



# Enhancing Elementary Students' Dance Movement Skills Through Doratoon Media Based on Local Cultural Arts

Yetti Hidayatillah<sup>1</sup>, Jamilah<sup>2\*</sup>, Muhammad Misbahudholam AR<sup>3</sup> 

<sup>1</sup> Pancasila and Civic Education Study Program, Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Sumenep, Sumenep, Indonesia

<sup>2,3</sup> Elementary School Teacher Education Study Program, Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Sumenep, Sumenep, Indonesia

## ARTICLE INFO

### Article history:

Received August 30, 2024

Accepted December 02, 2024

Available online December 25, 2024

### Kata Kunci:

Media Doratoon, Seni Budaya Lokal, Keterampilan Gerak Tari

### Keywords:

Doratoon Media, Local Cultural Arts, Dance Movement Skills



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Kurangnya pemahaman guru mengenai konsep dan tujuan seni tari dalam pendidikan berpengaruh pada perancangan program pembelajaran yang cenderung monoton dan kurang kreatif. Kondisi ini memengaruhi keterampilan gerak tari siswa di sekolah dasar. Penelitian ini bertujuan untuk menguji efektivitas media Doratoon berbasis seni budaya lokal dalam meningkatkan keterampilan gerak tari siswa. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimen jenis one group pretest-posttest, di mana satu kelompok diuji sebelum dan sesudah menggunakan media pembelajaran. Instrumen penelitian berupa tes keterampilan gerak tari yang diberikan kepada siswa. Data dianalisis menggunakan uji hipotesis dengan uji-t. Hasil penelitian menunjukkan bahwa penggunaan media Doratoon berbasis budaya lokal sangat efektif dalam meningkatkan keterampilan gerak tari siswa, terbukti dari nilai  $t_{hitung}$  yang lebih besar daripada  $t_{tabel}$  ( $9,42 > 2,262$ ). Selain itu, media video keterampilan seni tari yang dikembangkan berpotensi dipublikasikan melalui platform YouTube sebagai upaya memperluas akses pembelajaran dan meningkatkan keterampilan seni tari secara lebih aktif dan kreatif. Simpulan dari penelitian ini adalah bahwa media Doratoon dapat digunakan secara efektif sebagai alternatif pembelajaran berbasis budaya lokal untuk meningkatkan keterampilan gerak tari siswa di sekolah dasar.

## ABSTRAK

Teachers' lack of understanding regarding the concept and purpose of dance education affects the design of learning programs, which tend to be monotonous and less creative. This condition impacts students' dance movement skills in elementary schools. This study aims to examine the effectiveness of Doratoon media based on local cultural arts in improving students' dance movement skills. The research employed a quantitative method with a pre-experimental design of the one-group pretest-posttest type, where one group was tested before and after using the learning media. The research instrument was a dance movement skills test administered to students. The data were analyzed using hypothesis testing through a t-test. The results showed that the use of Doratoon media based on local culture was highly effective in improving students' dance movement skills, as evidenced by the  $t_{value}$  being higher than the  $t_{table}$  ( $9.42 > 2.262$ ). Moreover, the developed dance skills video media has the potential to be published through YouTube as an effort to expand learning access and improve dance skills more actively and creatively. The conclusion of this study is that Doratoon media can be effectively used as an alternative local culture-based learning tool to enhance students' dance movement skills in elementary schools.

## 1. INTRODUCTION

Education is an essential aspect of human life. Education is generally carried out between one person and another, so the learning process is carried out. The series of activities designed in learning not only direct students to know but also several other aspects or potentials that exist within them. This is stated in the national education goals, which say that education implementation in Indonesia aims to achieve three domains in students, namely affective, psychomotor, and cognitive (Havidz & Mujakiah, 2023; Seyfi et al., 2020). To realize the goals of national education, in the 2013 curriculum, the entire series of

\*Corresponding author.

E-mail addresses: [yettihidayah11@stkipgrisumenep.ac.id](mailto:yettihidayah11@stkipgrisumenep.ac.id) (Yetti Hidayatillah)

activities is designed so that students can be directly involved in learning to enable them to use all the abilities within them (Hardiansyah & Mas'udi, 2022; Junaidin et al., 2022; Rohita et al., 2018). One of the learning contents in the 2013 curriculum at the elementary school level is Cultural Arts and Crafts. Cultural Arts and Crafts materials produce many intelligences that students can acquire, such as self-understanding, imaginative, musical, linguistic, logical, and thinking intelligence (Rama & Antara, 2022; Warmansyah et al., 2022). Learning the art of dance is one of the scopes of material in the Cultural Arts and Crafts class V of Elementary School.

