



Digital Storytelling Media to Increase Creativity in Dance Creation on Simple Dance Movement Exploration Material

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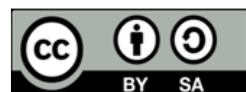
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ABSTRAK

Kurangnya minat serta ketertarikan siswa terhadap pembelajaran tari serta kurangnya relevan pada minat siswa yang mengakibatkan rendahnya kreativitas peserta didik dalam menciptakan gerakan tari dalam pembelajaran tari. Tujuan pada penelitian ini yaitu untuk mengembangkan media pembelajaran digital yang inovatif, kelayakan pada media pembelajaran, serta keefektifan media digital storytelling untuk meningkatkan kreativitas penciptaan tari pada materi eksplorasi gerak tari sederhana pada kelas II sekolah dasar. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE. Teknik pengumpulan data yang dilakukan dalam penelitian ini yaitu observasi, wawancara, angket dan tes. Siswa kelas II sekolah dasar menjadi populasinya. Kemudian, dalam teknik analisis data menggunakan teknik analisis deskriptif kualitatif dan teknik analisis kuantitatif, dan juga statistik inferensial. Hasil penelitian ini dapat diperoleh dari uji para ahli yaitu, uji ahli materi kategori tinggi uji ahli media kategori tinggi, uji guru kelas kategori tinggi, uji kelompok kecil kategori tinggi, uji kelompok besar kategori tinggi. Kemudian, dari hasil uji n-gain yang menyatakan bahwa dikembangkannya media digital storytelling dapat dikatakan cukup efektif dalam meningkatkan kreativitas penciptaan tari. Berdasarkan pada pernyataan tersebut, media digital storytelling baik digunakan, efektif, serta cukup layak digunakan pada pembelajaran materi eksplorasi gerak tari pada materi eksplorasi gerak tari sederhana di kelas II sekolah dasar serta mampu menciptakan kreativitas tari pada peserta didik.

ABSTRACT

The lack of student interest and interest in learning dance as well as the lack of relevance in student interest results in low student creativity in creating dance movements in dance learning. The aim of this research is to develop innovative digital learning media, the feasibility of learning media, and the effectiveness of the media to increase the creativity of dance creation in simple dance movement exploration material in class II elementary schools. This research uses the Research and Development (R&D) method with the ADDIE model. The data collection techniques used in this research are observation, interviews, questionnaires and tests. Class II elementary school students are the population. Then, the data analysis technique uses qualitative descriptive analysis techniques and quantitative analysis techniques, as well as inferential statistics. The results of this research can be obtained from expert tests, namely, high category material expert test, high category media expert test, high category class teacher test, high category small group test, high category large group test. Then, the results of the n-gain test stated that the media had been developed digital storytelling. It can be said to be quite effective in increasing the creativity of dance creation. Based on this statement, digital storytelling media is good to use, effective, and quite suitable for use in learning dance movement exploration material in simple dance movement exploration material in class II elementary schools and is able to create dance creativity in students.

1. INTRODUCTION

Education is the development of the potential of students in elementary schools to create competencies that can be used to develop themselves into people who believe and are devoted to God Almighty, have noble character, knowledge, and are responsible as Indonesian citizens. In this era of globalization, the education sector is experiencing a very significant transformation (Dewi, 2019; Suryati,

2021). These changes do not occur statically, but continue to develop over time. In facing this dynamic, it is imperative for education practitioners to always follow and adapt to the latest developments. This requires a responsive attitude to every change and innovation that emerges in the world of education. The importance of following educational developments according to the times is a necessity so that we are not left behind and are able to respond to the challenges of the times. In this context, active participation is the main key to achieving shared growth. Getting involved in discussions, seminars, or educational forums is an effective way to understand current trends, share experiences, and expand collaboration networks (Ainia, 2020; Setianingsih et al., 2021).

