



Increasing the Effectiveness of Fifth Grade Students' Dance Learning Through a Digital Encyclopedia

Cemara Ardiyanto^{1*}, Atip Nurharini² 

^{1,2}Pendidikan Guru Sekolah Dasar, Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding author: firmanardiyanto652@mahasiswa.unnes.ac.id

Abstrak

Era pendidikan modern menuntut digitalisasi dalam proses belajar mengajar. Pembelajaran tanpa menggunakan media digital yang sesuai dengan karakteristik peserta berdampak pada hasil belajar seni dengan tarif yang rendah. Tujuan penelitian ini adalah mengembangkan ensiklopedia digital pembelajaran seni tari bagi peserta didik kelas V SD. Metode penelitian ini yaitu Research & Development (R&D) dengan model ADDIE. Subyek penelitian terdiri dari 2 ahli, 1 guru dan 26 peserta didik. Teknik pengumpulan data yaitu observasi, wawancara, lembar angket dan tes tertulis. Teknik analisis data deskriptif kuantitatif dan kualitatif. Hasil dari penelitian menunjukkan bahwa ensiklopedia digital mendapat validitas kelayakan 83,75% dari ahli materi dan 96% dari ahli media dengan kategori sangat layak. Ensiklopedia digital dinilai praktis dengan presentase 95% oleh guru, 91% oleh peserta didik kelompok kecil, dan 94% oleh peserta didik kelompok besar dengan kategori sangat baik. Efektivitas ensiklopedia digital dalam kegiatan pembelajaran dibuktikan dengan meningkatkan rata-rata hasil belajar peserta didik dengan nilai N-Gain 0,6490. Dapat disimpulkan jika ensiklopedia digital kriteria kelayakan, kepraktisan dan keefektifan dalam pembelajaran seni tari di kelas V SD. Implikasi dari penelitian ini adalah ensiklopedia digital Tari dapat digunakan oleh guru sekolah dasar dalam kegiatan pembelajaran seni tari.

Kata Kunci: Ensiklopedia Digital, Hasil Belajar, Seni Tari.

Abstract

The modern era of education demands digitalization in the teaching and learning process. Learning without using digital media that suits the participants' characteristics impacts arts learning outcomes at a low rate. This research aims to develop a digital encyclopedia of dance learning for fifth-grade elementary school students. This research method is Research & Development (R&D) with the ADDIE model. The research subjects consisted of 2 experts, 1 teacher and 26 students. Data collection techniques were observation, interviews, questionnaires and written tests. Quantitative and qualitative descriptive data analysis techniques. The research results show that the digital encyclopedia received 83.75% validity from material experts and 96% from media experts, which is a very feasible category. The digital encyclopedia was assessed as practical, with 95% of students being teachers, 91% being small group students, and 94% being large group students in the very good category. The effectiveness of digital encyclopedias in learning activities is proven by increasing the average learning outcomes of students with an N-Gain value of 0.6490. It can be concluded that the digital encyclopedia has criteria for feasibility, practicality and effectiveness in learning dance in grade V elementary school. This research implies that the digital encyclopedia of dance can be used by elementary school teachers in dance learning activities.

Keywords: Dance, Digital Encyclopedia, Learning Outcomes.

History:

Received : October 04, 2023

Accepted : March 12, 2024

Published : April 25, 2024

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



1. INTRODUCTION

Education in the modern era moves dynamically along with technological, social, economic and cultural changes. One of the important characteristics of education in the modern era is technology. The use of information and communication technology has changed the teaching and learning system (Kumar et al., 2018). The world of education is required to always develop knowledge and skills in science and technology which continues to develop rapidly (Cholilah et al., 2023). The integration of technology in the educational process is an important element in good learning activities (Bernacki et al., 2020). Quality education must follow programs that are relevant to the changes and developments of the times by utilizing information technology (Suciati, 2018). In the field of education, technology must be understood primarily as a tool that teachers can use to carry out learning.