Learning the art of dance is learning that directs students to study theory and practice it in the learning process, supports student growth and development, and helps students to learn cultural values that apply in Indonesia and use them in their lives (Bertoni et al., 2021; Lu et al., 2019). Learning the art of dance can also make students acquire and instil good character (Hardiansyah et al., 2022; Lu et al., 2019). Learning the art of dance can enable students to develop the skills that exist within them, especially movement skills (Bertoni et al., 2021; Hardiansyah et al., 2022; Lu et al., 2019). Learning the art of dance in elementary schools does not require children to become professional dancers but instead focuses on how students gain experience in dancing. When dancing, there is coordination between body movements and sound so that dance or movement is formed (Hardiansyah & Mulyadi, 2022). Art learning can also affect students' motor skills because a motorist is a movement obtained by the body as development of elements of maturity and control of body movements (Hardiansyah & Mulyadi, 2022; Tam & Milfont, 2020). Learning dance is one of the four aspects of learning arts and culture (Hardiansyah, 2022a; Rosala & Budiman, 2020). If categorized as arts and culture education, it is the main element of lessons that can provide appreciation understanding, and form creative attitudes. For this reason, teachers have a significant role in motivating students to achieve educational goals (Hardiansyah et al., 2023; Havidz & Mujakiah, 2023). The teacher's leading role in implementing learning is to educate and shape students to become skilled. One technique that can be used as an alternative to increase students' creativity is to express themselves through the local culture around where the students live. Increasing creativity is essential. Creativity can help students develop their talents and abilities. Cultural arts, better known as traditional arts, are a form of art that originates and is rooted in the community environment where the art grows and develops (Hardiansyah, 2022b; Sri Ulfa Idayanti et al., 2024). Each classic art in different regions experiences different developments; this depends on local conditions, contact, and environmental influences (Hardiansyah, 2022b).

The decline in local cultural values is a factor that has a significant influence on the degradation of morality (Syafuruddin et al., 2024; Yusuf, 2023). At the same time, morals guide society in living their lives. So, the decline in moral values originating from local cultural values threatens a generation's sustainability. Ten signs of human behaviour indicate the direction of the destruction of a nation, namely: (1) increasing violence among teenagers; (2) dishonesty that is part of the culture; (3) increasing disrespect for parents, teachers and leadership figures; (4) the influence of peer groups on acts of violence; (5) increasing suspicion and hatred; (6) the use of worsening language; (7) decreasing work ethic; (8) decreasing sense of individual and citizen responsibility; (9) increasing self-destructive behaviour, and (10) increasingly blurred moral guidelines (Bulkani et al., 2022). Local culture emerges from generation to generation, and there is a deep meaning behind its emergence. Local culture is one of society's sources of knowledge (culture), which exists in tradition and history, formal and informal education, art, religion, and other creative interpretations (Aini et al., 2024; Redhana et al., 2024).

Elements that can be integrated into dance learning are local cultural arts (local wisdom). Local cultural arts can be interpreted as an identity or characteristic owned by an area, which functions as a differentiator from other regions (Puspitasari et al., 2021; Yeoh, 2020). Cultural arts is not a genetic trait that can be inherent in every student but must be learned so that a process of transferring culture occurs in society, primarily through learning (Yusa et al., 2021; Zhang et al., 2020). Gambuh dance is a type of regional dance from the Sumenep district. Gambuh dance is a prayer request to God Almighty to avoid disaster. The movements are created based on the primary activities of the Sumenep palace tub and are based on Yogyakarta dance movements combined with other actions by the characteristics of the Sumenep palace, whose dance movements are soft and graceful (Betzler et al., 2021). There are several philosophical values contained in the Gambuh dance, namely, as human beings, we are obliged to ask God for protection from harm with a sincere heart; the value of sanctity means that when humans approach the Almighty, they must be in a state of purity (must be clean and free from uncleanness in all members body), and the importance of maintaining a humble and not arrogant attitude towards fellow human beings (Hardiansyah & Wahdian, 2023). The important thing that must be mastered in dance is the ability to move. Movement ability is a person's skill reflected in the mastery of movement. Movement skills can be seen in the ability of students to move limbs such as the head, body, hands and feet (Duxbury & Campbell, 2011). Movement skills are needed in learning the art of dance because, in dancing, students must be able to convey messages according

to the character of the dance, which contains elements of expression and aesthetics (Duxbury & Campbell, 2011; Kapitan, 2015).

Learning media is a tool to convey messages to students in the learning process. Learning media is an intermediary for teachers in providing stimulus to students so that students can receive learning well (Agung et al., 2020; Nafiah et al., 2019; Umar et al., 2022). Learning media have various types, such as media that only involve the sense of sight, the purpose of the hearing, and a combination of the two (Kuttner, 2020; Pratama et al., 2019). Learning media can be arranged based on the needs and characteristics of students to achieve the learning objectives set. Media use in learning today is very diverse; this is inseparable from the influence of the times and increasingly developing technology. One of the technology-based learning media is duration. Doratoon is an application that provides features for creating animated videos, cartoon videos, explainer videos, training videos, presentation videos, and several other video editor features. In the Doraemon application, users can process videos according to their creativity. In addition, there are several video templates that users can use according to the theme or topic of the video to be made. So videos created or developed through Doraemon become more interesting for elementary school students. Doratoon media can be used as a practical learning medium because duration media meets the needs of teachers and learning, especially in making audio-visual videos with various reliable and professional software already in the application. It can help students to learn whenever and wherever; help students master learning quickly and precisely; duration media attracts students' interest because this application is the newest, and has many features that can be implemented in learning, especially learning the art of dance; and duration media has value with the development of maturity and experience and the characteristics of students as a millennial generation who are close to the digital world, especially gadgets (Colasante & Douglas, 2016; Foster, 2020). Its relation to local wisdom is one of the contents that can be integrated into Doratoon applications/media on Cultural Arts and Crafts material, namely the Gambuh dance. The Gambuh dance video will be edited using the Doraemon application, using some of the features available. One of them is using an existing template to make the video more interesting. Apart from that, in some parts which contain quite difficult dance movements, a slow-motion effect will be given so that students can see every detail of the exercise correctly.

