

Wireless Communication Management in Dance Skill Learning

Azlina Musa, Mohd Nasir Hashim

Abstract: *Developments in mobile technology today are also changing the pattern of learning. Accordingly, learning is not only concentrated in the classroom but can occur anywhere and anytime using mobile devices and supported with mobile technology. In addition, dance class learning is a limb movement that follows the rhythm of music. Learning dance skills requires physical strength to master the dance. Therefore, learning dance classes online through learning applications such as google meet is to identify dance capabilities during the implementation of learning in virtual space. This study is based on qualitative methods and quantitative methods. Questionnaires on 200 students were conducted as a complement to the study. Interviews with students were also conducted. The results of this study show that students do not show interest in learning dance online. Difficulty of students understanding and demonstrating the dance movements learned. The conclusion is that dance cannot be performed in online learning with the google meet application. On the other hand, dance learning is not feasible in online learning because there are barrier factors that restrict online dance learning due to the intermittent internet. Accordingly, dance is still relevant to conventional face-to-face learning in the classroom to produce skilled dancers.*

Keywords : *wireless communication management, dance skills, internet, factors, learning implementation*

I. INTRODUCTION

The advent of various information and communication technologies has changed the way humans communicate, work and perform daily activities as well as in the field of education. In line with the latest circulation and development, information and communication technology plays an important role in learning. Indeed, the advancement of this technology is giving various effects whether positive or negative implications. The ability to send, receive and process learning information can affect the success or failure of the online dance skills learning process by using the google meet application for 200 students who have followed online dance skills. However, there are findings of barriers in the learning of dance skills conducted online that have restricted the space of learning perfection. Therefore, technological advances are also a challenge in learning dance skills to produce knowledgeable and skilled human beings.

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II. OBJECTIVE

Among the objectives of this study is to identify the attitudes and behaviors of students in learning dance skills in the classroom online by using the google meet application. In addition, it is researched to explain the barriers to learning dance skills in the classroom online.

III. METHODOLOGY

Accordingly, the research methodology includes qualitative methods and quantitative methods. A survey questionnaire was conducted on 200 students who took a dance skills course at University Malaysia Terengganu. Interviews were also conducted as a complement to the study. The results of this study are analyzed descriptively in this study.

IV. THEORY OF ORGANIZATIONAL COMMUNICATION IN THE STUDY

Goldhaber (1993: 14-15) also argues that organizational communication can be defined as organizational communication that occurs in a complex open system that is influenced by its environment, both internal (called cultural) and external. Organizational communication involves messages and channels, goals, directions and even media. Organizational communication involves people and their attitudes, feelings, relationships and skills.

Organizational communication is the process of creating and exchanging messages within a network of interdependent relationships to address uncertain or ever-changing environments. Accordingly, from the definition that has been put forward by Goldhaber, there are seven key concepts contained in it, namely:

- i) Process (process), an organization is a dynamic open system that creates and exchanges messages among its members because the symptoms that create and change this continues continuously and non-stop, it is said to be a process.
- ii) Message (message) meant as a message is a meaningful arrangement of symbols about people, objects, and events produced by interaction with others to communicate, one must be able to compose a mental picture and give that image.
- iii) Network (network) in an organization where there are people who occupy a certain position or role in the organization. The creation and exchange of messages from these people takes place through a small set of roads called communication networks.
- iv) Interdependence, the key concept of communication of other organizations is a state that is interdependent from one part to another. This has become the nature of an organization which is an open system process.

- vi) Relationship (relationship), organization is an open system, system of social life, so for the functioning of those parts is in the hands of human beings. Therefore, human relationships within the organization are becoming important.
- vii) Environment (environment), the environment is all totalistic physically and social factors that are taken into account in making decisions about individuals in a system.
- viii) Uncertainty (uncertainly), uncertainty is the difference of available information with the expected information. For example, an organization needs information about government regulations that affect the production of its goods.

V. RESULTS

The results of the study are the acquisition of results from the gender that includes male and female students. Accordingly, the involvement of male gender respondents was (n = 51.5%, 103) while female gender respondents (n = 48.5%, 97). The dance skills course is the involvement of high male respondents compared to the involvement of low female respondents.

