
**CONTEMPORARY INDONESIA-THAILAND ART DANCE:
TEACHING MODEL FEMALE BASIC DANCE MOVEMENTS
BY ANDROID-BASED MEDIA**

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Abstrak

Artikel ini mengungkapkan temuan dari analisis data untuk mengembangkan pendekatan pengajaran Tari Klasik Thailand dasar berdasarkan teori pembelajaran tiga sisi Bloom untuk konsep pengajaran yang terdiri dari kognitif, afektif, dan psikomotorik. Penelitian ini juga mengimplementasikan konsep Skinner tipe R untuk membuat kerangka tujuan pembelajaran dan latihan Tari Klasik Thailand Dasar bagi mahasiswa Jurusan Pendidikan Tari Universitas Negeri Yogyakarta, Indonesia. Pendekatan pengajaran Tari Klasik Thailand Dasar melalui implementasi proses pada Model Pengajaran. Integrasi Budaya Indonesia-Thailand dalam Gerakan Tari Dasar Wanita Melalui Media Berbasis Android pada empat langkah: 1) Latar belakang pengetahuan Tari Dasar Wanita dan Budaya Thailand, 2) Pelatihan Tari Dasar Wanita di Thailand, 3) Menghubungkan aspek kognitif, afektif, dan psikomotorik dan 4) Menari dengan lagu. Implementasi model pembelajaran integrasi budaya Indonesia-Thailand dalam Gerakan Tari Dasar Putri Thailand melalui media berbasis android dengan aplikasi. Siswa dapat memperoleh pengetahuan latar belakang budaya dan mampu menari mengikuti lagu berpasangan dengan unsur dasar tari wiraga, wirasa, dan wirana serta dalam konteks Tari Klasik Thailand Dasar untuk Wanita dengan efektif.

Kata Kunci: Keefektifan Model, Media Android, Model Pengajaran Integrasi Budaya Indonesia-Thailand, Proses Implementasi Tari Dasar Wanita.

Abstrak

This article reveals the findings from the analysis of data for developing a teaching approach of basic Thai Classical Dance based on the Bloom's three-sided learning theory for concept of teaching which consists of cognitive, affective, and psychomotor. The study also implements the concept of Skinner's type R to create the framework for study objectives and exercises of Basic Thai Classical Dance for students of the Department of Dance Education, Yogyakarta State University, Indonesia. The teaching approach of Basic Thai Classical Dance through process implementations on Model of Teaching. The Integration of Indonesia-Thailand Cultures in Female Basic Dance Movement through Android-Based Media on four steps: 1) Background knowledge on the Basic Dance for Women and Thai Culture, 2) Training of the Basic Dance for Women in Thailand, 3) Connecting the cognitive, affective, and psychomotor aspects and 4) Dancing with songs. Implementation of the Indonesian-Thai cultural integration learning model in the Thai Princess Basic Dance Movement through android-based media with applications. Students can gain cultural background knowledge and able to dance to songs in pairs with the basic elements of *wiraga*, *wirasa*, and *wirana* dances as well as in the context of Basic Thai Classical Dance for Women with effectiveness.

Kata Kunci: Model of Teaching Integration of Indonesia-Thailand Cultures, Process Implementations Basic Dance for Woman, Effectiveness of Model, Media Android.

INTRODUCTION

Culture is a lifestyle or pattern of behavior in which members of society act by inheriting creative ideas about beliefs, feelings, and innovations generated by people in the community or society. For example, physical characteristics, forms, methods, processes, tools, equipment, traditions, rituals, beliefs, knowledge, wisdom, and environment include dance and music. As well as Hanson (2013) which states that the concept of culture as a social phenomenon is not only abstract from the reality of human behavior, but culture is a real thing to determine individual behavior and shape its own development which be an abstract culture from individual behavior, which is a cultural phenomenon of the social system and community groups. Culture is a human lifestyle that arises from the system of relationships between individuals and individuals, individuals with society, and individuals with nature.