Previous research shows that learning media as a supporting medium for independent learning states that the learning media is effective, this is proven by the increase in student learning outcomes (García, 2020; Sobri et al., 2020; Wulandari et al., 2020). Further research reveals multimedia-based learning media that can be used to make it easier for students to learn (Andini et al., 2018; Antal et al., 2017; Kurniawan et al., 2021). This learning media can make it easier to master Balinese dance's basic movements, including age and take. Therefore, learning the basic activities of Balinese dance is done not only at schools or dance studios but also at home. In contrast to this study, the researchers focused on finding out the effect of doratoon media based on local arts and culture on the dance movement skills of fifth-grade students. Based on the explanation above, it is essential to research the effect of doratoon media based on local arts and culture on dance movement skills in fifth-grade students to determine how efficient the learning media is in elementary school students' art learning. This study aims to examine the effectiveness of Doratoon media based on local cultural arts in improving students' dance movement skills.

## 2. METHOD

The research method used is quantitative research (experimental), with the type of pre-experimental research one group pretest-posttest design. At the same time, the research subjects were fifth-grade students at SDN Pandian 1, Sumenep Regency consisting of 23 students. The research subjects will be given a pretest before treatment; then, the posttest will be granted after applying local culture-based Doraemon media. The pretest-posttest results will be compared to determine the difference between before and after being given treatment. The instrument used to measure the basic movement abilities of dance is in the form of a test. Students are asked to issue all their commands in responding to questions in the trial. This test contains aspects of the assessment based on indicators of students' dance movement abilities in the form of practical tests given to students by demonstrating dance. The indicators of basic dance movements include head, hand, body, and foot movements. The test instrument was analyzed using the t-test (hypothesis test). Another instrument used is a questionnaire. This research questionnaire uses a closed questionnaire, where the respondent only has to choose the answers provided by the researcher. The questionnaire was used to determine the effect of the Doratoon application based on local wisdom on the dance movement skills of fifth-grade students at SDN Lanjuk I. After obtaining data regarding the Doratoon application based on local knowledge, researchers need to carry out a descriptive analysis by making a frequency distribution table to describe the frequency of Doratoon variables based on local

wisdom, and categorizing Doratoon variables based on local knowledge into high, medium and low categories. The categorization formula can be seen in Table 1.

**Table 1.** Tik-Tok Application Categorization

Category	intervals
High	$X \geq \mu + \sigma$
Medium	$\mu - \sigma \leq X < \mu + \sigma$
Low	$X < \mu - \sigma$

### 3. RESULT AND DISCUSSION

#### Results

Results of pretest scores (initial test) of dance movement skills. Before being given treatment by applying Doratoon media based on local culture in SBdP subjects in class V SDN Pandian 1, the students were given a pretest to determine their initial abilities regarding creative dance movement skills. Data were obtained from tests carried out at the beginning before learning took place. This test determines students' initial abilities regarding creative dance movement skills. The results of the pretest value of dance movement skills showed in Table 2.

**Table 2.** The results of the pretest value of dance movement skills

Respondents	Minimum Value of Completeness	Total score
1	65	51
2	65	47
3	65	68
4	65	61
5	65	51
6	65	41
7	65	51
8	65	72
9	65	52
10	65	48
<b>Average</b>		<b>54.2</b>

Referring to Table 2 above, to provide a clear picture of the level of dance movement skills in class V students at SDN Lanjuk I in this study, the researcher tried to include a description of the research results regarding the ability of dance movement skills. Frequency distribution of students' dance movement skill pretest showed in Table 3.

**Table 3.** Frequency distribution of students' dance movement skill pretest

Ability Level	Frequency	Percentage	Mean
41 - 47	2	20 %	54.2
48 - 54	5	50 %	
55 - 61	1	10 %	
62 - 68	1	10 %	
69 - 75	1	10 %	
<b>Amount</b>	<b>10</b>		

Based on the table above, it can be seen that the results of the pretest with a sample of 10 students show that there are students who got a score of 41–47, two students with a percentage of 20%, students who earned a score of 48–54, there are five students with a rate of 50%, students who obtain a score of 55–61, there is one student with a percentage of 10%, students who receive a score of 62–68, there is one student with a rate of 10%, and students who obtain a score of 69–75, there is one student with a percentage of 10%. So, it can be seen that about 80% of students did not complete and only 20% of students did.

Results of posttest scores (final test) for dance movement skills. Unlike the previous test, the post-test is given after students have finished learning. Researchers who also serve as teachers carry out this learning. During the lesson, the researcher explained regional dance creations and was assisted by doratoon

media based on local culture as a learning medium. At the end of the study, students are asked to do a post-test (final test) by making a video of a regional dance creation using local culture-based doratoon media with the same movements as the dance given during the pretest. This test aims to determine the extent to which the ability of students' dance movement skills is provided before and after the action is given. The results of the posttest scores of dance movement skills showed in Table 4.

