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THE ROLE OF LEARNING INTENSITY AS A MEDIATOR OF THE INFLUENCE OF TEACHER COMPETENCY AND PERSONAL TALENT ON DANCE SKILL

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Abstract

This research examines the role of learning intensity as a mediator in the influence of teacher competence and personal talent on students' dance skills. Teacher competency and personal talent are often considered the primary factors in the development of dance skills, but learning intensity, which includes student involvement, dedication, and effort, also plays an important role. The aim of this research is to explore how learning intensity influences the relationship between teacher competence and personal aptitude for dance skills. The methodology used involved analysis of data from 60 students. The main findings show that learning intensity significantly mediates the influence of teacher competence and personal talent on dance skills. LS-SEM analysis was used to analyze the data and testand evaluate the construction of problem-solving ability measurement variables. The results showed that teacher competency on learning intensity (β = 0.261); (ρ = 0.005) and learning intensity on dance skills (β = 0.263); (ρ = 0.310) had no significant effect. In addition, learning intensity was proven to mediate the influence of personal talent (β = 0.155); (ρ=0.376) and teacher competency (β=0.069); (ρ=0.324) towards dance skill. The implications of this research emphasize the importance of increasing learning intensity to optimize the development of students' dance skills.

Keywords: Teacher Competency, Personal Talent, Dance Skills, Arts and Culture, Learning Intencity.

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INTRODUCTION | مقدمة

In an era where education is the main foundation for developing talents and skills, the role of learning intensity emerges as an important mediator in linking the influence of teacher competence and personal talent on dance skills. With the increasing need for comprehensive and quality dance skills, research on the factors that influence the development of these skills is becoming increasingly urgent. In this context, it is important to understand how variables such as teacher competency and personal talent influence dance skills through learning intensity.

Teacher competency, or teacher competency, is a key factor that has long been recognized in education. A competent teacher has in-depth knowledge of the subject, expertise in delivering the material, and the ability to motivate students. In the dance context, teacher competency includes a strong understanding about dance techniques, the history of performing arts, and the ability to provide effective feedback to dancers. Competent teachers can be the main driver in inspiring and guiding dancers to reach t

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heir maximum potential.

Apart from teacher competence, personal talent also plays an important role in the development of dance skills. Personal talents include factors such as physical dexterity, creativity, rhythmic sensitivity, and the ability to express oneself artistically. Research has shown that individuals with these talents tend to learn and develop more easily in the art of dance. However, the direct influence of personal talent on dance skills may be mediated by other factors, such as learning intensity.

Learning intensity reflects the level of dedication, focus, and effort a person puts into the learning process. This includes factors such as class attendance, independent practice, and active participation in lessons. In the context of this research, learning intensity is considered as a mediator that connects the influence of teacher competence and personal talent on dance skills. In other words, learning intensity can act as a bridge between the instructions given by the teacher and the individual's innate factors that influence their ability to dance.

Through this approach, research on the role of learning intensity as a mediator between teacher competence, personal talent, and dance skills can provide valuable insights into efforts to improve dance education. By understanding how these factors interact, educators can develop more effective and customized learning strategies to facilitate optimal dance skill development in each individual. Likewise, this research may open the door to new discoveries in understanding the complex dynamics of performing arts learning and the potential use of this information to improve future teaching practices that are more effective and engaging for the development of student's artistic skills.

METHOD | منهج

Research Design and Participants

This research uses a quantitative approach with survey research methods. The survey method was chosen because the aim of this research was to retrospectively examine the construction of student learning outcome variables. This research uses non-probability sampling with purposive sampling technique.(Saifudin, Basuki, dan Daryono 2024) This technique was chosen because this research requires subjects who meet certain criteria, namely students who actively participate in activities and understand extracurricular activities at MI Kresna. The sample in this research was 60 students who took part in extracurricular activities at MI Kresna. The research instruments used in data collection have been tested for validity and reliability. The validity test results show that all items in the questionnaire have a validity value above 0.30, which shows that the items are relevant and reliable. Apart from that, the results of the reliability test using Cronbach's Alpha show a value above 0.70, which indicates that the instrument has good internal consistency.(Muazamsyah, Daryono, dan Ghafar 2024)

Measures

The data collection technique uses a questionnaire with four variables. The independent variables include Teacher Competency (X1) and Personal Talent (X2), the mediator variable is

Learning Intencity (Z), and the dependent variable is Dance Skill (Y). This research uses a Likert scale consisting of 4 alternative answers from strongly disagree (1) to strongly agree (4) (Daryono et al., 2020; Widyastuti et al., 2023). Data collection was carried out using a direct field survey method. The research instrument variables are shown in Table 1.