There is still a lot of education that only provides the intelligence aspect which is not commensurate with developing the creativity aspect given to students. Therefore, educators must be able to provide aspects of intelligence and creativity so that the knowledge gained can develop as expected by the educational unit (Ainia, 2020; Ulfa & Handayani, 2022). Arts education plays a central role in exploring and developing students' creative potential. The existence of arts education is not only limited to providing technical or aesthetic skills, but more than that, it is a vehicle that allows students to explore, enjoy and deepen artistic experiences in the learning process. Through arts education, students are given the opportunity to embrace various forms of art, including fine arts, music, dance, theater, and others. Each art form provides a unique platform for students to express themselves in different ways. Through art activities, students are not only invited to explore various techniques and materials, but also to understand and interpret the meaning behind each work of art. Arts education plays an important role in facilitating understanding and appreciation of beauty and cultural values. Students are invited to involve themselves in the creative process, understanding the historical, social and cultural context behind each work of art. This not only increases students' understanding of art as a cultural expression, but also opens their horizons to the diversity and richness of culture around them (Darmayanti & Bagus Gede Surya Abadi, 2021; Putri & Pamungkas, 2023). Arts education has a function or task that plays a role in shaping the human soul which is related to aspects of increasing and developing creativity, because in modern times like today, education has pushed aside or sidelined arts education, especially dance, which lacks the production of creative people (Fujiawati et al., 2020; Kusnawan, 2021).

Creativity is the process of a person's ability to create new products by combination, to create something new. Student creativity can be based on the potential abilities they have. Therefore, of course, by fostering creative and innovative ideas, these activities will be more interesting. So, students must be able to pay more attention to practice, learn more about art, and use learning methods that can help students develop skills best or optimally. Therefore, teachers can persuade students to proceed in developing their creativity (movement and expression) in accordance with the guidance and direction given to the teacher. With this, dance creation has several stages, one of which is exploration (Putri & Pamungkas, 2023; Utami, 2023). According to similar research, it is stated that the process of children's exploration is able to channel creative movement in accordance with the guidance of the teacher (Oktaviana, 2022; Ulfa & Handayani, 2022).

In the previous exploration stage process, the teacher can first determine an idea and concept of the work to become a reference in creating it. Therefore, the creation process must be in harmony with the child's world, one of which is the learning medium for creating dance. According to previous research, it is stated that in the educational process of learning the art of dance, there is still a need for adaptation or getting used to the existence of digital media like today, starting from the infrastructure and also the content in the learning media. Learning the art of dance involves more physical movement skills and creativity (Payne & Costas, 2021; Rahmawati et al., 2019). Therefore, careful thought and preparation is needed to prepare content such as learning resources for learning and activities provided in technological media such as digital storytelling media.

As time goes by and technology continues to develop and create various new innovations to help make human life much easier (Faidlatul Habibah & Irwansyah, 2021; Indarta & et al, 2022). There are many positive things to be gained from developments in an era like today. One of them is learning media. Learning media is a tool used to help increase the absorption of material in learning (Rama & Antara, 2022; Wicaksono, 2022). Using video-based learning media is an appropriate choice for studying material in dance lessons, one of which is digital storytelling media, which is a media that has the function of combining creative skills in creating dance art with technology, and can enrich the learning environment (Cahyanti & Nuroh, 2023; Lei & Yu, 2021). Digital storytelling media is a media that has a combination of various multimedia features ranging from text, sound, music, recordings, videos that are in accordance with the art of dance to provide certain material and values according to the time duration and interesting and customized digital format or structure. with the desired needs.