**Table 4. The Results of the Posttest Scores of Dance Movement Skills**

Respondents	Minimum Value of Completeness	Total score
1	65	77
2	65	84
3	65	91
4	65	85
5	65	88
6	65	61
7	65	84
8	65	84
9	65	71
10	65	60
<b>Average</b>		<b>78.5</b>

Referring to the table above, to provide a clear picture of the level of dance movement skills in class V students at SDN Lanjuk I in this study, the researcher tried to include a description of the study's results regarding the ability of dance movement skills. Frequency distribution of students' dance movement skill posttest showed in Table 5.

**Table 5. Frequency distribution of students' dance movement skill posttest**

Ability Level	Frequency	Percentage	Mean
60 – 66	2	20 %	78,5
67 – 73	1	10 %	
74 – 80	1	10 %	
81 – 87	5	50 %	
88 – 94	1	10 %	
<b>Amount</b>	<b>10</b>		

Based on the table above, it can be seen that with a sample of 10 students, 80% of students were in the range 67 – 73, 74 – 80, 81 – 87, and 88 – 94, which had the highest frequency. Meanwhile, only 20% of students in the 60–66 range had the lowest frequency. The average score for the post-test was 78.5, and the mode score was 84. The scores above show that the percentage of students who completed and did not meet the post-test was between 80% and 20%. The post-test value frequency distribution calculation can be seen in the appendix. The two data points above, namely the pretest and post-test values, can be used as a reference to determine the ability of students' dance movement skills influenced by doratoon media. Comparison of Dance Movement Skills showed in Table 6.

**Table 6. Comparison of Dance Movement Skills**

<b>Pretest</b>			
Completeness criteria	The number of students	Percentage	Average value
Students complete (≥65)	2	20%	54.2
Students don't finish (<65)	8	80%	
<b>Amount</b>	<b>10</b>	<b>100%</b>	
<b>Posttest</b>			
Completeness criteria	The number of students	Percentage	Average value
Students complete (≥65)	8	80%	78.5
Students don't finish (<65)	2	20%	
<b>Amount</b>	<b>10</b>	<b>100%</b>	



The normality test aims to determine whether the data obtained is usually distributed. This normality calculation was done using SPSS 25.0 for Windows with the Shapiro-Wilk test. If the significance is more significant than 0.05, then the data is normally distributed, but if the importance is less than 0.05, then the data is not normally distributed. Pretest and Posttest Normality Test Results showed in [Table 7](#).

**Table 7. Pretest and Posttest Normality Test Results**

Test	N	Significant	Significant Level	Information
Pretest	10	0.181	0.05	Normal Distribution
Posttest	10	0.072	0.05	Normal Distribution

Based on the table above, the significance value of the pretest results is 0.181. If the pretest significance is compared with the significance level, which is  $0.181 > 0.05$ , it can be said that the data is usually distributed. Meanwhile, it is known that the post-test results have a significance value of 0.072. The data is generally distributed if the significance value is  $0.072 > 0.05$ . So, it can be said that the data distribution in the sample data group (variable) is usually distributed. This hypothesis testing was also carried out using SPSS 25.0 for Windows. The SPSS calculation uses the Paired-Samples Test. This test was conducted to answer the hypothesis, namely, whether or not local culture-based doratoon media affected the dance skills of fifth-grade students at SDN Lanjuk I. Pretest and post-test data were used in hypothesis testing. Based on data analysis, it is known that  $H_a$  is accepted if  $T \text{ count} > T \text{ table}$ , then there is a significant difference. The results of the hypothesis, with a confidence level of 95% and a significant level of 0.05, With  $db \ 10-1 = 9$ ,  $db \ t \text{ table} \ db \ 9 = 2.262$ , while the value of  $t \text{ count} = 9.42$ . Because the calculated  $t$  value is greater than the  $t$  table ( $9.42 > 2.262$ ), the null hypothesis ( $H_0$ ) is rejected, and the alternative view ( $H_a$ ) working hypothesis is accepted, meaning that there is an influence of duration media on dance movement skills in class V students of SDN Lanjuk I.

## Discussion

The data analysis showed the influence that time media had on media dls in grade V students of SDN Lanjuk I. This was due to the following factors. First, Doratoon Media, Based on Local Cultural Arts, can improve students' dance movement skills. Each element of the beauty of dance art has been tested for its relevance, with different maximum scores for each component according to the difficulty level. There are three dance beauty elements: wiraga, wirama, and wirasa. The most challenging aspect of doing is wirasa, namely facial expressions or expressions that describe the soul, emotions, and character of the characters used. When students can bring themselves to life or express themselves according to the dance being performed, they have completed the elements of wiraga and wirama. The improvement in students' dance movement skills is due to the activeness of students during learning ([Dinata, 2021](#); [Irani et al., 2021](#)). Students become enthusiastic about receiving material and doing assignments given by the teacher. When local culture-based Doraemon media is shown, students become excited and very curious to know what materials will be delivered through the media ([Fauzi et al., 2017](#); [Irani et al., 2021](#); [Putri & Usriyah, 2019](#)). This is based on research that has been conducted, which obtained data showing that the use of durational media in learning can help students make it easier to understand the teaching material and provide meaningful experiences for students so that they can arouse students' interest in the learning process ([Anggaira et al., 2022](#); [Rosala & Budiman, 2020](#)).