The integration of technology, especially the use of digital devices in learning activities, has the potential to have a positive impact on learning outcomes and increase students' interest in learning (Sari et al., 2020). The use of technology in learning activities can of course be implemented in various learning, one of which is art learning. In the Indonesian education curriculum, art learning is one of the important lessons for students (Widowati, 2023). Education in Indonesia has implemented and developed arts education at all levels of education, including elementary school level. Arts education at elementary school level is divided into fine arts, dramatic arts, music and dance (Hariyati et al., 2022; Komala & Nugraha, 2022). Arts education has learning resources that originate from culture, one of which is dance. Dance has the essence of balancing the elements of movement (wiraga), rhythm (wirama), and feeling (speech) as expressions, ideas and messages. Dance learning is a platform as a media tool in education (Hidayati, 2021). Dance education can help students develop important skills such as teamwork, creativity, and communication (Yulianti et al., 2022). Apart from that, learning dance in elementary school can also be a means for students to know and appreciate the values of cultural diversity that exist in Indonesia (Putri & Desyandri, 2019). In dance lessons, students are introduced to the main dance culture in their respective regions. Dance learning that highlights regional dance culture provides experiences that foster appreciative and creative attitudes in students. In this way, it is hoped that in the future students will acquire adequate knowledge, attitudes and skills.

The reality in the field shows that dance learning in elementary schools rarely utilizes appropriate learning media. Based on the results of investigations through observations and interviews in dance learning activities in the VB class at SD Negeri Bojong Salaman 02, dance learning does not use learning media that is relevant to digital learning. This is because dance learning is considered less important compared to other learning. Dance learning activities still rely heavily on textbooks as a learning resource in class. Students are rarely allowed to access learning resources on the internet. Although students are allowed to bring communication devices in the form of smartphones to school, their use is limited to communicating with their parents. This is because teachers are worried that students will access other things that are not related to the learning material, such as social media, which will make them not focus on the learning material (Zhafirah & Aisiah, 2019). The next problem in dance learning activities in elementary schools is that most of the learning activities are carried out using conventional methods and lectures without being supported by the use of technology-based media. This causes students to feel that dancing is an uninteresting lesson. The minimal use of technology-based learning media causes the material messages delivered by teachers to be less than optimal (Avioleta et al., 2021; Prabawati & Siswantari, 2022). This has an impact on students who have difficulty understanding the material messages from the teacher during learning (Rohmah & Tegeh, 2022; Sufiya & Faizah, 2019). This condition makes it difficult for students to learn the art of dance. As a result, students do not know the culture in their area, especially about regional dances. The lack of technology-based media to support dance learning activities also causes student learning outcomes to be below minimum standards. Efforts to increase the effectiveness of dance learning require special strategies that must be carried out in learning activities (Wenn et al., 2018). Creative and innovative steps are needed to achieve this goal. There needs to be appropriate media to carry out dance learning activities (Darmayanti et al., 2022). One effort that can be made is to develop adequate supporting media that is in accordance with the characteristics of the learning scope (Simamora, 2019).

The solution to the problem in overcoming this is to develop dance learning support media that is interesting, technology-based and in accordance with student characteristics. One of the appropriate media to support dance learning is a digital encyclopedia. Digital encyclopedias provide students with extensive information about branches of science by

keeping abreast of technological advances. A digital encyclopedia is a dictionary that contains structured and in-depth information and is equipped with supporting images (IP Sari et al., 2020). Media that presents real illustrations and pictures can attract students' attention and provide an understanding of the material being taught (Wahyuni et al., 2022). Digital encyclopedias are familiar and easy for students to understand (Fauziah et al., 2018). Previous research findings, the feasibility and practicality of digital encyclopedias in supporting learning were stated to be very good (Fadhilah et al., 2022; Karimah et al., 2021; Sumarti et al., 2021). In other research, digital encyclopedias were said to be practical in the good category (Estela, 2021). Further research results reveal that digital encyclopedias are effectively used to support learning (Mulyani & Armiami, 2021). From several previous studies, it can be concluded that digital encyclopedias are very suitable to be developed as learning media. In previous research, there was no research that raised a case regarding the development of a digital encyclopedia of Semarang dance material. Based on the background that has been described, this development research is focused on these studies. The aim of the research is to create a digital encyclopedia of Semarang city dance for fifth grade elementary school students.