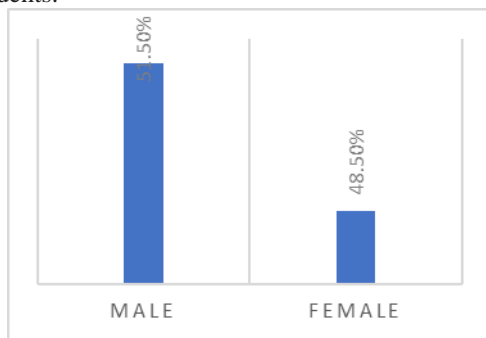


Chart 1: Gender

Next is the question of whether the learning of dance skills is fully implemented online using the google meet application. Measurements based on scale agree strongly, satisfactorily agree, disagree and disagree. Accordingly, the respondents who strongly agree are zero. While the satisfactory respondents agree is zero. Respondents who disagreed (n = 10.5%, 21). Respondents disagreed (n = 89.5%, 179). This situation can be seen as in chart 2 below:

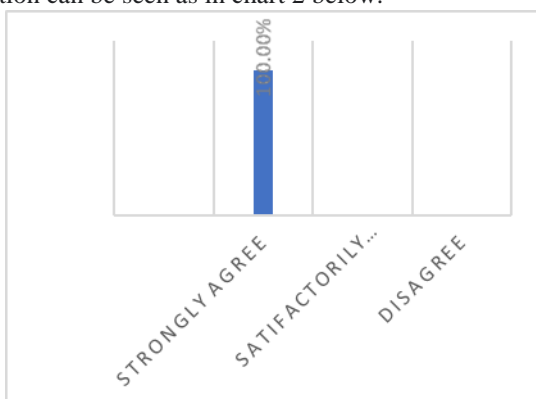


Chart 2: online dance skills communication management

Accordingly, respondents do not agree that dance skills management is carried out online using the google meet application due to the difficulty of learning dance movements. Next is the question of testing the respondents' ability to learn dance skills alone in dance. It includes very capable, satisfactory able, less able and incapable of conducting online dance skills learning. Accordingly, very capable of

performing dance skills alone online is zero. While satisfying the ability to perform dance skills alone online (n = 2.5%, 5). While less able to perform dance skills alone online (n = 15.5%, 31). While not able to perform dance skills alone online (n = 82%, 164). This situation can be seen in chart 3 below. Accordingly, 100 respondents stated that I could not do individual dancing at home. While 64 respondents stated that I was not able to follow the dance movement because it was difficult to understand in cyberspace.

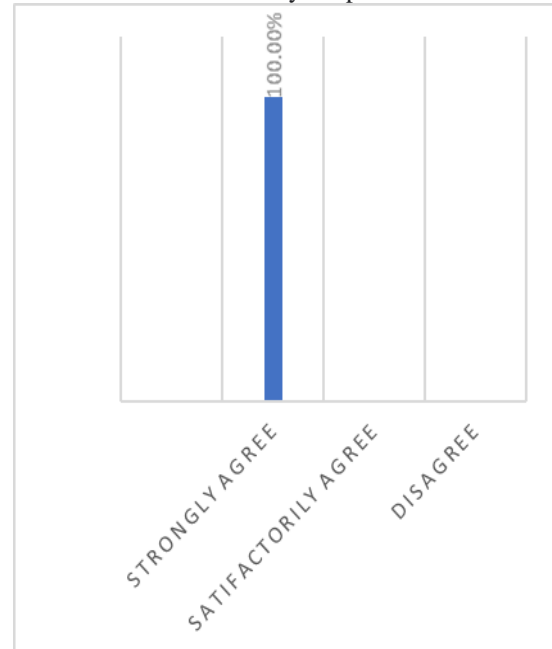


Chart 3: management of dance learning communication alone

Next, the question to the respondents is that they need an instructor in mastering the learning of dance skills based on a scale of strongly agree, satisfy agree, disagree and disagree. Therefore, all respondents strongly agree that teachers need to learn dance skills courses (n = 100%, 200). This situation can be seen in chart 4 below. This situation is because 200 respondents stated that I need an instructor who can guide the learning of dance classes until I am proficient and professional in the dance.