Second, Doratoon Media, Based on Local Cultural Arts, can increase learning motivation. When teachers deliver dance learning materials before implementing Doratoon media based on local culture, students only use makeshift media and practice dancing together. Students tend to be less enthusiastic and do not do each dance movement properly and correctly. In addition, students also feel embarrassed to do dance movements in front of friends or teachers. This causes students to be unable to master dance movement skills without media that can foster their interest and creativity in learning ([Fauzi et al., 2017](#); [Irani et al., 2021](#); [Putri & Usriyah, 2019](#)). Using Doratoon media based on local culture is more effective in improving students' dance movement skills than conventional media because this application contains the features students need to learn. Learning is also fun using Doratoon media based on local culture because the content included is one of the typical dances of Sumenep Regency, namely the Gambuh dance. Gambuh dance can help students develop basic dance movement skills, considering that each movement contains all the elements/indicators of basic dance movement skills ([Winoto et al., 2018](#)). In addition, through the Doratoon application, learning media on SBdP material becomes more interesting and can achieve the learning objectives set. This is by research that states that the use of technology-based learning media can positively impact students, one of which is increasing learning motivation ([Hafsah et al., 2016](#); [Hardiansyah & AR, 2022](#); [Lestari et al., 2020](#)). Increasing students' learning motivation will also impact their abilities, skills, and learning outcomes ([Ningtiyas et al., 2019](#); [Utami & Astuti, 2021](#)).

These findings provide a strong foundation that learning media can make a positive contribution to the effectiveness of learning at the elementary school level (Maharputrananda et al., 2020; Safira et al., 2021; Wahyuningtyas & Sulasmono, 2020). Meanwhile, the importance of interesting and culturally appropriate student learning motivation, as supported by increased student participation and interest, can be identified as valid evidence supporting the idea of the positive impact of learning media on student learning motivation (Afriana & Prastowo, 2022; Widiyasanti et al., 2018). By utilizing media intelligently, teachers can create more meaningful and dynamic learning experiences for elementary school students, providing a solid foundation for understanding local culture, which is crucial for students' academic success and daily lives. This confirms that using media increases the overall effectiveness of learning and enriches students' learning experiences, helping them achieve their optimal learning potential. The implications of research on improving elementary school students' dance movement skills through Doratoon media based on local arts and culture significantly impact the development of students' creativity and understanding of local culture. Using Doratoon media as a learning tool can facilitate students in understanding and mastering traditional dance movements in a fun and interactive way. In addition, this study shows that integrating technology into dance learning can increase students' interest and involvement in the learning process.

#### 4. CONCLUSION

Doratoon learning media is critical, especially Curriculum 13 emphasizes this aspect. In answering this need, this study has succeeded in developing Doratoon learning media rooted in local culture for elementary school students. Thus, Doratoon learning media is expected to positively impact elementary school student's understanding of local culture and enrich their learning experiences. Further action based on the results of this study is the need for training in digital learning media innovation based on local wisdom that can support hybrid learning (online and offline) with the existence of digital learning media is very necessary, especially for elementary school students whose thinking skills are at the concrete operational stage.

#### 5. REFERENCES

- Afriana, S., & Prastowo, A. (2022). Penggunaan Media Pembelajaran E-Comic dalam Menumbuhkan Motivasi dan Antusiasme Belajar Peserta Didik Sekolah Dasar. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 22(1), 41. <https://doi.org/10.30651/didaktis.v22i1.11089>.
- Agung, F. P., Suyanto, S., & Aminatun, T. (2020). E-Modul Gerak Refleks Berbasis Pendekatan Kontekstual untuk Meningkatkan Pemahaman Konsep Siswa SMA. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(3), 279–289. <https://doi.org/10.17977/jptpp.v5i3.13238>.
- Aini, S., Setiadi, A. E., & Sunandar, A. (2024). Development of encyclopedia based on local vegetables North Kayong Regency as biology learning media. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 10(1), 38–46. <https://doi.org/10.22219/jpbi.v10i1.31557>.
- Andini, S., Budiyo, & Fitriana, L. (2018). Developing flipbook multimedia: The achievement of informal deductive thinking level. *Journal on Mathematics Education*, 9(2), 227–238. <https://doi.org/10.22342/jme.9.2.5396.227-238>.
- Anggaira, A. S., Aryanti, N., Suryadi, S., & Tusriyanto, T. (2022). Songs for Teaching Vocabulary: English Learning Media for Preschoolers. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6069–6078. <https://doi.org/10.31004/obsesi.v6i6.2870>.
- Antal, H., Bunnell, H. T., McCahan, S. M., Pennington, C., Wysocki, T., & Blake, K. V. (2017). A cognitive approach for design of a multimedia informed consent video and website in pediatric research. *Journal of Biomedical Informatics*, 66, 248–258. <https://doi.org/10.1016/j.jbi.2017.01.011>.
- Bertoni, A., Dubini, P., & Monti, A. (2021). Bringing back in the spatial dimension in the assessment of cultural and creative industries and its relationship with a city's sustainability: The case of milan. *Sustainability*, 13(19), 10878. <https://doi.org/10.3390/su131910878>.
- Betzler, D., Loots, E., Prokúpek, M., Marques, L., & Grafenauer, P. (2021). COVID-19 and the arts and cultural sectors: Investigating countries' contextual factors and early policy measures. *International journal of cultural policy*, 27(6), 796–814. <https://doi.org/10.1080/10286632.2020.1842383>.
- Bulkani, Fatchurahman, M., Adella, H., & Andi Setiawan, M. (2022). Development of animation learning media based on local wisdom to improve student learning outcomes in elementary schools. *International Journal of Instruction*, 15(1), 55–72. <https://doi.org/10.29333/iji.2022.1514a>.
- Colasante, M., & Douglas, K. (2016). Prepare-participate-connect: Active learning with video annotation. *Australasian Journal of Educational Technology*, 32(4), 68–91. <https://doi.org/10.14742/ajet.2123>.