Table 1. The Construct of the Research Variables

NO	Variable	Indicator	Construct	Reference
1.	Teacher Competency	Pedagogical Competence	TC1	(Prasetia, Akrim, dan Sulasmi 2020); (Lorensius, Anggal, dan Lugan 2022); (Fairley 2020); (Purba dkk. 2022)
		Professional Competency	TC2	
		Personality Competencies	TC3	
		Social Competence	TC4	
		Innovation and Personal Development Competencies	TC5	
		Managerial Competence	TC6	
2.	Personal Talent	Balance	PT1	(Jarvin dan Subotnik 2021); (Worley dan Hines 2023); (Wahdiniawati dkk. 2024); (Reis, Renzulli, dan Renzulli 2021)
		Creativity	PT2	
		Flexibility	PT3	
		Musicality	PT4	
		Stage Appearance	PT5	
		Adaptability	PT6	
		Memorizing Ability	PT7	
3.	Learning Intensity	Frequency of Attendance	LI1	(Salsabila dan Asyanti 2023); (Karini 2020); (Maulidiyah dan Rohman 2022)
		Duration of Study Time	LI2	
		Active Participation	LI3	
		Independence in Learning	LI4	
		Focus and Concentration	LI5	
		Perseverance	LI6	
4.	Dance Skill	Basic technique	DS1	(DeJesus dkk. 2020; Ferreira dkk. 2021; Boffone 2021)
		Coordination	DS2	
		Expression	DS3	
		Flexibility	DS4	
		Spatial Sensitivity	DS5	
		Teamwork	DS6	
		Strength	DS7	

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique (Daryono et al., 2023; Mutohhari et al., 2023; Triyono et al., 2023). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor >0.70, and the reflective construct AVE >0.50. Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70. The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. Model Fit is to see whether the model and data are suitable for testing the influence of variables. The conditions are SRMR <0.10 and NFI >0.50. The inner model testing stage is to test the significance of the direct (H-DIR1-5) and indirect effects (the mediating role of H-IND1-2).

RESULT | نتائج

Evaluation of Measurement Models

(Evaluation of the measurement model is very important to ensure that the indicators used to measure the construct or latent variable are in accordance with the research objectives and have good quality. Checking the validity of the construct is the main purpose of the measurement model evaluation. Analyzing the relationship between the indicator and the construct being measured can ensure that the indicator By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be removed.)