Thai dance is part of a culture that shows various cultures through performances that are influenced by the way of life of people in each region, such as in Central Thailand, almost all people work as farmers because there is the country's main river flowing through the region. For this reason, the performances displayed reflect the lifestyle in Central Thailand related to rivers and agriculture, namely: harvest dance, singing on the boat, and others. Thai dance is a movement art that uses all parts of the body in perfect balance. The Thai dance style has its own pattern and is used in interpreting the meaning of dance movements through the emotions and feelings of the dancers, combined with musical rhythms that match the character of the dance moves to convey to the audience. As well as Classical Dance Indonesia Yogyakarta Style is used in interpreting the meaning of dance movements through the emotions. In

addition, both dances were inherited from the Royal palace (Srinin, W., 2021) which shows the characteristics and lifestyles of women in the palace. Such as standing, sitting, manners, and others which are conveyed through dance movement patterns. Meanwhile, dance culture and art are also influenced by foreign cultures such as India, for example, Yogyakarta Ballet and Khon (Mask Played) which are influenced by *Ramayana* literature from India (Srinin, W., 2016) which are adapted to the characteristics and culture of each nation without causing the loss of other cultural elements.

Therefore, the author needs to introduce the effectiveness of Model of Teaching the Integration of Indonesia-Thailand Cultures in Female Basic Dance Movement through Android-Based Media on application.

METHOD

The aims of this paper are to introduce the effectiveness of model teaching the integration of Indonesia-Thailand cultures in Female Basic Dance

Movement through Android-Based Media on four steps: 1) Background knowledge on the Basic Dance for Women and Thai Culture, 2) Training of the Basic Dance for Women in Thailand, 3) Connecting the cognitive, affective, and psychomotor aspects and 4) Dancing with songs. Implementation of Model the Indonesian-Thai Cultures in Female Basic Dance Movement through Android-Based Media which the author designed two types of the design for teaching assessment for learning: 1) formative assessment aiming at developing and improving learners following feedback from teachers to develop, promote, and expand their knowledge, and 2) summative assessment

aiming at summarizing the learning outcomes from the final examination (Srinin, W., 2020). Implementation of Model for students of the Department of Dance Education Faculty Languages and Arts, Yogyakarta State University, Indonesia.

FINDINGS

1. Integration of Thai-Indonesian Female Basic Dance Movement Culture in Learning Models through Android Media

Culture is something that is determined by the behavior, lifestyle and customs of each group. Culture is the things that move people to change, improve, and create in a lifestyle. Likewise, with a changing culture that is stuck with society, it is a dynamic culture. Culture can also be inherited, can follow each other in the form of traditions, thoughts, behavior, or human actions. Integration of Indonesia-Thailand Cultures consists on the below:

1) Cultural Influence on Thai and Indonesian Performances

Indonesian and Thai culture is obtained from India and China, for example, religion, culture, food, politics, and others from contacting trade has brought culture in a different way published throughout Southeast Asia. Especially religion and drama are obtained from India because India used to be a very prosperous country in Asia. This is supported by the opinion in the past, India is a model country of civilization, be it religion, language, history, and archaeological evidence which is the oldest that countries in Southeast Asia have acquired the culture and have modified to suit their cultural characteristics (Iamsakul, 2020: 18). Dance characteristics are influenced by India and indirectly through Cambodia. The influence of Indian drama

that appears in Thai dance and becomes an approach to Thai dance movements known as the book *Bhrata Natayasastra* (Bunprasert, 2016: 39). In addition, the findings in the performance of the Female Basic Dance used 3 components in the performance, namely: expression, music, and song, while the Yogyakarta Style Classical Dance also used 3 performance components, for example: *wiraga* (movement), *wirama* (rhythm), and *wirasa* (expression) Dwikurniarini, D. (2012). Considering the elements of the performances of the two countries, it was found that it is similar to the performances in India that use three components, namely: *Bhava* (emotions and expressions), *Raga* (songs), and *Tala* (rhythms).

The description shows the spread of culture from India directly and indirectly to Thailand and Indonesia from Java which includes four *Joged Mataraman* philosophies, namely: *sawiji*, *greged*, *sungguh*, and *ora micah* (Srinin, W., 2021). These philosophies play a role in dancers and as part of community life, these four philosophies are related to controlling the emotions of a dancer or an individual (Pradana, 2018: 55). The spread of culture from trade contact, communication, and others to cultural exchange with each other. So, the dance characteristics of dance movements have similarities between Thailand and Indonesia, especially the Female Basic Thai Dance and Yogyakarta Style Classical Dance.