- Dinata. (2021). Peningkatan Kepercayaan Diri Melalui Kegiatan Menari Kreatif Paud Bintang Besar. *EDUKIDS: Jurnal Inovasi Pendidikan Anak Usia Dini*, 1(1), 36–42. <https://doi.org/10.51878/edukids.v1i1.374>.
- Duxbury, N., & Campbell, H. (2011). Developing and revitalizing rural communities through arts and culture. *Small cities imprint*, 3(1).
- Fauzi, M. N., Usodo, B., & Subanti, S. (2017). The Effect Of Make A Match (MAM) Type Model and Bamboo Dance Type Model Through Cooperative Learning on Students Motivation. *Suska Journal of Mathematics Education*, 3(1), 27–32.
- Foster, G. (2020). Circular economy strategies for adaptive reuse of cultural heritage buildings to reduce environmental impacts. *Resources, Conservation and Recycling*, 152, 104507. <https://doi.org/10.1016/j.resconrec.2019.104507>.
- García, B. (2020). Deconstructing the city of culture: The long-term cultural legacies of Glasgow 1990. In *Culture-Led Urban Regeneration* (bll 1–28). Routledge. <https://doi.org/10.1080/0042098050010753>.
- Hafsah, N. R., Rohendi, D., & Purnawan, P. (2016). Penerapan Media Pembelajaran Modul Elektronik Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Teknologi Mekanik. *Journal of Mechanical Engineering Education*, 3(1), 106. <https://doi.org/10.17509/jmee.v3i1.3200>.
- Hardiansyah, F. (2022a). Snowball Throwing: A Method To Uplift Elementary School Students' Responsibility on Environment. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3853–3864. <https://doi.org/10.35445/alishlah.v14i3.1966>.
- Hardiansyah, F. (2022b). the Implementation of Tolerance Character Education Through Social Science Learning in Elementary School. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 9(2), 168–180. <https://doi.org/10.24252/auladuna.v9i2a5.2022>.
- Hardiansyah, F., & AR, M. M. (2022). Enhancing Students' Learning Motivation through Changing Seats in Primary School. *Mimbar Sekolah Dasar*, 9(1), 253–268. <https://doi.org/10.53400/mimbar-sd.v9i1.43002>.
- Hardiansyah, F., AR, M. M., & Hidayatillah, Y. (2022). IPAS Learning Assessment To Measure Science Process Skill In Elementary School. *International Journal of Elementary Education*, 6(3), 612–623. <https://doi.org/10.23887/ijee.v6i4.54217>.
- Hardiansyah, F., & Mas'odi, M. (2022). The Implementation Of Democratic Character Education Through Learning Of Social Science Materials Of Ethical And Cultural Diversity In Elementary School. *Journal of Innovation in Educational and Cultural Research*, 3(2), 234–241. <https://doi.org/10.46843/jiecr.v3i2.101>.
- Hardiansyah, F., & Mulyadi. (2022). Improve Science Learning Outcomes for Elementary School Students Through The Development of Flipbook Media. *Jurnal Penelitian Pendidikan IPA*, 8(6), 3069–3077. <https://doi.org/10.29303/jppipa.v8i6.2413>.
- Hardiansyah, F., & Wahdian, A. (2023). Improving Science Learning Outcomes Through the Development of the Magic Card Box Learning Media. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 823–833. <https://doi.org/10.35445/alishlah.v15i1.2711>.
- Hardiansyah, F., Zainuddin, Z., Sukitman, T., & Astutik, C. (2023). Development Of Learning Media Smart Book To Improve Understanding Of Elementary School Students In Science Learning. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 26(1), 72–87. <https://doi.org/10.24252/lp.2023v26n1i7>.
- Havidz, H. B. H., & Mujakiah, N. (2023). The Effect of Learning Environment on Student Motivation and Student Achievement (Literature Review Study). *International Journal of Psycology and Health Science*, 1(1), 30–39. <https://doi.org/10.38035/ijphs.v1i1.86>.
- Irani, I., Adhani, D. N., & Yuniar, D. P. (2021). Kepercayaan Diri Anak Usia 4-5 tahun yang Mengikuti Ekstrakurikuler Tari Melalui Tari Karapan Sapi. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan dan Pembelajaran Anak Usia Dini*, 8(2), 34–45. <https://doi.org/10.21107/pgpaudtrunojoyo.v8i2.11558>.
- Junaidin, Sugiyono, Suryono, Y., & Komalasari. (2022). Teacher s achievement in curriculum 2013 training: A hierarchical linear model. *International Journal of Instruction*, 15(1), 891–910. <https://doi.org/10.29333/iji.2022.15151a>.
- Kapitan, L. (2015). Social action in practice: Shifting the ethnocentric lens in cross-cultural art therapy encounters. *Art Therapy*, 32(3), 104–111. <https://doi.org/10.1080/07421656.2015.1060403>.
- Kurniawan, B., Basri K, I., Widiastuti, N. P. K., & Ahmad, R. A. R. (2021). Pengembangan Multimedia Interaktif dengan Metode EPIC 5C berbasis Model Case-Based Learning pada Materi Tematik Terpadu Kelas V. *Jurnal Edutech Undiksha*, 9(2), 312–319. <https://doi.org/10.23887/jeu.v9i2.41368>.
- Kuttner, P. J. (2020). Educating for cultural citizenship: Reframing the goals of arts education. In *Cultural Production and Participatory Politics* (bll 69–92). Routledge.



