carrying out teaching and learning activities, I provide space for students to be independent and active utilizing peer tutoring. Peer tutoring is the preferred method that I hope will allow students to explore their abilities, work together in a group, and exchange knowledge with each other." (Suradi, 26 August 2022)

Peer tutors who have been appointed act as intermediaries between students who may not dare to ask questions to the teacher. The realization is by giving the task to peer tutors to accommodate questions from their friends to be submitted to the teacher, and then the questions will be answered and explained by the teacher.

The Strong Male Dance lesson closely relates to the learning tool in the form of a Learning Implementation Plan (LIP) as a guideline for implementing learning at each meeting of the semester beginning. Teachers always prepare and plan the implementation of the study they teach. The Learning Implementation Plan (LIP) contains learning indicators, learning objectives, core material, learning methods, learning steps, media, and evaluation implementation. Learning at each meeting has a different implementation plan.

The Implementation of Evaluation

The implementation of evaluation on the Strong Male Dance subject is essential to achieve the goal, vision, and mission of SMK Negeri 8 Surakarta, namely producing graduates in the field of cultural preservation who are competitive, creative, innovative, responsible with assignments, skilled at providing diverse and detailed material, disciplined, and able to develop oneself continuously.

The evaluation of the Strong Male Dance lesson aims to determine student learning outcomes and obtain final grades in the Strong Male Dance subject on the Klana Mask Dance material. The evaluation of the Strong Male Dance subject in the eleventh grade is by assessing each student. The students completed the assessment activity by demonstrating the Klana Mask Dance as a skills score. In addition, students also received an assignment to write movement descriptions as a knowledge score.

The evaluation of the Strong Male Dance before and after the COVID-19 pandemic is similar. Before the pandemic, during the pandemic, and after the pandemic, the evaluations took place in the glass laboratory classroom. The

teacher called students based on the order of attendance. Each session is for two students. The teacher kept an eye on the front of the class, and the other students sat in the front of the class to see and appreciate the assessed students. In addition, the dance accompaniment music will be played for both students. Then, they were allowed to demonstrate the Klana Mask Dance. The model and type of evaluation used in carrying out evaluations are always the same. The only different thing is the tolerance of the assessment criteria came into effect during the COVID-19 pandemic.

In theory, there are four evaluation models. The evaluation models are measurement evaluation, congruence evaluation, education system evaluation, and illuminative or enlightening evaluation. The evaluation of the Strong Male Dance in the eleventh grade used a measurement evaluation model. The measurement evaluation model is an evaluation model that measures various aspects, including students' cognitive, affective, and psychomotor intending to see differences between individuals and groups. The measurement evaluation model of the Strong Male Dance lesson in the eleventh grade can be seen through the aim of implementing the assessment delivered by the teacher to the researchers. It is to know and measure the abilities of the students.

The evaluation of the Strong Male Dance in class XI used non-test and test techniques. The non-test technique implemented in the Strong Male Dance lesson is observation. Teachers assessed students by making observations so the teachers can find their personalities and characteristics. The teacher implemented evaluation using test assessment techniques in several ways, including oral, written, and action tests.

The Knowledge Assessment

The purpose of movement description assignments made by the teacher as written assignments for students is to fulfill the knowledge assessment submitted during the mid-semester and final semester assessments. The movement description contains a sequence of various movements following the material presented and a description of each movement detail. The teacher set the knowledge assessment criteria on the rubric.

Table 1. The Criteria of the Knowledge Assessment

The Assessment Criteria	Score
Describe the movements of the Klana Mask Dance is less detailed and complete	<75
Describe the movements of the Klana Mask Dance is quite complete	75-80
Describe the movements of the Klana Mask Dance in detail, complete and neat	81-95

The Skill Assessment

In the skill assessment of the Strong Male Dance, the eleventh-grade students were assessed by evaluating their movements while dancing to material given before. The students were called one by one and asked to dance in front of their friends. The skill assessment was conducted in mid-semester and final semester examinations.