In this research, previous research findings confirm that the use of digital storytelling media in a learning context is an approach worth considering. Concretely, this media is not only considered suitable

for use, but is also considered very effective in supporting the learning process. The digital storytelling concept presents information through narratives that are packaged visually and interactively, creating a more interesting and involved learning experience. The main advantage of this media lies in its ability to combine narrative elements with visual, sound and interactivity elements, creating content that can stimulate students' thinking, creativity and participation (Krisnawati & Julianingsih, 2019; Yuliana & Wulandari Putri, 2021). Based on this explanation of the results of previous research, it can be stated that digital storytelling learning media to increase the creativity of dance movements is an effective medium and suitable for use in the learning process, especially in dance movement exploration material in class II elementary school. Research findings showing that digital storytelling media is feasible and effective in learning contexts have broad implications in the world of education. First of all, these implications create the basis for improving teaching approaches that are more innovative and oriented towards student engagement. Educators can start to integrate digital storytelling media as an integral part of their learning strategy, with a focus on improving the quality and attractiveness of learning. These implications provide encouragement for the development of curricula that are more dynamic and relevant to the needs of the current generation of students. Aligning learning materials with digital storytelling media can create a more contextual learning environment, linking learning concepts with the reality of students' daily lives. This can increase understanding of concepts, motivation to learn, and application of knowledge in real life contexts (Cahyanti & Nuroh, 2023; Rahmawati et al., 2019).

This research was carried out to develop innovative digital learning media, the feasibility of learning media, and the effectiveness of digital storytelling media to increase the creativity of dance creation in simple dance movement exploration material in class II elementary schools. In this research, the researcher chose digital storytelling media as a learning medium to create dance movement creativity because digital storytelling media is a medium that can attract students' attention so that it can provide students with easier understanding in the learning process of dance movement exploration material as well as by With this media, students can express their ideas or creativity in creating dance movements.

2. METHOD

In this research, the type of research used is development research or what is usually called Research and Development (R&D). The model used in this research is the ADDIE model. This model has five stages of development, analysis, design, development, implementation and evaluation. This research was conducted in class II of SDN 01 Nongkosawit, Semarang city. The subjects in this research are students, teachers and experts (media experts and material experts). The first stage (analyze) carried out was the identification of results from observations, class teacher interviews, documentation and also documents from the results of class II student grades (Rustandi, 2021; Spatioti et al., 2022).

Then for the next stage, namely the design stage. This stage is a design process with the development of a product which starts from compiling digital storytelling media starting from background, animation, photos, sound, and others. The next step is the development stage, the products created at this stage can be developed into products that have been prepared and can then be developed at the first stage. Researchers can first design and create digital storytelling media. Then, researchers are able to improve or revise the media they develop. Once completed, it can be said that the product is ready to be validated by a team of experts. Next is making a questionnaire for experts, a questionnaire for teachers and students regarding the response to the product being developed. The questionnaire also has a developed instrument grid. Then the last one is designing or validating digital storytelling media which can be carried out by media and material experts (Cahyanti & Nuroh, 2023; Yuliana & Putri, 2021). The fourth step is the implementation stage. In the product development process after it is produced or produced, the suitability of the media can be tested in a product feasibility test with a team of experts (media experts and material experts), not only that, but product trials are also implemented and tested in large groups and small groups. The purpose of this stage is to prove the effectiveness of the product and its feasibility regarding the product being developed. The fifth step is evaluation. In the previous stage of implementation, there will be shortcomings and weaknesses in the media products being developed. Of these shortcomings and weaknesses, there must be a breakdown or analysis for improvement materials in the product being developed. From these improvements the product will be more effective and adjusted to the indicators achieved. Then, after there are no revisions, the media product is suitable and able to be used (Maureen et al., 2018; Salsabila et al., 2021). The data collection techniques used in this research are observation, interviews, questionnaires and tests. The instrument grid is presented in Table 1, Table 2, and Table 3.