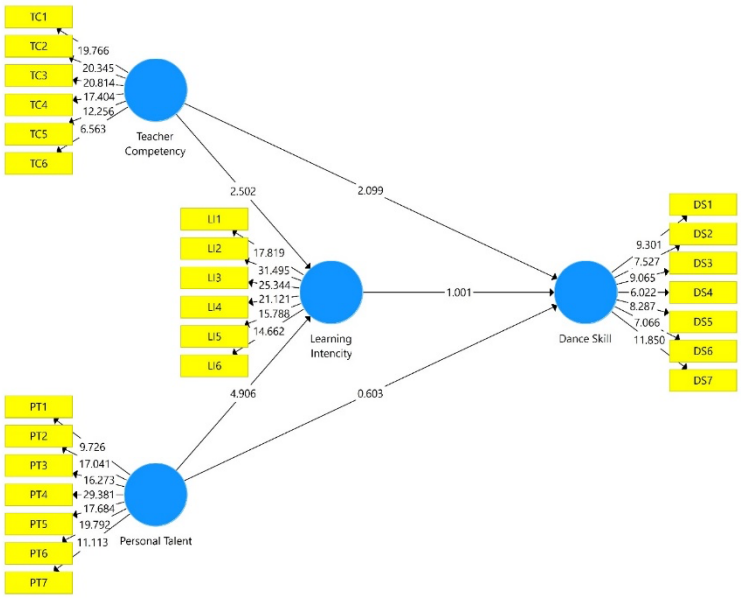

Figure 1. Evaluation of the Measurement Model

Convergent validity in PLS-SEM shows how well the indicators or manifestation variables used to measure the construct match the actual construct. The higher the convergent validity, the better the quality of the construct measurement. Researchers can test consistency between indicators used to measure the same construct by measuring convergent validity. Convergent validity helps ensure that the interpretation of PLS-SEM analysis results truly reflects the construct you want to measure. This is important to ensure the accuracy and reliability of research findings. Table 1 below shows the results of testing convergent validity, reliability, and AVE on the PLS algorithm output.

Based on Table 2, the overall Loading Factor value for each subvariable is >0.70 (0.705 to 0.938). The average value of variance extraction (AVE) for each variable has a value of >0.50 (0.617 to 0.791). So it can be concluded that each subvariable and variable in the instrument has met the requirements for convergent validity. Based on the factor loading coefficient value, the most dominant statement item measuring the success of Learning intensity in grade 3 students is the concept understanding construct of 0.938 (LI2). This can be interpreted that the construct of conceptual understanding can measure students' self-intentions by 93.80%. Meanwhile, the weakest item is the construct of the ability to search for information on learning resources at 0.705 (TC6 or 70.50%). A variable is declared reliable if it has CA, Rho A and CR values >0.70. The SmartPLS output in Table 2 shows that all variables have CA values (0.896 to 0.947), rho_A (0.898 to 0.949), and CR (0.918 to 0.958). It can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of >0.70 so it has good reliability in measuring self-intentions.

Table 2. Outer Model: Convergent Validity and Reliability

No	Variable	Indicator	Conver Validity		Consistency Reliability		
			FL (λ>0.70	AVE (>0.50)	CA (α>0.70)	rho_A (ϕ>0.70)	CR (δ>0.70)
1	Teacher Competency (X1)	TC1	0.860	0.701	0.914	0.925	0.933
		TC2	0.878				
		TC3	0.887				
		TC4	0.857				
		TC5	0.824				
		TC6	0.705				
2	Personal Talent (X2)	PT1	0.752	0.706	0.930	0.932	0.944
		PT2	0.851				
		PT3	0.852				
		PT4	0.916				
		PT5	0.843				
		PT6	0.842				
		PT7	0.817				
3	Learning Intensity (Z)	LI1	0.867	0.791	0.947	0.949	0.958
		LI2	0.938				
		LI3	0.920				
		LI4	0.882				
		LI5	0.886				
		LI6	0.841				
4	Dance Skill (Y)	DS1	0.793	0.617	0.896	0.898	0.918
		DS2	0.744				
		DS3	0.773				
		DS4	0.750				
		DS5	0.792				
		DS6	0.753				
		DS7	0.883				

Evaluation of Structural Models

PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model is able to explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop deeper insight into the dynamics involved.

Table 3. Measurement of Structural Model: R2, F2.

Variabel	R2		F2	
	Value	Decision	Value	Decision
Teacher Competency	-	-	0.180	Medium
Personal Talent	-	-	0.013	Small
Learning Intencity	0.611	Moderate	0.054	Small
Dance Skill	0.499	Moderate	-	-

Based on the table above, the R2 coefficient for the Learning Intensity variable obtained a value of 0.611. This means that Teacher Competency, Personal Talent, and Dance Skill have an influence on the Learning Intencity variable by 61.10% and the remaining 38.90% is influenced by other variables outside the research model. So the output effect size shows that the most dominant variable influencing Dance Skill is Teacher Competency (F2 = 0.180) in the medium category and the weakest variable is Personal Talent (F2 = 0.013) in the small category.