2. METHODS

Research in developing the digital encyclopedia of Semarang City Dance uses the Research and Development (R & D) method. This method is a research method for developing and testing a product through various stages which will later be developed in the world of education. The model used in this research is the ADDIE model. The steps in implementing the ADDIE model have five stages, namely Analysis, Design, Development, Implementation and Evaluation. The subjects of this development research consisted of 1 learning materials expert, 1 learning media expert, 1 class teacher, and 26 fifth grade elementary school students. The data collection techniques used in this development research are observation, interviews, questionnaires and written tests. The data collection instruments used in this research were material expert questionnaire sheets, media expert questionnaire sheets, teacher and student response questionnaire sheets, and pre-test and post-test written tests for students. The questionnaire sheet instrument grid is presented in Table 1, Table 2, and Table 3.

Table 1. Instrument Grid Material Expert Validation Questionnaire Sheet

Aspect	Component	Item number
Contents	1. Conformity of material with CP and TP	1, 2
	2. Relevant source material	4
	3. Suitability of materials	3, 5, 6, 7, 8, 9
Presentation of Material	1. Systematic material	10, 11, 12, 13
	2. Image presentation	14, 15
	3. Video presentation	16, 17
Language	1. Communicative and informative	18, 19
	2. Writing accuracy	20
The amount of goods		20

Table 2. Instrument Grid Media Expert Validation Questionnaire Sheet

Aspect	Component	Item number
Media Suitability	1. In accordance with learning conditions	1, 2
	2. In accordance with student characteristics	3, 4

Aspect	Component	Item number
Media Suitability	1. Display size	5, 6
	2. Layout of elements	7, 8, 9, 10
	3. Letter	11, 12, 13, 14, 15
	4. Color combination	16, 17, 18
	5. Image and video presentation	19, 20, 21, 22, 23
Our abilities	1. Efficiency	24, 25
	2. Ease of access	26, 27, 28
	3. Accuracy of developer applications	29
	4. Operation	30
The amount of goods		30

Table 3. Instrument Grid Questionnaire Sheet for Teacher and Student Responses

Aspect	Component	Item number
Presentation of Material	1. Presentation of material content	1, 2, 3, 4
	2. Submission of materials	6, 7, 8, 9, 10
	3. Material completeness	5
	4. Presentation of practice questions	11, 12
Media Display	1. Media display	13
	2. Image display	14
	3. Text display	15
	4. Color	16
Language	1. Usage guide	17
	2. Ease of access	18
	3. Level of attractiveness	19, 20
The amount of goods		20

The data analysis technique used in this development research is quantitative and qualitative descriptive data analysis. Data sources come from observations, interviews and questionnaires filled in by material experts, media experts, teachers and students which are processed from Likert scale scores of 4 for percentage values using a formula. Questionnaire data from material experts and media experts is used as evidence to test the feasibility or validity of the Semarang City Dance digital encyclopedia. Teacher and student response questionnaire data were used as evidence to test the practicality of the Semarang City Dance digital encyclopedia. The effectiveness of the Semarang City Dance digital encyclopedia was analyzed using pre-test and post-test learning result data using the t-Paired Sample t-test formula. The significance of the comparison of the average pre-test and post-test learning outcomes was analyzed using the N-Gain Test formula. Test data analysis was processed with the help of Microsoft Excel.