Table 1. Media Expert Instrument Grid

Aspect	Indicator Evaluation	Item
Suitability	Compatibility between media learning with materials	<ol style="list-style-type: none"> 1. Conformity between learning objectives and digital storytelling media in the exploration of simple dance movements according to the theme 2. Interest in the use of digital storytelling media can improve learning 3. Digital storytelling media can provide increased creativity in learning simple dance movement exploration material
Presentation	Suitability of media concepts with material	<ol style="list-style-type: none"> 1. The size of the digital storytelling learning media display is simple dance movement exploration material according to the theme. 2. The combination of text, images and videos in digital storytelling learning media is material for exploring simple dance movements that match the theme so that it can give the impression of a good rhythm. 3. Accurate layout of text components, images, etc. in simple dance movement exploration material in accordance with the theme. 4. The combination of background design, text color and images displays contrasting and good colors which suit the simple dance movement exploration material 5. Digital storytelling media is presented with clear resolution (video and sound) so that it is easy for students to see and hear
Manipulation Device Soft	Use of media in use by teachers and students	<ol style="list-style-type: none"> 1. Digital storytelling media can be used anywhere and at any time 2. Digital storytelling learning media does not experience errors, crashes, hangs, or stops itself when used. 3. The features in digital storytelling media are easy to use 4. Access to digital storytelling media can be accessed through software such as (Chrome, Mozilla, Firefox, etc.) and can be run on hardware that does not have high specifications.

Table 2. Material Expert Instrument Grid

Aspect	Indicator Evaluation	Item
Suitability	Conformity between KI, KD, and learning objectives	<ol style="list-style-type: none"> 1. Suitability of material for exploring simple dance movements of animal body parts: neck, wings, hands, ears, feet, on digital storytelling media in accordance with KI, KD, and learning objectives. 2. Delivery of material according to students' abilities in class 3. The sources used in digital storytelling media are appropriate to the material and theoretically correct 4. With digital storytelling media, it can motivate and improve student learning.
Presentation	Appropriateness of material presentation	<ol style="list-style-type: none"> 1. The sequence of material presented in digital storytelling media is continuous, from simple to complex 2. The material explores the dance movements of animal body parts: neck, wings, hands, ears, feet, on digital storytelling media in a straightforward and not long-winded manner 3. The material presented is quite interesting and can be demonstrated by students 4. The videos presented on digital storytelling media do not contain deviations or anything else 5. Videos in digital storytelling media can increase student learning independence

Aspect	Indicator Evaluation	Item
Language	The material is appropriate to the level of thinking	<ol style="list-style-type: none"> 1. The use of spelling words and sentences in digital storytelling media in the exploration of animal body parts: neck, wings, hands, ears, feet is appropriate and easy to understand. 2. The use of paragraphs presented in digital storytelling media is appropriate and easy to understand 3. The language style used is communicative and appropriate to the student's age level of development 4. The accuracy of writing foreign names in digital storytelling media is appropriate.

Table 3. Teacher and Student Response Instrument Grid

Aspect	Item
Material/content	<ol style="list-style-type: none"> 1. The material in digital storytelling media includes the exploration of simple dance movements 2. The material in digital storytelling media can foster students' interest in learning and also knowledge in students
Media needs	<ol style="list-style-type: none"> 1. Digital storytelling learning media is interesting and can be easily used anytime and anywhere 2. Digital storytelling media is interesting and easy to use 3. Digital storytelling media can increase student learning creativity
Appearance	<ol style="list-style-type: none"> 1. The display of digital storytelling media uses clear resolution 2. images and animations 3. The font size in digital storytelling media is easy to read and appropriate for the colors used 4. Display learning videos using digital media <p>story telling according to the color contrast of the background, writing and animation</p>

In this research, testing hypotheses or conjectures on the products developed in this research uses the inferential statistical method, which is the preparation of data using inferential statistical formulas. So the conclusion is that the results of testing the hypothesis (Sari & Harjono, 2021; Yuliana & Putri, 2021). To determine the effectiveness of a product in this research, the techniques used in analyzing test instrument measurement results from before and after students used digital storytelling media to increase the creativity of simple dance movements were collected using pretest and posttest. The instrument for measuring the results has been tested before the test is given and before the instrument is used in order to determine its validity. The next step is to use the t-test as an independent sample in order to find out the difference between previous results, which is then continued to see or determine the improvement in learning outcomes starting from the difference between the posttest and pretest scores of the results with the maximum difference obtained and the pretest using the N-test. gain.