Path Analysis and Hypothesis Testing

One of the main goals of hypothesis testing is to examine the relationships between variables in a proposed model. This is done by analyzing the strength and significance of the relationships between the variables identified in the model. Direct effect evaluation allows researchers to test the consistency between empirical findings and the theory that supports the model. In addition, this test analyzes the significance of the mediation effect in the research model. This is important for understanding the mechanisms underlying relationships between variables and how certain variables can mediate or change relationships between other variables.

Measurement of Direct Effect

Direct effect testing is an important part of the analysis to understand the direct relationship between the independent and dependent variables in the model. Boostrapping is a commonly used method to calculate standard estimates and confidance intervals for model parameters in PLS-SEM. The normalized path coefficient describes the strenght and direction of the relationship between the independent and dependent variables in the model. A larger coefficient indicates a greater influence of the dependent variable on the dependent variable.

The original sample value (B-values) shows how much influence the independent variable has on the dependent variable. The positive or negative sign of the path coefficient indicates the direction of the relationship between the independent and dependent variables. The T-statistic value is used to test the statistical significance of the direct effect. This statistical test allows us to determine whether the direct effect is significant. The P-value is a measure that determines the statistical significance of the direct effect. A low p-value (<0.05) indicates that the effect is statistically significant.

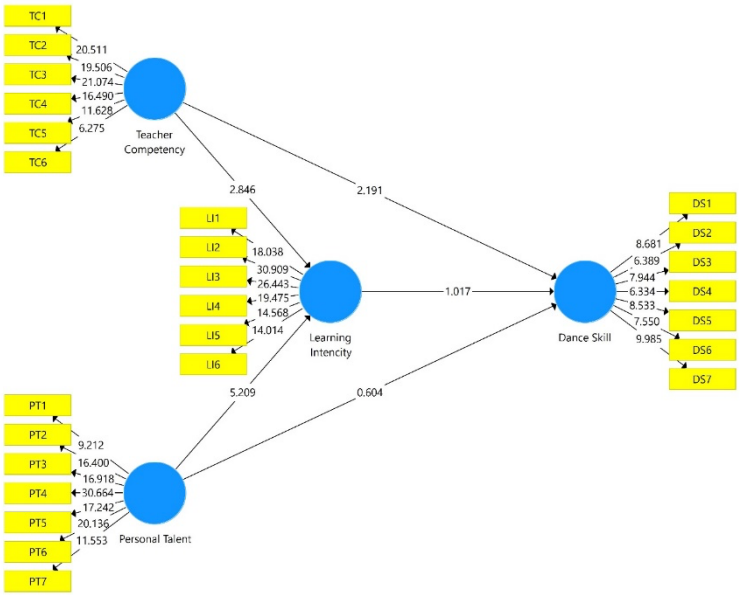

Figure 2. Evaluation of Path Analysis

A hypothesis can be accepted with significant criteria if it has a T statistic value above 1.96. Meanwhile, the hypothesis can be accepted with positive or negative influence if the B-values coefficient value shows the direction of positive or negative influence. Based on the table below, the hypothesis H-DIR1 (Teacher Competency (X1) → Dance Skill (Y) obtained β-values = 0.405, T-statistic = 2.191 (>1.96) and p-values = 0.029 (<0.05) This shows that the Teacher Competency variable (X1) has a positive and significant effect on Dance Skill (Y). This means that when the Teacher Competency variable (X1) increases, the Dance Skill variable (Y) will also experience a significant increase.

The H-DIR2 hypothesis (Personal Talent (X2) → Dance Skill (Y) obtained β-values = 0.128, T-statistic = 0.604 (>1.96) and p-values = 0.546 (<0.05). This shows that The Personal Talent variable (X2) has a positive and insignificant effect on Dance Skill (Y). This means that when the Personal Talent variable (X2) increases, the Dance Skill (Y) variable will also increase but not significantly.