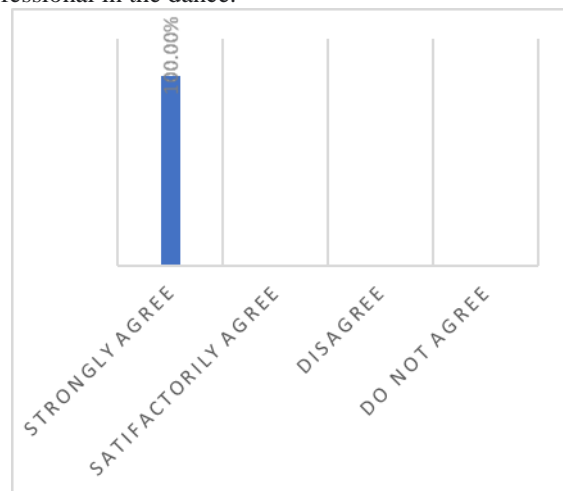


Chart 4: instructor communication management in dance skills courses



Next question is the respondents are able to master the dance movement skills learned in online learning by using google meet application based on scale very easy to master dance movement, satisfactory easy to master dance movement, less easy to master dance movement, not easy to master dance movement in classroom learning online. Accordingly, it is very easy to master dance movement skills (n = -, zero). While satisfying it is easy to master dance movement skills (n = -, zero). While less easy to master dance movement skills (n = 69%, 34.5%). While not easy to master dance movement skills (n = 65.5%, 131). This situation can be seen as in chart 5 below:

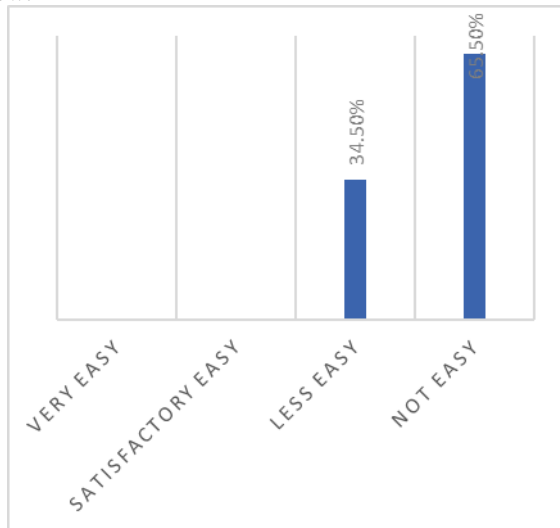


Chart 5: communication management of dance movement skills

Accordingly, respondents stated that it is not easy for them to make dance movements. In addition, it is not easy for them to apply the dance learned because of the difficulty of understanding the dance. In addition, the factors that hinder the learning of dance skills are because they are influenced by the barrier factors due to the attitudes and behaviors towards learning online dance skills classes. This situation is as in the figure below:

Attitudes and behaviors	Barrier factors	Percent (%)
1) Difficulty understanding the dance movements taught	-difficulty in teaching dance movements that cannot be followed	25.5
	-difficulty understanding the form of dance	48.5
2) does not have good concentration in class	-do not understand the dance taught	16.0
	-students play in class	10.0

Chart 6: attitude and behavioral barrier factors

Accordingly, the difficulty of teaching dance movements that cannot be followed and the difficulty of understanding the form of dance in the management of wireless communication is the cause of difficulties in students' comprehension to master dance. Also, not having a good concentration in the classroom is the assumption that the dance learned is very difficult and feels weak to learn dance in wireless communication management. The following are the location

barriers to the learning of dance skills classes that are implemented through online wireless learning as shown in the chart below:

Location	Barrier factors	Percent (%)
1) House	-family disturbances such as the large number of siblings	11
	-not suitable space	14.5
	-noisy atmosphere	19.0
2) rural and urban	-the internet is intermittent	32.5
	-no electricity	23.0

Chart 7: location barrier factors

Accordingly, learning at home due to family disruptions such as the large number of siblings, inappropriate space and noisy atmosphere are the barrier factors in learning dance skills in wireless communication management. In addition, the location of rural and urban settlements with disconnected internet conditions and no electricity supply is a cause of difficulty in mastering dance in the management of wireless communications. Next is also influenced by language barrier factors on the learning of dance skills classes that have been implemented online. This situation can be seen as in the chart below:

Language	Barrier factors	Percent (%)
1) delivery	-difficulty listening to the language of instruction	100

Chart 8: language barrier factors

Accordingly, the difficulty of understanding the delivery due to the difficulty of listening to the language of instruction due to the learning situation conducted remotely with the interrupted internet conditions is one of the obstacles in dance learning in wireless communication management. Therefore, learning dance skills involves physical movements that need to be done face to face in the classroom so that one can master the skills in the dance skills. However, there are dance skills that are easy to learn. But there are also dance skills that are so difficult to learn and take a long time for a person to be smart and really master the whole form of dance skills. Indeed, learning dance skills involves several movements such as the movement of the legs, arms and entire limbs to produce a professional dancer. However, learning in virtual space through wireless communication conducted online connected with internet access is not fully feasible in online learning. This is because, dance learning that involves the physical movement of the body requires conventional learning in classroom learning.