3. RESULTS AND DISCUSSION

Result

Research on the development of a digital encyclopedia of Semarang City Dance applies the ADDIE development model. The first stage of analysis, the results of interviews with the VB class teacher, revealed that students felt happy if dance learning in class used supporting media that was integrated with technology. Next, the researcher analyzed the fifth grade elementary school dance learning curriculum to select appropriate and relevant material. The material will be the contents of a digital encyclopedia developed by

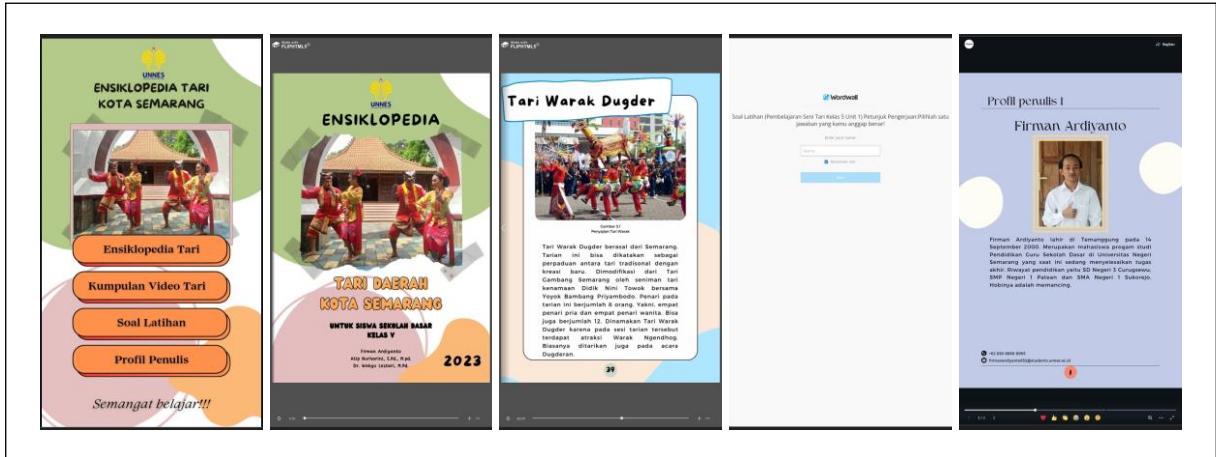
researchers. The results of the curriculum analysis obtained from the dance material are presented in [Table 4](#).

Table 4. Learning Units and Learning Objectives

Learning Units	Learning objectives
Learning Unit 1 Diversity of Supporting Elements in Dance	5.4 Students know the function and relevance of dance supporting elements, namely music, props, make-up and clothing in a dance performance from their respective regions.

Second, the design stage of creating a digital encyclopedia begins with preparing dance material that is in accordance with the curriculum implemented in elementary schools. The preparation of the material is adjusted to the learning outcomes and learning objectives. Reference material sources were obtained from textbooks, internet sources, dance practitioners, and dance studios. Next, the digital encyclopedia product was designed with the help of Microsoft Word, Canva, HTML 5 Flip Book, YouTube, and Wordwall. The contents of the digital encyclopedia consist of three main parts, namely the encyclopedia module, videos and quizzes. The module section contains material about Semarang City dance which consists of 80 pages, including the front cover, material content and back cover. The video section contains a collection of dance videos from the city of Semarang that are connected to the YouTube platform. The quiz section contains practice questions with the help of the Wordwall platform. This digital encyclopedia can later be accessed via the website using digital devices such as smartphones and laptops. The development of digital encyclopedia products is focused on displaying websites on smartphones because it adapts to the characteristics of students, the majority of whom have smartphones and carry them while at school.

Third, at the digital encyclopedia product development stage developed with the help of the Canva platform, the first step is to create a background for the main page. In this main section, selected features are provided which, if pressed, will go to an advanced page according to the user's wishes. The main part consists of four features: a digital encyclopedia module, a collection of videos, practice questions, and an author profile. The next step is to create a digital encyclopedia module, the learning material is included in the module layout and arranged in an integrated manner. The finished encyclopedia module is then downloaded in pdf form and converted into a digital module that can be opened like a book in physical form using the HTML5 Flip Book platform. Practice questions were developed using the Wordwall platform which were packaged in the form of a game show quiz. The final step in developing a digital encyclopedia is sharing the main page link with users. The results of the development of a digital encyclopedia are presented in [Figure 1](#). Fourth, at the implementation stage, the digital encyclopedia that has been developed is then tested for feasibility by material experts and media experts. The results of the feasibility validity test from material experts obtained an assessment of 83.75% in the very good category. The feasibility validity test by media experts obtained an assessment of 96% in the very good category. From the feasibility validity test obtained from two expert validators, the digital encyclopedia obtained an average score of 89.88% in the very good category. Next, a practicality test was carried out on the digital encyclopedia which was obtained from the response questionnaire completed by teachers and students. The results of the practical validity test from the teacher obtained a rating of 95% in the very good category. The validity test of the small group of students received an assessment of 91%, and the large group received an assessment of 94% in the very good category. The results of the validity test are presented in [Table 5](#).