2) Symbols and Meanings in the Female Basic Thai Dance and Yogyakarta Style Classical Dance

Thai dance originates from ideas and emotions that affect one's experience in the form of symbols and meanings through dance movements. For example, the basic dance moves of Female Basic Thai Dance in performances are inherited from women in the royal palace. The dance movements

show the symbols and meanings reflected in the lifestyle and customs of women in the palace which are limited by education as they are only allowed to study until they are about seven years old. In the past, education for women emphasized only the ability to read and write (Meeponkit, 2008: 185) including the ability to craft to be a good woman to serve the king only. So, women within the court received basic education for the ability to read, write, and especially good crafting skills, good manners, how to dance well, and behave in strict customs and traditions (Chutinatharanon, 2018: 54).

Yogyakarta Style Classical Dance, derived from the old philosophy of *Joged Mataram* was been developed outside the palace since Krida Beksan Wirama was founded on August 17, 1918. Yogyakarta classical dance is an abstract and symbolic dance. The forms of abstraction and symbols in classical dance are reflected in every movement arranged in a composition and the music that accompanies it. Yogyakarta Style Classical Dance as a totality is a harmonious blend between the outer skin, namely body movements, costumes, expressions with the substance, namely the soul and spirit. Yogyakarta classical dance illustrates the use of symbols that are full of meanings of ethical and aesthetic messages as a strategic educational medium for inculcating moral values and to form a complete personality through the introduction of cultural arts (Dwikurniarini, 2012: 81). For example, *Nyembah* movement in the *Golek Ayun Ayun* dance shows the meaning to respect the owner of the house, has two meanings, related to tradition and manners. Regarding tradition, the movement is carried out and is related to the rules in the Yogyakarta Palace (Pradana et al., 2018: 57) as shown in figure

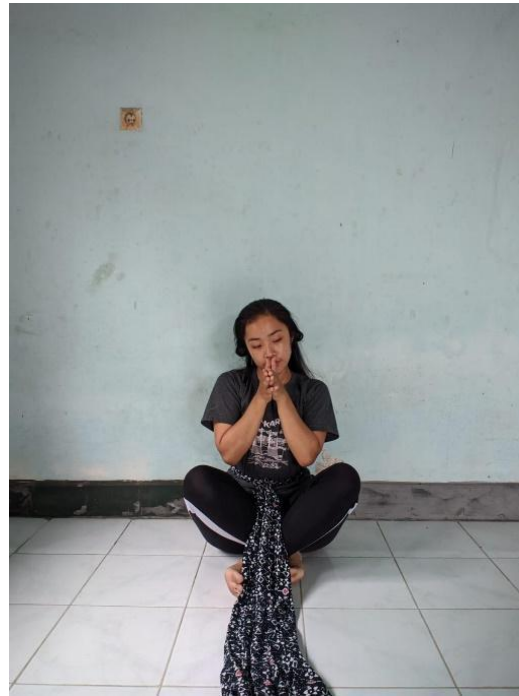


Figure 1: *Nyembah* movement in the *Golek Ayun Ayun* Dance

3) Movement and technique used in the performances of the similarities in the Female Basic Thai Dance and Yogyakarta Style Classical Dance as follows:

a. Patterns of Hand Movements

The head movement of the Yogyakarta Style Classical Dance by making the figure eight with the position of the *Nyembah* movement is the same as the *Glom Naa* movement in the Female Basic Thai Dance Movement. The technique begins with a straight forward view, then rotates to the left or right and returns to the front. However, the movement is different from the direction of moving the head in Indonesian Style Classical Dance which starts by moving the head from right to left, while the Thai Princess Dance begins moving the head from left to right.

b. Patterns of Hand Movements



Figure 2: *Nyempurit* movement and *Jeep* movement (Srinin, W., 2021)