Table 2. The Criteria of the Knowledge Assessment

The Assessment Criteria	Score
Perform the Klana Mask Dance with less suitable memorization	<75
Perform the Klana Mask Dance with appropriate memorization	75-80

Perform the Klana Mask Dance with proper memorization and good *wiraga*, *wirama*, and *wirasa*

81-95

The teacher explained that during the assessment, students must dance the Klana Mask Dance from beginning to end according to the accompaniment and additional conditions determined. Students must use the *jarik*, *sampur*, and *maju* in the decided order. If the student didn't fulfill these conditions, the student could not join in assessments. They were allowed to borrow equipment from other students.

The Attitude Assessment

Teachers assessed attitudes by looking at students' discipline in class, such as paying attention to the teacher, finishing assignments well, and being active during question-answer activities. This attitude assessment is done by the teacher every day. In addition, the teacher has a small note regarding the names of students who behave well.

Table 3. The Criteria of Attitude Assessment

The Assessment Criteria	Score
Have a bad attitude (less polite and disciplined)	<75
Have a good attitude (polite, mutual respect, discipline)	75-80
Have a good attitude and be active in class	81-95

The Post-Pandemic Assessment Tolerance COVID-19

Teachers prioritized memorization. Students who wanted a complete score in the Strong Male Dance subject must be able to dance the Klana Mask Dance correctly in the order from start to finish. Students who can dance the Klana Mask Dance well and according to *wiraga*, *wirama*, and *wirasa* will get a

score more than the minimum completion criteria, namely more than 75.

Mr. Suradi explained that the determined assessment criteria are flexible. The flexibility means that there is tolerance applied to female students. The given tolerance criteria follow the percentage of students at SMK Negeri 8 Surakarta dominated by women, namely 24 female students and a male student. The character of dashing dance requires a larger volume. Moreover, it must have a great deal of energy that makes the teacher tolerate the assessment criteria for female students' dancing techniques.

"I provide tolerance in dance techniques for female students. When doing junjungan and jojor, female students do not have to do them as high as male students or according to the correct technique. I give scores above the minimum score to female students who have tried to do the technique. It looks good that is close to correct."

The statement delivered by Mr. Suradi explains what tolerance is given to female students in the assessment. The tolerance is hand techniques that look according to the techniques taught in large volumes, and foot techniques, especially *jojor* and *junjungan*, which are relatively high, have a firm attitude, and look confident in every conducted movement.

Table 4. The Assessment Tolerance

Movement Techniques	Criteria
Hand	Follow the technique that has been taught, large-volume
Foot	- The technique is close to appropriate (height is more than 75 degrees)

Performance	- The high of the <i>junjungan</i> technique forms a right angle
	Look firm and confident in dancing

The Assessment Sheets

Teachers who have implemented the assessment with modeling techniques, memorization instruments, *wiraga*, *wirama*, and *wirasa*, and have determined the rubric of evaluation write the scores on the school system called SIAKAD (*Sistem Akademik or Academic System*) SMK Negeri 8 Surakarta.

The assessment sheet consists of daily grades, mid-semester grades, and final semester grades. Then, they are divided into three with the same weight to get the final grades. The scores are written on the student's report card. The SIAKAD application is not only a medium for storing scores, but it automatically calculates the final grades for each student.