Picture1. Digital Encyclopedia Product Development Results

Table 5. Feasibility and Practicality Validity Test Results

Regarding Validity	Validity Results %	Validity Results %
Materials Expert	83.5%	Very good
Media Expert	96%	Very good
Teacher	95%	Very good
Small Group Students	91%	Very good
Large Group Students	94%	Very good

The final activity at this stage is the development of a digital encyclopedia through usage testing. After receiving recommendations from experts, a test was carried out on the use of the Semarang City Dance digital encyclopedia media in dance learning activities in the VB class at SD Negeri Bojong Salaman 02. The test for using the digital encyclopedia was guided by the Teaching Module that had been prepared. The preparation of the teaching module is adapted to the application of the Semarang City Dance digital encyclopedia media in stage C dance learning, class V Learning Unit 1, material on the Diversity of Dance Supporting Elements. The usage test was carried out in two sessions with small and large groups of student subjects. The small group consists of 6 students, and the large group consists of 20 students. In implementing the usage test, students carry out a pre-test and post-test. The students' pre-test and post-test learning results are presented in Figure 2.

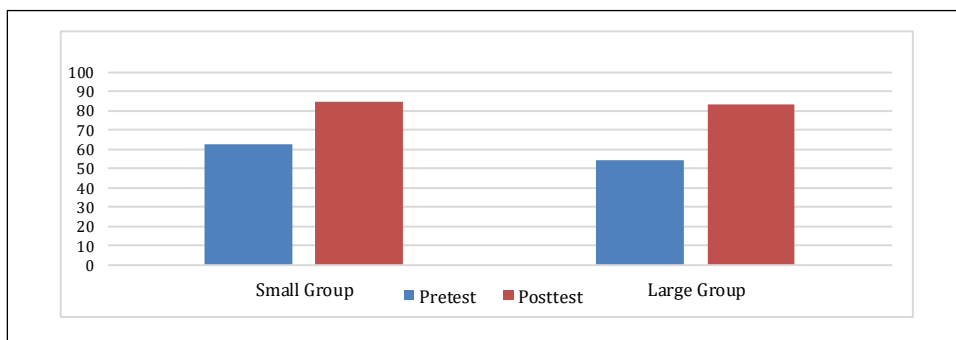


Figure 2. Pre-test and Post-test Student Learning Results

Fifth, at the evaluation stage, after going through the product use test stage, data analysis is needed to test the effectiveness of the digital encyclopedia. The data used in the effectiveness test is data obtained from the results of the pre-test and post-test of large group

students. The first step in testing the effectiveness of the product in improving student learning outcomes was carried out by testing the pre-test and post-test data using the Lilliefors test. The data obtained was L0 pre-test 0.1382 and L0 post-test 0.1521, with an L table value of 0.19. If $L_0 < L_{table}$ then the data is normally distributed. To determine the difference in the average results of the pre-test and post-test, the t-Paired Sample t-test was obtained, the t_0 data obtained was 15.73 and the t table was 2.093. If $t_0 > t_{table}$ then H_0 is rejected and H_1 is accepted. It can be seen whether there is a significant difference in the average learning outcomes of the pre-test and post-test. To determine whether or not there is an increase in learning outcomes, a normalized gain test (N-Gain) is carried out. From the N-Gain test, the pre-test and post-test results obtained an average difference of 29.25 with an N-Gain value of 0.6490 which is in the medium category. The results of the tests that have been carried out show an increase in student learning outcomes before and after the application of the Semarang City Dance digital encyclopedia in dance learning in the VB class at SD Negeri Bojong Salaman 02. The N-Gain test data is presented in [Table 6](#).