- Lestari, W. D., Yuhanna, W. L., & Lukitasari, M. (2020). Pengembangan Media Bio Pop-Up Book Terintegrasi Science, Environment, Technology, And Society (SETS) Pada Pembelajaran Biologi Materi Daur Biogeokimia. *Jurnal Edukasi Matematika dan Sains*, 8(2), 130–139. <https://doi.org/10.25273/jems.v8i2.7442>.
- Lu, Z., Annett, M., Fan, M., & Wigdor, D. (2019). “ I feel it is my responsibility to stream” Streaming and Engaging with Intangible Cultural Heritage through Livestreaming. *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems*, 1–14. <https://doi.org/10.1145/3290605.330045>.
- Maharputrananda, T. K., Cahyana, C., Studi, P., Vokasional, P., Kuliner, S., Teknik, F., & Jakarta, U. N. (2020). Penerapan Media Pembelajaran Video Klip Pembuatan Mock Up. *Jurnal Teknologi Pendidikan*, 13(2), 115–118. <https://doi.org/10.24114/jtp.v13i2.18446>.
- Nafiah, K., Suhadi, S., & Sari, M. S. (2019). Validitas dan kepraktisan bahan ajar pengelolaan spesies asing invasif *Acacia Nilotica* untuk matakuliah pengelolaan sumberdaya alam. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 4(5), 654. <https://doi.org/10.17977/jptpp.v4i5.12459>.
- Ningtiyas, T., Setyosari, P., & Praherdiono, H. (2019). Pengembangan Media Pop-Up Book Untuk Mata Pelajaran Ipa Bab Siklus Air Dan Peristiwa Alam Sebagai Penguatan Kognitif Siswa. *Jurnal Kajian Teknologi Pendidikan*, 2(2), 115–120. <https://doi.org/10.17977/um038v2i22019p115>.
- Pratama, L. D., Lestari, W., & Bahauddin, A. (2019). Game Edukasi: Apakah membuat belajar lebih menarik? *At- Ta’lim : Jurnal Pendidikan*, 5(1), 39–50. <https://doi.org/10.36835/attalim.v5i1.64>.
- Puspitasari, I. P., Rachmawati, Y., Romadona, N. F., & Purnamasari, I. (2021). Bengkulu’s Traditional Games for Young Children. *Proceedings of the 5th International Conference on Early Childhood Education (ICECE 2020)*, 538(Icece 2020), 27–32. <https://doi.org/10.2991/assehr.k.210322.007>.
- Putri, D. A. P., & Usriyah, L. (2019). Pengembangan Kecerdasan Kinestetik Peserta Didik Melalui Kegiatan Ekstrakurikuler Tari Tradisional di Madrasah Ibtidaiyah Unggulan Al-Islah Kecamatan Muncar Kabupaten Banyuwangi. *EDUCARE: Journal of Primary Education*, 1(1), 1–16. <https://doi.org/10.35719/educare.v1i1.2>.
- Rama, P. K., & Antara, P. A. (2022). Media Pembelajaran Pop-Up Book Berbasis Pengenalan Motif Hias Bali Kelas III Pada Pembelajaran Seni Budaya dan Prakarya. *Jurnal Ilmiah Pendidikan Profesi Guru*, 5(2), 259–270. <https://doi.org/10.23887/jippg.v5i2.49657>.
- Redhana, I. W., Sudria, I. B. N., & Suardana, I. N. (2024). A Digital Instructional Book: A Tool for Improving Students’ Learning Outcomes on the Reduction and Oxidation Reactions. *Science Education International*, 35(1), 61–70. <https://doi.org/10.33828/sei.v35.i1.7>.
- Rohita, R., Fitria, N., Bustan, R., & Haryadi, D. (2018). Teacher’s Understanding of the Scientific Approach in the 2013 Curriculum for Early Childhood Education. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 2(2), 235. <https://doi.org/10.31004/obsesi.v2i2.105>.
- Rosala, D., & Budiman, A. (2020). Local Wisdom-based Dance Learning: Teaching Characters to Children through Movements. *Mimbar Sekolah Dasar*, 7(3), 304–326. <https://doi.org/10.17509/mimbar-sd.v7i3.28185>.
- Safira, A. D., Sarifah, I., & Sekaringtyas, T. (2021). Pengembangan Media Pembelajaran Interaktif Berbasis Web Articulate Storyline Pada Pembelajaran Ipa Di Kelas V Sekolah Dasar. *Prima Magistra : Jurnal Ilmiah Kependidikan*, 2(2). <https://doi.org/10.37478/jpm.v2i2.1109>.
- Seyfi, S., Hall, C. M., & Rasoolimanesh, S. M. (2020). Exploring memorable cultural tourism experiences. *Journal of Heritage Tourism*, 15(3), 341–357. <https://doi.org/10.1080/1743873X.2019.1639717>.
- Sobri, M., Nursaptini, N., & Novitasari, S. (2020). Mewujudkan Kemandirian Belajar Melalui Pembelajaran Berbasis Daring Diperguruan Tinggi Pada Era Industri 4.0. *Jurnal Pendidikan Glasser*, 4(1), 64. <https://doi.org/10.32529/glasser.v4i1.373>.
- Sri Ulfa Idayanti, Iswandi, I., & Hassan Faqih. (2024). Implementation of Character Education Values Through Drawing Learning in Arts and Culture Subjects at Sekolah Menengah Pertama (SMP) Negeri 3 Padang Panjang. *Education Specialist*, 2(1), 15–20. <https://doi.org/10.59535/es.v2i1.149>.
- Syafuruddin, A. B., Widarti, H. R., & Rokhim, D. A. (2024). Development of Instagram-Based Learning Media To Increase Students Learning Interest in Acid-Base Materials. *Turkish Online Journal of Distance Education*, 25(2), 228–247. <https://doi.org/10.17718/tojde.1312770>.
- Tam, K.-P., & Milfont, T. L. (2020). Towards cross-cultural environmental psychology: A state-of-the-art review and recommendations. *Journal of Environmental Psychology*, 71, 101474.
- Umar, A., Hanum, I., & Hutagalung, T. (2022). The Effectiveness Of Using The Doratoon Animation Maker Learning Media In Semantic Courses In Indonesian Language And Literature Education Students Fbs Unimed. *Morfai Journal*, 2(3), 497–502. <https://doi.org/10.1080/1743873X.2019.1639717>.
- Utami, R. P., & Astuti, U. P. (2021). EFL Teachers’ Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability. *Indonesian Journal of English Language Teaching*