Tabel 4. Results of Path Cooficient: Dirrect Effects

Hypothesis	Path Analysis	β-Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	P-Values (<0,05)	Decision
H-DIR1	TC → DS	0.405	0.394	0.185	2.191	0.029	Accepted
H-DIR2	PT → DS	0.128	0.108	0.212	0.604	0.546	Rejected
H-DIR3	TC → LI	0.261	0.263	0.092	2.846	0.005	Accepted
H-DIR4	PT → LI	0.591	0.588	0.113	5.209	0.000	Accepted
H-DIR5	LI → DS	0.263	0.278	0.258	1.017	0.310	Rejected

Based on the table below, in the H-IND1 hypothesis, the results of testing the mediating effect of the Learning Intencity (Z) variable can be concluded that there is no positive influence (β-values = 0.155 and is significant (T statistic 0.886 (<1.96) and P values 0.376 (>0.05) between the Personal Talent (X2) factors and Dance Skill (Y). So H-IND1 states "There is no positive and insignificant influence on the role of Learning Intensity in mediating Personal Talent on Dance Skill". , the results of testing the mediation effect of the Learning Intencity (Z) variable can be concluded that there is no positive (β-values = 0.081) and significant (T statistic 0.648 (<1.96) and P values 0.518 (>0.05) influence between the factors Teachqer Competency (X1) on Dance Skill (Y). So H-IND2 stated "there is no positive and insignificant influence on the role of Learning Intencity in mediating Teacher Competency on Dance Skill.

Tabel 5. Results of Path Coeficient: Indirect Effects

Hypothesis	Path Analysis	β-Values (+/-)	SDV	T-Statistics (>1,96)	P-values	Decision	Mediating Role
H-IND1	TC → LI → DS	0.069	0.069	0.987	0.324	Rejected	No mediation
H-IND2	PT → LI → DS	0.155	0.175	0.886	0.376	Rejected	Partial mediation

DISCUSSION | مناقشة

In this research, it was found that teacher competence had a positive and significant influence on students' dancing skills. This concept emphasizes the importance of a teacher's in-depth understanding of dance technique, the history of performing arts, and the ability to provide effective feedback to students. The urgency of these findings lies in the fact that competent teachers can create a supportive learning environment, which in turn increases student motivation and engagement in the dance learning process. The results of the analysis show that increasing teacher competence directly contributes to improving students' dancing skills, in line with previous research which shows that teachers' pedagogical and professional competence is very influential in arts education (Prasetia, Akrim, dan Sulasmi 2020). The implication of this research is the need for continuous training programs for teachers to improve their competence, so that they can be more effective in teaching dance skills. Thus, developing teacher competency must be a priority in efforts to improve the quality of dance education in schools. In conclusion, teacher competence is a key factor that cannot be ignored in developing students' dance skills.

This study also shows that personal talent has a positive influence on dance skills, although not significant. This concept indicates that although natural talent can provide an advantage in learning to dance, other factors such as practice and guidance from teachers are also very important. The urgency of this finding lies in the understanding that talent is not the only determinant of success in dance skills; dedication and consistent effort also play an important role. The results of the analysis show that although personal talent can help students understand dance movements, its influence is not strong enough to guarantee significant skill improvement. Previous studies, such as those by (Patrick dkk. 2021), also noted that talent has a limited impact on dance skills, emphasizing the importance of other factors in the learning process. The implication of this finding is the need for a more holistic approach to dance skill development, which includes regular practice and proper guidance. In conclusion, although personal talent can contribute, other factors such as intensive learning and support from teachers are more decisive in the development of dance skills.

The results of the study indicate that teacher competence has a positive and significant influence on student learning intensity. This concept highlights that competent teachers are able to create an interesting and stimulating learning atmosphere, which encourages students to be more actively involved in the learning process. The urgency of this finding lies in the importance of the teacher's role in facilitating deep and meaningful learning experiences for students. The results of the analysis show that when teachers have good competence, students tend to show higher levels of engagement, which contributes to improved learning outcomes. Previous research also supports this finding, by showing that teacher competence is closely related to student motivation and engagement in learning (Maulidiyah dan Rohman 2022). The implication of this study is the need for professional development for teachers to improve their competence, so that they can be more effective in increasing student learning intensity. In conclusion, teacher competence not only affects learning outcomes, but also the level of student involvement in the learning process.