Table 6. N-Gain Test Results

Action	Number of		Difference	N-Gain Score	Criteria
	N	Average			
Pre-test	20	54.25	29.25	0.6490	Currently
Post test	20	83.5			

Discussions

Based on the results of the analysis that has been described, the encyclopedia product is stated to be very well applied in learning dance in class V elementary schools. Research into the development of media tools in education needs to go through a series of stages ([Gusman et al., 2023](#)). The development of a digital encyclopedia has gone through several stages to obtain a product that is feasible, practical and effective for learning activities. First, the development of a digital encyclopedia is based on the needs and characteristics of learning in class V, so that it can encourage interesting learning activities. Digital encyclopedias can be accessed easily via smartphone, so students can adapt to the media. The use of digital devices that suit their needs encourages students to learn independently ([Sollid Madsen et al., 2019](#)). Students feel comfortable engaging with technology-based learning ([Carstens et al., 2021](#)). A digital encyclopedia that is presented interactively by involving students in pressing and sliding menus on the media so they can read the material in a fun way. Students can also practice answering questions in a way that is not boring because the practice questions are presented in the form of an interactive quiz.

Second, the suitability of a digital encyclopedia can be determined by the validity of the material content according to the learning objectives and appropriate media. The results of the digital encyclopedia assessment by material experts and media experts show that the product meets the validity of the feasibility category in the very good category. Selecting material content that is adapted to dance learning in fifth grade elementary school is a priority for researchers so that this digital encyclopedia can later be implemented well. The digital encyclopedia contains material on Semarang City Dance which discusses the meaning, history, supporting elements in dance performances and dance movements, complete with videos. Modifying the content of the material by highlighting local wisdom in the form of Semarang City dance culture aims to enable students to know, understand and also play a role in cultural preservation efforts. The city of Semarang has a variety of local wisdom as a cultural identity that needs to be preserved by the local community ([Njatrijani, 2018](#)). One effort is to introduce students to local culture by integrating it into learning at school. School

is an opportunity for someone to learn about art and culture (Elpus, 2022). Digital encyclopedia packaging also supports the aim of introducing local culture in schools. Digital encyclopedias are presented in link form and arranged to be easily accessed by users. Learning resources that suit student characteristics aim to ensure that learning remains effective and efficient. The digital encyclopedia is an additional learning resource that is packaged in an attractive way and keeps up with current developments. The development of digital encyclopedias has become an alternative learning source to books (Lambardo, 2020).

Third, practicality, teachers and students respond well to the digital encyclopedia developed in classroom learning. Students are satisfied with the media development program (Pereira & Marques-Pinto, 2018). Digital devices have an important role in encouraging learning activities (Mayer, 2020). Presentation of dance learning material in a coherent and systematic manner in language that is easy to understand. The suitability of the contents of the digital encyclopedia with class V school dance learning materials helps students and teachers in teaching and learning activities in the classroom. Apart from that, the material is also supported by pictures and videos which are attractive so that students are enthusiastic about learning. The digital encyclopedia is packaged simply so that the media can be used easily by users. The use of technology in learning makes it easier for students and teachers (Syarifa et al., 2021). Students are accustomed to accessing digital media in everyday life (Bond et al., 2018). The practicality of the product can be seen from students' understanding of operating digital media (Hammer et al., 2021). The effectiveness of using digital encyclopedias in learning can be determined by improving student learning outcomes. In the trial of using digital encyclopedia products in class V elementary school dance learning, pre-test and post-test learning results were obtained. Student learning results in the pre-test test show that the average student score is still below the minimum standard, and post-test learning results show that the average student score has exceeded the minimum standard. A comparison of the average pre-test and post-test learning outcomes shows a significant increase in student learning outcomes. The use of technology-based media in learning shows a positive impact (Hsia & Sung, 2019). Good learning outcomes are a sign of the abilities students gain after participating in learning (Rao, 2020).