Figure 2 shows similarities with the techniques used in hand movements. For example, the *Nyempurit* movement and the *Jeep* movement are different with the three-finger position in the Female Basic Thai Dance with the *Jeep* position in which the thumb is attached to the index finger, the other finger is straight up with the wrist bent. While the *Nyempurit* movement position with the wrist bent consists of, the thumb is standing, the tip is attached to the middle segment of the finger, the index finger is bent, the tip is attached under the tip of the thumb (Sasmintanardawa et al., 1983: 33). The curved of the ring finger is bent, the lower segment of the ring finger is straight. The *Nyempurit* movement is for the right hand only.

c. Patterns of Arms Movements

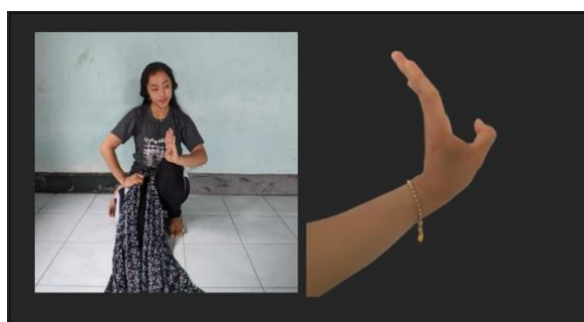


Figure 3: *Ngruji* movement and *Tang Wong* movement (Srinin, W., 2021)

Figure 3 shows The *Ngruji* movement and *Tang Wong* movement are similar to the position of four fingers together and the thumb in front and the other fingers straight up. Wrist bent position. However, the two dance movements differ slightly in the position of the thumbs standing in a row and closed in the Yogyakarta Style Classical Dance. While the Female Basic Thai Dance with the thumb position opened, fold the fingers and bend.

d. Patterns of Feet Movements



Figure 4: *Nyelekening* movement and *Gaa Naa* movement (Srinin, W., 2021)

Figure 4 shows *Nyelekening* movement and *Gaa Naa* (forward) movement which is the position where the knees are bent while walking forwards and the toes are pointing upwards. However, the dance movement is different with the position of the feet moving forward by treading across at a slightly angled angle, so if you move your knees forward, you must first bend your knees in Yogyakarta Style Classical Dance. While the Female Basic Thai Dance with the position of one foot forward with the position of the foot slightly tilted to the side a little. For the legs behind the two dances, it is similar to the *gedrug* position.

DISCUSSION

Synthesize the implementation of the Female Basic Thai Dance Movement cultural

integration learning model through android media as a means of online independent study guidelines during the corona virus (COVID-19) pandemic that supports virtual practice with face-to-face with lecturers conducted in class. The Female Basic Thai Dance Movement learning model through android media which was developed from the Ionic framework under the Firebase data- base that uses a program to write code is Visual Studio Code with Typescript language to create a Cross-platform Mobile Application that is currently used. The implementation of the Female Basic Thai Dance Movement learning model through android media underlies the learning theory of Constructivism, Progressivism, and Intercultural Adaption in a way that can learn and understand the Indonesian and Thai cultures.

Model Female Basic Thai Dance Movement learning through android media is used through a process of cultural adaptation for students. The cultures of Indonesia and Thailand are similar, for example, the physical characteristics of both countries for agriculture, including lifestyle, and culture, especially dance. The similarities in the principles of Indonesian and Thai performances include some basic dance movements such as the Yogyakarta Style Classical Dance. So, students can quickly learn and train in basic Thai dance moves through the process of adapting culture. The process of adapting culture depends on the tools and approaches used to convey the culture. In connection with Pietilä (2010: 20) states that the process of adapting consists of one of the factors, namely communication which plays a role in adapting and stimulating new learning. Like the Female Basic Thai Dance Movement learning model through android media is a tool used to communicate and convey Thai culture to students well. The implementation of the Female Basic Thai Dance Movement cultural

integration learning model through android media in the process consists of 4 steps as follows:

Table 1: Stage of Implementation of the Female Basic Thai Dance Movement Model

No	Stages of Model	Activities	Output
1	Background knowledge on the Basic Dance for Women and Thai Culture	<ol style="list-style-type: none"> 1. Lessons in the topic of Thai Dance History 2. Students access the material using the media 3. At the end of the lesson students are expected to be able to answer questions 	<ol style="list-style-type: none"> 1. Students can complete the underlying Thai Culture 2. Students can understand and know the background of Thai culture and dance
2	Training of the Basic Dance for Women in Thailand	<ol style="list-style-type: none"> 1. Students practice independently on the form of head, hands, arms, and leg movements through the media 	<ol style="list-style-type: none"> 1. Improvement of the physical aspect (personality) 2. Stimulus for new learning 3. Adding dance techniques that can be combined with other dances
3	Connecting the cognitive, affective, and psychomotor aspects	<ol style="list-style-type: none"> 1. Students practice independently and make dance simulation practice videos and upload them through the application 2. Discuss together, followed by giving examples of the correct 	<ol style="list-style-type: none"> 1. Dance moves videos 2. The ability of students to dance and improve their physical and dance movements in accordance with Basic Dance for Women in Thailand

		movement, and practice together	
4	Dancing with songs	1. Students practice with music by combining adapted dance movements 2. Assessment of students' abilities in cognitive and psychomotor aspects (practice)	1. The ability of students to dance to songs in combination between the movements of Basic Dance for Women in Thailand 2. Scores of effective cognitive and psychomotor aspects

Table 1 shows the process of implementing the Female Basic Thai Dance Movement learning model through android media for students of the Department of Dance Education Faculty Languages and Arts, Yogyakarta State University, Indonesia who can synthesize the learning process as follows:

a. Background knowledge on the Basic Dance for Women and Thai Culture

In this stage, the Thai Dance History lesson is given to inform students about the background of dance and culture using android-based media in learning the Thai Princess Basic Dance Movement in the lesson's material. This stage contains general information to create knowledge and understanding of dance and Thai culture for students as the process begins for the development of their cognitive domain to occur. Regarding Saraphaiwanti et al. (2015: 148) states that the dance learning process starts from conveying the background to providing the basis for

students before proceeding to the practice stage with lectures. In connection with Mulyani (2016), dance is a beautiful movement and is born from a moving and rhythmic body. The art of dance is a cultural heritage that has been passed down from generation to generation and must be developed and preserved in harmony with a society that is always changing. Dance is a cultural heritage that already has and must be developed through the schooling process. Then the learning model of cultural integration of the Thai Princess Basic Dance Movement through android media is one of the approaches to conveying culture, preserving culture, and developing culture for students.

b. Training of the Basic Dance for Women in Thailand

This stage is taught through exercises (training/practice) on the basic dance forms of Thai women which are divided into 5 forms of movement. This stage is identified by practicing basic Thai dance movements to prepare students physically and for students to be able to gain knowledge based on somewhat abstract including being able to adapt according to the objectives. The material is divided into 5 forms of dance movements, namely: 1) head movements, 2) hand movements, 3) arm movements, 4) footwork, and 5) the final stage of students being able to dance to songs. The material is divided into 5 forms because learning dance focuses on practice more than lectures. The practice process starts from easy movements to difficult movements (Saraphawanti et al., 2015: 153) and students can memorize the movements and the correct practice can continue to the lesson. Then the practice process in the Thai Princess Basic Dance Movement learning model through android is separated from other motion parts

because dance exercises use the whole-body part so that dance movements can run smoothly and can be combined with other movements as well. So, students should memorize dance moves and practice moving until they are proficient until the final lesson they can dance to songs.

In this stage, video tutorials are used to explain dance movements and provide examples of dance movements including images of adapted dance movements. According to Pratiwi (2018: 6) states that using learning media students will be more interested in the lessons delivered. In addition, the use of dance learning media with audio-visual media can stimulate students' dancing skills. Learning dance using audio-visual media will make it easier for students to witness and hear directly the material to be studied (Novriza et al., 2017: 2).