This study found that personal talent has a positive and significant effect on students' learning intensity. This concept suggests that students who have natural talent in dance tend to be more motivated to engage in the learning process, which in turn increases their learning intensity. The urgency of this finding lies in the recognition that talent can be a major driver for students to actively participate in learning activities. The results of the analysis showed that students with higher talent showed greater dedication and effort in dance practice, which contributed to their skill improvement. Previous studies have also noted that personal talent can increase students' motivation and engagement in learning (Jafar dkk. 2020). The implication of this finding is the importance of recognizing and developing students' talents in the context of dance education, so that it can increase their learning intensity. In conclusion, personal talent plays an important role in encouraging students to be more active and involved in the dance learning process.

In this study, it was found that learning intensity had a positive effect on dance skills, but was not significant. This concept suggests that although active involvement in the learning process can provide benefits, other factors such as the quality of teaching and guidance from teachers are also very important. The urgency of this finding lies in the understanding that simply increasing learning intensity is not enough to guarantee significant skill improvement. The results of the analysis show that although students who are more involved in learning tend to have better skills, the effect is not strong enough to achieve significant results. Previous studies have also noted that although student engagement is important, other factors such as teacher support

and effective teaching methods also play a major role in skill development (Suharyati et al., 2019). The implication of this finding is the need for a more comprehensive approach to dance teaching, which focuses not only on learning intensity but also on teaching quality. In conclusion, although learning intensity has a positive impact, other factors must be considered to achieve significant skill improvement.

This study shows that learning intensity acts as a mediator between teacher competence and dance skills, with a positive but insignificant effect. This concept indicates that although learning intensity can strengthen the relationship between teacher competence and student skills, its effect is not strong enough to produce significant results. The urgency of this finding lies in the importance of understanding the dynamics between teacher competence, learning intensity, and dance skills. The results of the analysis show that although competent teachers can increase students' learning intensity, this does not always lead to a significant increase in dance skills. Previous studies have also shown that other factors, such as teaching methods and emotional support, can affect learning outcomes (Purba dkk. 2022). The implication of this finding is the need for further research to explore other factors that may influence this relationship. In conclusion, although learning intensity plays a role as a mediator, its effect on dance skills still needs to be studied further.

In this study, it was found that learning intensity acted as a mediator between personal talent and dance skills, with a positive but insignificant effect. This concept suggests that although learning intensity can help connect students' talents with dance skills, its effect is not strong enough to produce significant improvements. The urgency of this finding lies in the understanding that personal talent alone is not enough; high learning intensity is also needed to achieve optimal skills. The results of the analysis indicate that although students with high talent may be more engaged in learning, this does not always lead to significant improvements in skills. Previous studies have also noted that although talent can affect motivation, other factors such as teacher support and effective teaching methods also play an important role (Martika, Salim, dan Yusuf 2020). The implication of this finding is the need for a more holistic approach to dance skill development, which includes talent development and increasing learning intensity. In conclusion, although learning intensity acts as a mediator, its effect on dance skills still needs further research to understand more complex dynamics.

CONCLUSSION | خاتمة

The implications of increasing learning intensity in mediating the influence of teacher competence and personal talent on students' dance skills in arts and culture subjects, especially dance material in MI Kresna dance extracurricular, emphasize the importance of increasing learning intensity. With learning intensity, students tend to be more active and enthusiastic in acquiring new knowledge and skills in dance which can increase the effectiveness of teachers in providing learning, because students who are more involved in the learning process will be more responsive to teacher instructions and feedback. High learning intensity can also help students to optimize their personal talent potential in dance, by giving maximum dedication and effort in practice and creative exploration.

To increase learning intensity in mediating the influence of teacher competence and personal talent on dance skills, it is recommended that educators adopt a comprehensive and diverse approach. In addition, educators need to strengthen the relationship between teacher competence and students' personal talents with teacher skills and utilize existing resources. Thus, increasing learning intensity can not only directly increase dance skill achievement, but can

also strengthen the positive effects of teacher competence and students' personal talents, creating a more dynamic and productive learning environment in developing quality dance skills.

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