The findings of this research are in line with previous research which shows that the development of a digital encyclopedia is deemed feasible for implementation in elementary school learning (Fadhilah et al., 2022; Karimah et al., 2021; Sumarti et al., 2021). In other research, it is stated that digital encyclopedias are effective in improving student learning outcomes (Mulyani & Armianti, 2021). The advantage of the Semarang City Dance digital encyclopedia is easy access because the products are packaged in the form of links that can be opened via the website with digital devices such as smartphones. The digital encyclopedia of Semarang City Dance contains material that fully discusses various dance arts originating from the City of Semarang, starting from the meaning, history, supporting elements of dance and dance movements which are equipped with illustrations, videos and interesting quizzes so that they can arouse students' interest in learning to dance. Research into the development of a digital encyclopedia of Semarang City Dance still has shortcomings, namely that the material is only limited to the scope of dance arts originating from Semarang City. Suggestions for further research are that researchers can develop a digital encyclopedia with a wider range of material. The implication of this research is that the digital encyclopedia of Semarang City Dance can be used by elementary school teachers in dance learning activities, especially in Semarang City.

4. CONCLUSION

Based on the results of the analysis that has been described, the digital encyclopedia of Semarang City Dance has fulfilled the validity aspect of feasibility with a very good category from experts. The validity of the practicum aspect is very good according to teachers and students. The increase in student dance learning outcomes shows that digital encyclopedias are effectively used in dance learning. It can be concluded that the development of a digital encyclopedia of Semarang City Dance meets 3 criteria, namely feasible, practical and effective in improving the learning outcomes of fifth grade elementary school students.

5. REFERENCES

- Avioleta, E., Aji, SD, & Yasa, AD (2021). Pengembangan Ensiklopedia IPA Materi Sumber Energi Berbasis QR Code Siswa Kelas IV SD. *Prosiding Seminar Nasional PGSD UNIKAMA* , 5(1), Pasal 1.
- Bernacki, ML, Greene, JA, & Crompton, H. (2020). Teknologi Seluler , Pendapatan , dan Pencapaian : Kemajuan dalam Pemahaman dan Mengukur Peran Teknologi Seluler dalam Pendidikan . *Psikologi Pendidikan Kontemporer* , 60, 101827. <https://doi.org/10.1016/j.cedpsych.2019.101827>.
- Bond, M., Marín, VI, Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2018). Transformasi Digital di Pendidikan Tinggi Jerman : Persepsi Siswa dan Guru serta Era Penggunaan Media Digital . *Jurnal Internasional Teknologi Pendidikan di Pendidikan Tinggi* , 15(1), Artikel 1. <https://doi.org/10.1186/s41239-018-0130-1>.
- Carstens, KJ, Mallon, JM, Bataineh, M., & Al-Bataineh, A. (2021). Pengaruh Teknologi terhadap Pembelajaran Siswa. *Jurnal Teknologi Pendidikan Online Turki - TOJET* , 20(1), 105–113.
- Cholilah, M., Tatuwo, AGP, Komariah, Rosdiana, SP, & Fatirul, AN (2023). Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21. *Sanskara Pendidikan Dan Pengajaran* , 1(02), Article 02. <https://doi.org/10.58812/spp.v1i02.110>.
- Darmayanti, M., Ca, ND, Nuryani, P., Heryanto, D., & Hendriani, A. (2022). Pendampingan Pengembangan Pembelajaran Seni Tari di SD. *Jurnal ABDI: Media Pengabdian Kepada Masyarakat* , 8(1), Artikel 1. <https://doi.org/10.26740/abdi.v8i1.11164>.
- Elpus, K. (2022). Akses terhadap Pendidikan Seni di Amerika : Tersedianya Kursus Seni Visual , Musik , Tari , dan Pemanas di Sekolah Menengah Atas AS . *Tinjauan Kebijakan Pendidikan Seni* , 123(2), 50–69. <https://doi.org/10.1080/10632913.2020.1773365>.
- Estela, W.V. (2021). Pengembangan Ensiklopedia Digital Pembelajaran PPKN Untuk Menanamkan Sikap Tanggung Jawab Siswa Kelas III Sekolah Dasar. *Doktor, Universitas Negeri Jakarta* . <http://repositori.unj.ac.id/20515/>.
- Fadhilah, R., Auliaty, Y., & Wardhani, PA (2022). Pengembangan Ensiklopedia Digital Tanaman Hias Berbasis Kontekstual sebagai Sumber Belajar dalam Pembelajaran IPA Kelas IV SD . *Jurnal Teknologi Pendidikan* , 2(2), Artikel 2. <https://doi.org/10.26740/etj.v2n2.p29-37>.
- Fauziah, DA, Suprpto, E., & Kartono, R. (2018). Pengembangan Ensiklopedi Digital Tari Daerah Jawa Tengah Berbasis Android Dengan Metode Linear Sequential Model (Pengembangan Ensiklopedia Digital Tari Tradisional Jawa Tengah Berbasis Android Menggunakan Model Linear Sequential). *JURNAL IPTEKKOM : Jurnal Ilmu Pengetahuan & Teknologi Informasi* , 20(1), 77. <https://doi.org/10.33164/iptekkom.20.1.2018.77-91>.