VI. DISCUSSION

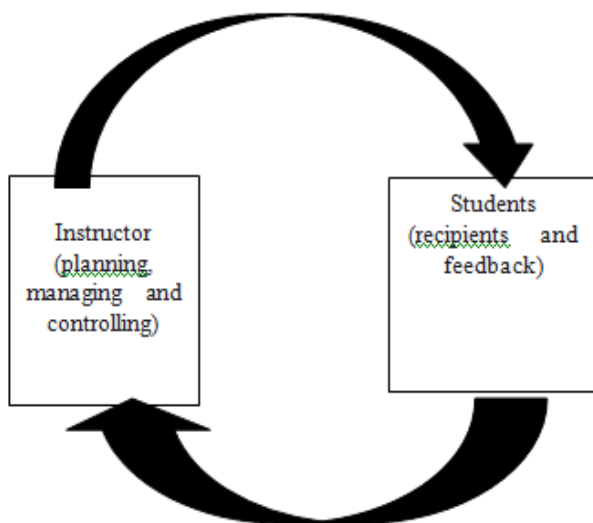
Factors that hinder in shaping the perfection of dance skills learning conducted online using the google meet application is to bring the difficulty of implementing dance classes to be fully implemented in the online learning process. Respondents' difficulty in mastering dance skills caused respondents to be lazy to learn and showed a lack of interest in learning dance in their daily activities. Online distance learning methods are irrelevant in learning dance skills. Interrupted internet access and language difficulties understood by respondents in communication are also causes of poor online dance learning.

VII. CONCLUSION

The management of wireless communication in learning dance skills in virtual space in online learning is a weakness and cannot be fully implemented in online classroom learning. Dance learning requires communication skills of limb movements, oral communication in training and producing skilled dance. Therefore it is still relevant learning methods in the classroom to be applied in learning dance skills.

VIII. WIRELESS COMMUNICATION MANAGEMENT

Communication is an important aspect in the implementation of dance skills learning. Determining the success of dance mastery skills or the failure of dance mastery skills stems from communication management. Wireless communication is the sharing of dance skills delivered by the instructor to students to receive and do a message delivered as required in learning in virtual space online. Therefore, the process of wireless communication management in learning dance skills involves reciprocal communication to achieve its implementation objectives. The diagram below shows the process of wireless communication management in the implementation of dance skills classroom learning is as in the chart below:



[Reciprocal communication]

Chart 1: wireless communication management process Accordingly, the management of wireless communication in the learning of dance skills class is to influence the recipient and should expect the recipient feedback in order to achieve the effectiveness of learning the dance skills. However, it is

not possible to achieve the effectiveness of the implementation of wireless communication management in online virtual space that is carried out entirely in learning dance skills because due to the transmission of a message is vague to the recipient which usually occurs while in distance learning as in learning online. The recipient gives negative feedback and the recipient fails to re-apply the form of dance skills learned. On the other hand, the effectiveness of the implementation of communication management occurs is that once a channel of a message is reached and can be understood to the recipient and the recipient gives positive feedback about the learning that usually occurs in learning at close range. Recipients can also re-apply the form of dance skills learned.

IX. CONCEPTUAL THEORY FRAMEWORK OF THE STUDY

Accordingly, the conceptual framework of the study is communication management theory. In this regard, communication management theory includes language management, including delivery methods and environmental management, including space, attitudes and behaviors that can affect the effectiveness of a dance skills learning implementation. This situation can be as in chart 1 below:

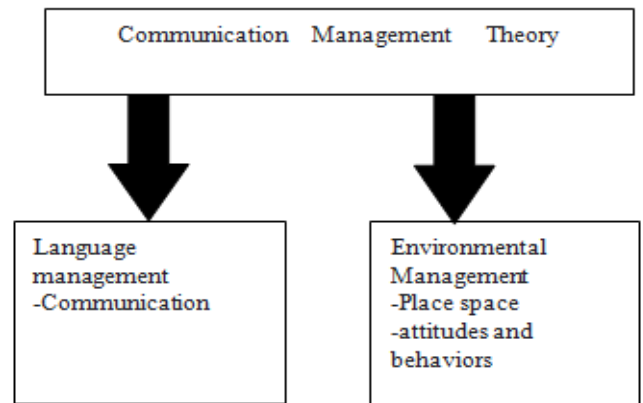


Chart 1: Communication Management Theory

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