- and *Applied Linguistics*, 6(1), 173–188. <https://doi.org/10.21093/ijeltal.v6i1.912>.
- Wahyuningtyas, R., & Sulasmono, B. S. (2020). Pentingnya Media Pembelajaran dalam Meningkatkan Hasil Belajar di Sekolah Dasar. *Jurnal Ilmiah Pendidikan*, 2(1), 73–80. <https://doi.org/10.52217/lentera.v16i1.1081>.
- Warmansyah, J., Yuningsih, R., Sari, M., Urrahmah, N., Data, M. R., & Idris, T. (2022). Implementation of the Minangkabau Culture Curriculum at Kindergarten. *Aulad: Journal on Early Childhood*, 5(2), 228–234. <https://doi.org/10.31004/aulad.v5i2.376>.
- Widiyasanti, M., Proketen, S. D., & Yogyakarta, N. (2018). Pengembangan Media Video Animasi Untuk Meningkatkan Motivasi Belajar Dan Karakter Tanggung Jawab Siswa Kelas V. *Jurnal Pendidikan Karakter*, 8(1), 1–16. <https://doi.org/10.21831/jpk.v8i1.21489>.
- Winoto, E., Sugoto, S., & Yudianto, A. (2018). The effect of music Mnemonic and Flash Cards to increase fourth grade students' english vocabulary acquisition. *1st International Conference on Education Innovation (ICEI 2017)*, 101–104. <https://doi.org/10.2991/icei-17.2018.27>.
- Wulandari, I. G. A. A. M., Sudatha, I. G. W., & Simamora, A. H. (2020). Pengembangan Pembelajaran Blended Pada Mata Kuliah Ahara Yoga Semester II di IHDN Denpasar. *Jurnal Edutech Undiksha*, 8(1), 1. <https://doi.org/10.23887/jeu.v8i1.26459>.
- Yeoh, B. S. A. (2020). The global cultural city? Spatial imagineering and politics in the (multi) cultural marketplaces of South-east Asia. *Culture-Led Urban Regeneration*, 102–115. <https://doi.org/10.1080/00420980500107201>.
- Yusa, I. M. M., Anggara, I. G. A. S., Setiawan, I. K., Westerlaken, R., & Herawan, T. (2021). Revitalization of dadong dauh balinese children's illustrated song into 2-dimensional animation as an educational tourism strategy. *Journal of Physics: Conference Series*, 1810(1), 012020. <https://doi.org/10.1088/1742-6596/1810/1/012020>.
- Yusuf, F. A. (2023). Meta-Analysis: The Influence of Local Wisdom-Based Learning Media on the Character of Students in Indonesia. *International Journal of Educational Methodology*, 9(1), 237–248. <https://doi.org/10.12973/ijem.9.1.237>.
- Zhang, G., Chen, X., Law, R., & Zhang, M. (2020). Sustainability of heritage tourism: A structural perspective from cultural identity and consumption intention. *Sustainability*, 12(21), 9199. <https://doi.org/10.3390/su12219199>.