#	NIS	Nama siswa	Angk	R1	R2	Angk	Uts	Uas	Rap	Uts	Rap	Uas
1	10086	AGNES SHEILA CRISYANTI	75	77	8	75	77	8	75	77	8	75
2	10087	ADRIAN NABILAH CRYSTALIA VEDURIA	75	75	8	75	75	8	75	75	8	75
3	10088	ALIF ARDIYANTO	77	75	8	77	75	8	77	75	8	77
4	10089	ALINA NABATA PUTRI	75	75	8	75	75	8	75	75	8	75
5	10090	ANANDA SURTISARI SEPTIANA PUTRI	75	75	8	75	75	8	75	75	8	75
6	10091	ANGELINA BERTHALAPOLYA PUTRI SABRINA	80	80	8	80	80	8	80	80	8	80
7	10092	ARHANTI CITRA ASTADARA	77	77	8	77	77	8	77	77	8	77
8	10093	CEA RISTI PALDI	75	75	8	75	75	8	75	75	8	75
9	10094	DEVITA DESTANA SALABILA	75	75	8	75	75	8	75	75	8	75
10	10095	DHILLA PUSPITA HERAWATI	75	75	8	75	75	8	75	75	8	75
11	10096	DIAN SARMALARASATI	77	77	8	77	77	8	77	77	8	77
12	10097	LAKSA PUTRI PANGUNGKAS	75	75	8	75	75	8	75	75	8	75
13	10098	PARIDAH ENES CHANITA ARIANI	75	75	8	75	75	8	75	75	8	75
14	10099	PERBILIA AGGIES IIN	80	80	8	80	80	8	80	80	8	80
15	10099	FINA KUSASARCHI	80	80	8	80	80	8	80	80	8	80
16	10091	GAU LIA VETVANNINGYAR	80	80	8	80	80	8	80	80	8	80
17	10092	GABRIUS NOVITASARI	80	80	8	80	80	8	80	80	8	80
18	10093	GUNDA PRATYA PUTRI AZAHRO	80	80	8	80	80	8	80	80	8	80
19	10094	HANI ALYA SARI	80	80	8	80	80	8	80	80	8	80
20	10095	IBELDA SADIKA SITI SUNIATI	77	77	8	77	77	8	77	77	8	77
21	10096	KALIBELLA REYITA	80	80	8	80	80	8	80	80	8	80
22	10097	JENNYCADELIA MAHASARI	75	75	8	75	75	8	75	75	8	75
23	10098	NATANKA ARYANTI RIFTAWAN	80	80	8	80	80	8	80	80	8	80
24	10099	NAYALDIWIHATYARI	75	75	8	75	75	8	75	75	8	75
25	10090	NINDEYA PURNITASATI	75	75	8	75	75	8	75	75	8	75

Figure 4. The List of Grades for The Strong Male Dance Subject in the Eleventh Grade (Source: SIAKAD, December 2022)

The research results in the field show that the evaluation of the Strong Male Dance learning on the Klana Mask

Dance material is well-run, and students show quite good outcomes. Looking at the learning objectives written by the teacher in the Learning Implementation Plan with the student learning outcomes outlined in the list of grades guided by the assessment rubric, the Strong Male Dance lesson can be said to be successful and achieve the learning objective. The students can demonstrate the Klana Mask Dance, namely part of the *beksan* based on the accompaniment shown by the average score for students reaching the minimum completion criteria (75).

The evaluation of the Strong Male Dance learning in the eleventh grade after the COVID-19 pandemic is not much different from before and during the COVID-19 pandemic. The difference is the decrease in the learning outcomes of the students. It can be seen in daily grades, mid-semester grades, and final semester grades of the students.

The assessment criteria tolerance of the male character dance given to female students based on the number of female students who dominate the group does not mean that students can obtain scores exceeding the minimum completion criteria with ease.

The techniques for dancing the Strong Male Dance are still considered difficult, especially in post-COVID-19 conditions. When COVID-19 cases were high, students' knowledge of dancing techniques was limited. It happened because learning was still implemented remotely, and teachers and students were not prepared enough to deal with the changed conditions from the previous to the COVID-19 pandemic conditions, so the existing media and methods could not convey the material to students optimally.

CONCLUSION

The Strong Male Dance learning activities in the eleventh grade at SMK Negeri 8 Surakarta run the same as general subjects. The Strong Male Dance learning is according to the Learning Implementation Plan (RPP) and uses various learning tools such as other subjects, namely syllabus, media, assessment instruments, and others. The Strong Male Dance lesson has adapted from conditions before the COVID-19 pandemic, during the COVID-19 pandemic, and after the COVID-19 pandemic.

The evaluation implementation of Strong Male Dance learning at SMK Negeri 8 Surakarta uses a model of measurement evaluation to know and assess the extent of each student's abilities.

Types of evaluation in assessing students include non-tests and tests. The non-test assessment carried out is observation of students to determine the student's character to obtain student attitude scores. Test assessment techniques include oral tests implemented through question-answer activities during learning, written tests that are in the form of assigning movement descriptions to obtain knowledge scores, and action (practice) tests to get skill scores.

The skills assessment has the criteria of the tolerance assessment for female students because the percentage of female students dominates compared to male students, so the technical provisions in dancing receive the leniency tolerance. The tolerance of assessment criteria given by the teacher has a positive impact on female students. By the tolerance of assessment criteria, the female students in the Strong Male Dance course become more optimistic about getting a score that exceeds the minimum completion criteria, and the lack of confidence in the

character's dancing abilities in the dashing dance decreases.

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