3. RESULT AND DISCUSSION

Result

The research carried out by researchers this time, the results obtained from this development have three main things, including digital storytelling media, effectiveness and feasibility of digital storytelling media in the exploration of simple dance movements in grade 2 elementary school. The model used in developing digital storytelling media uses the ADDIE model which has 5 stages, consisting of: analysis, design, development, implementation and evaluation.

The first stage is analysis, conducting interviews with teachers. Then, observations were carried out and also a document study of the results of class 2 students' learning at SDN 01 Nongkosawit, Semarang City. In the interview activity there were several questions that referred to the learning content and material of the problems taken which were difficult for the students to understand and with scores that were still below the KKM for the students. Not only that, but also about learning media. The results of the interview concluded that the learning process in the exploration of simple dance movements in grade 2 elementary

school was less than ideal. This is a factor in students' lack of interest in learning and the lack of learning media applied.

The design stage is a design or media product scheme developed by researchers which goes through several stages, such as preparing a design in making digital storytelling media in the form of learning videos based on the accuracy of sentences, animation, audio, background, and fonts in the colors used. Next, at the development stage, researchers can prepare digital storytelling media. Then, the results of the media development can be checked again before being validated by a team of experts from media experts and material experts. When everything is complete, the media can be handed over directly to the expert team and the product validity certificate will be handed over. Not only a questionnaire for experts, but also for teacher and student responses. The results of the products developed by digital storytelling media can be shown in [Figure 1](#).



Figure 1. Digital Storytelling Media

The implementation stage, at this stage, can state whether the product being developed is suitable or suitable for use in the learning process. This implementation stage is to determine the effectiveness of the media provided through pretest and posttest questions. The test was carried out twice before and after the use of media in the learning process. Before the pretest and posttest activities carried out by students, they were given treatment first using media developed by researchers. From this, we carry out tests of product validity tests and product trials using dependent sample t-tests which can be seen from the differences in previous results. The next step, in knowing an increase in learning outcomes, can be seen from the difference in test scores, namely the pretest and posttest with the maximum difference and the pretest as the result of the N-gain test.

Validation of the product developed by this researcher can be carried out by experts from UNNES lecturers, the first from material expert lecturers in the educational technology study program and the second by media expert lecturers in the sendratasik study program, not only validation from the expert team but also from class II teachers at SDN 01 Nongkosawit Semarang city. The trial of this digital storytelling media product was carried out by class II students taken from small groups of 6 students and large groups of 15 students. Next, the evaluation stage is the final stage to improve the results of responses and suggestions from experts regarding the level of feasibility of the learning media being developed, the t-test, and also the N-gain test. The actual results can be seen from [Table 4](#) which is as follows. product validity test, [Table 5](#) as the results of the effectiveness t-test, and finally [Table 6](#) N-gain test, these results can be seen from the following table.

Table 4. Product Validity Test Results

No.	Test Subjects	Validity Results	Information
1	Media Expert Test	95%	Very Worth It
2	Material Expert Test	97%	Very Worth It
3	Classroom Teacher Test	96%	Very Worth It
4	Small Group Trials	92%	Very Worth It
4	Besat Group Trial	92.6%	Very Worth It

Table 5. Product Effectiveness Test Results

No.	Test Subjects	Pre-test	Post-test
1	Small Group Trials	40.50	83.75
2	Large Group Trials	44.17	89.70

Table 6. N-gain Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	21	0.43	1.00	0.7919	0.14287
Ngain_Percent	21	43.18	100.00	79.1874	14.28662
Valid N (listwise)	21				

The results obtained as shown above can be stated that digital storytelling media is qualified as suitable for use in increasing the creativity of dance creation in simple dance movement exploration material in class II SDN.01 Nongkosawit Semarang City.

Discussion

Based on the results of the analysis carried out by researchers as listed in the table above, digital storytelling learning media has received qualifications in the effective category and is suitable for use in the learning process. There are also several elements that also support the development of this media, the first is the use of media developed with the ADDIE model which has a pattern or structure and is efficient in terms of analysis, design, implementation, handling and evaluation which is able to provide improvements in results or Student achievement also ensures that digital storytelling media is suitable for use (Noegroho, 2022; Salsabila et al., 2021).