c. Connecting the Cognitive, Affective, and Psychomotor Aspects

This stage is through assignments (tasks) or this task student by connecting to the three domains through activities and training. By making a dance simulation practice video and uploading it via a smartphone application. So, this stage shows producing concrete works packaged in the video. Likewise, Aunurrahman (2014) states that learning is a form of effort in changing behavior by individuals with practice and experience both in cognitive, affective and psychomotor aspects in achieving certain goals. The manifestation of changes in student behavior in improving the quality and quantity is in the form of continuous interaction with students. According to Aulia (2018), activities are those that seek to determine the level of student success that results from three domains, namely: cognitive, affective and psychomotor that occur in the learning process. In activities

that relate to the three domains related to Bloom's learning theory (Tarkoma et al., 2011) it can be used to define and plan dance learning activities in accordance with educational goals by focusing on real students in the objectives of the Female Basic Thai Dance Learning model through android media.

d. Dancing with songs

This stage, students already have cognitive skills in the art of dance and can adopt the knowledge gain in everyday life and relate their knowledge to other learning. Including being able to freely express, creatively, in principle, the Thai Princess Basic Dance Movement. In this cognitive development, Elkind & Piaget (1976: 8) also emphasize the importance of balancing so that a person can continue to develop and increase knowledge while maintaining mental stability. With the Elkind & Piaget approach, this balance can be interpreted as a balance between assimilation and accommodation so that one can unite external experiences with internal structures. Such as learning the art of dance with an assimilation approach and accommodation of knowledge for data analysis and finally expression.

Based on the process of integration and implementation of culture on android-based media in learning the Female Basic Thai Dance Movement, it does not only add dance skills for stage purposes. However, the focus of the material is on respecting cultural values by integrating culture with technology. In the process of implementing the Thai Princess Basic Dance Movement learning model through android media, students have creative ideas on expression. This process is useful for helping students' cognitive, affective and psychomotor growth and development including the correct technique to improve dance movements (Pratiwi & Asmarani, 2018: 4). Integration

and implementation of culture in the Female Basic Thai Dance Movement learning model through the media. Android is a learning process for the development of students and the efforts made to obtain a new behavior change as a whole, because of one's own experience in interaction with the environment (Slameto, 2003: 4). The learning process produces changes in him, both changes from the cognitive, affective, and psychomotor aspects of students. According to Dimiyati & Mudjiono (2006: 3-4) that learning outcomes from an interaction of act of learning and act of teaching will lead to student achievement by assessing student abilities and knowledge.

CONCLUSION

The integration of Thai-Indonesian culture in the Thai Princess Basic Dance Movement through android media from the dissemination of culture and cultural exchange with each other which was found to use 3 components, namely: *wiraga* (movement), *wirama* (rhythm), and *wirasa* (expression) contained from Java is called *Adi Luhung* (Dwikurniarini, 2012). These components are also used in performances in India such as *Bhava* (emotions and expressions), *Raga* (songs), and *Tala* (rhythms) which have similarities to Thailand and Indonesia. In addition, it is found in the *Joged Mataraman* philosophy, namely: *sawiji*, *greged*, *sungguh*, *ora mingkung*, which are used in the lifestyle of the Indonesian people to this day. In the movements of the two dances, they show the meaning and symbol of respect for parents and the rules in the kingdom. Cultural interactions in the Female Basic Thai Dance Movement and Yogyakarta Style Classical Dance The findings of this dance were composed from the royal palace, so the characteristics of the dance movements are soft and slow to the rhythm of the music. The dance moves reflect the customs and

customs of the women in the royal palace in the past. Likewise, the variety of dance movements that have similarities between the Basic Dance of the Thai Princess and the Classical Dance of Yogyakarta Style consists of dances, namely: *Ngruji*, *Ngempurit*, *Ngithing*, *Trisig*, and others. As well as the dance techniques used, namely: body, neck, arms, hands, and feet.

Implementation of the learning model of cultural integration of the Thai-Indonesian Women's Basic Dance Movement through android media in four stages consisting of: 1) Background knowledge on the Basic Dance for Women and Thai Culture, 2) Training of the Basic Dance for Women in Thailand, 3) Connecting the Cognitive, Affective, and Psychomotor, and 4) Dancing with songs. The implementation of the cultural integration learning model of the Thai Princess Basic Dance Movement through android media with applications allows students to learn the cultural background of the dances and gain an appreciation of the culture.

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