Second, with digital storytelling learning media, it can be used in the learning process, especially to increase creativity in creating simple dance movements and students can understand the material more easily. In digital storytelling media there are moving animations, backgrounds, text, and also audio that provide enthusiasm and motivation in fostering student learning to continue to be enthusiastic about learning. This media is not just a static tool, but an interactive medium that invites students to be actively involved in the learning process. The uniqueness of digital storytelling lies in its ability to combine visual, audio and text elements into a holistic whole, creating a dynamic and multidimensional learning environment. In the context of teaching dance movements, moving animations in digital storytelling encourage students to understand and replicate movements in a more visual and intuitive way. Animation provides a more lively and in-depth representation of each step, making it easier for students to assimilate dance movements more effectively. In addition, the presence of a background that accompanies the story or learning concept adds an artistic dimension, inviting students to understand dance movements in a broader narrative and cultural context (Krisnawati & Julianingsih, 2019; Yuliana & Putri, 2021).

Third, the delivery of material is in accordance with core and basic competencies as well as learning objectives. Media digital storytelling can train students' concentration in learning. The application of digital storytelling media is a medium that can support the ongoing learning process and can attract students' attention to study more diligently. With digital storytelling media, it can give students the ability to deepen the material and make learning more enjoyable. Digital storytelling media in delivering learning material, which is aligned with core competencies, basic competencies and learning objectives, can effectively train students' concentration. The advantage of this media lies in its ability to create a dynamic learning environment and stimulate student attention. Visualization of dance movements, animations, and other multimedia elements not only facilitates understanding of the material, but also increases student engagement. The application of digital storytelling media is not only a tool, but also a strategy to support the learning process. With the sensory stimulation provided by multimedia elements, this media can increase student concentration during learning. Apart from that, the interactiveness of this media encourages students to be more actively involved in learning, making them more diligent and focused (Yuliana & Wulandari Putri, 2021; Yusron et al., 2020).

Fourth, Previous findings supporting the use of digital storytelling media as a learning tool have proven that this media is not only capable, but also comparable in effectiveness. This advantage is seen in its ability to support learning that takes place well. The use of digital storytelling media is not only limited to delivering material, but also opens the door to developing students' ambitions in exploring simple dance movements. Digital storytelling media not only provides elements such as animation and audio, but also functions as a means to motivate students to develop their ambitions and creativity. Dynamic animation can be a source of inspiration for students in creating simple dance movements with a more creative and innovative approach. Additionally, the presence of supportive audio provides an extra dimension to the learning experience, motivating students to engage actively (Cahyanti & Nuroh, 2023; Sanatun & Sulisworo, 2017).

Fifth, based on the researcher's direct findings in the research process, the limitations experienced include that the research object only focused on simple dance movement exploration material, which is only one of the many materials in dance in elementary school. For future researchers, it is hoped that there will

be additional variables that might also influence many things in this research. Based on the statement above, it can be explained that the existence of digital storytelling learning media is one of the learning tools in the learning process, especially in the appreciation of creating simple dance works of art which have the ability to provide deeper knowledge information to students, problem solving, and critical in thinking (Azis, 2021; Krisnawati & Julianingsih, 2019). In this research, there are similar previous research findings which also state that digital storytelling learning media is suitable for use and can effectively assist in learning activities (Krisnawati & Julianingsih, 2019; Yuliana & Wulandari Putri, 2021).

4. CONCLUSION

Based on the results of the research conducted by this researcher, it can be concluded that digital storytelling media to increase the creativity of dance creation in simple dance movement exploration material is comparable and effective for use in the implementation of learning that takes place in schools. Therefore, the media development product developed is appropriate for use in learning and is able to improve student learning outcomes, one of which is the material exploring simple dance movements in class II elementary school

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