- Gusman, FJ, Pramudya, I., & Riyadi. (2023). Efektivitas Media Pembelajaran Gores Menggunakan Pendekatan PMRI Terhadap Peningkatan Hasil Belajar Siswa. *Jurnal Pendidikan Dan Pengajaran* , 56(2), 337–348. <https://doi.org/10.23887/jpp.v56i2.66086>.
- Hammer, M., Scheiter, K., & Stürmer, K. (2021). Teknologi Baru , Peran Baru Orang Tua : Bagaimana Keyakinan dan Perilaku Orang Tua Mempengaruhi Kemandirian Diri Media Digital Siswa . *Komputer dalam Perilaku Manusia* , 116, 106642. <https://doi.org/10.1016/j.chb.2020.106642>.
- Hariyati, DP, Rachmadyanti, P., Pd, S., & Pd, M. (2022). Pengembangan Bahan Ajar Berbasis Liveworksheet untuk Siswa Sekolah Dasar Kelas V. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* , 10(7), 1473-1483. <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/47566>.
- Hidayati, IN (2021). Pembelajaran Seni Tari Berbasis Kearifan Lokal dalam Peningkatan Pendidikan Karakter Siswa Sekolah Dasar . *Jurnal Dasar: Kajian Teori dan Hasil Penelitian Pendidikan Sekolah Dasar* , 4(1), 32–35. <https://doi.org/10.31764/elementary.v4i1.3554>.
- Hsia, L.-H., & Sung, H.-Y. (2019). Pengaruh Pendekatan Penilaian Teman Sebaya yang Didukung Teknologi Seluler terhadap Motivasi dan Persepsi Belajar Siswa di Kelas Tari Terbalik Perguruan Tinggi . *Jurnal Internasional Pembelajaran dan Organisasi Seluler* . <https://www.inderscienceonline.com/doi/10.1504/IJMLO.2020.103892>.
- Karimah, N., Ngazizah, N., & Ratnaningsih, A. (2021). Pengembangan Ensiklopedia Digital Berbasis Keterampilan Proses dan Karakter pada Kelas V Tema Lingkungan Sahabat Kita. *Ide Sintaks* , 3(8), Artikel 8. <https://doi.org/10.46799/syntax-idea.v3i8.1429>.
- Komala, I., & Nugraha, A. (2022). Pendidikan Seni dan Kurikulum Merdeka Belajar: Tuntutan bagi Guru di Sekolah Dasar. *Jurnal BELAINDIKA (Pembelajaran dan Inovasi Pendidikan)* , 4(3), 122–134. <https://doi.org/10.52005/belaindika.v4i3.114>
- Kumar Basak, S., Wotto, M., & Bélanger, P. (2018). E - L produktif , M-learning dan D-learning: Definisi Konseptual dan Analisis Komparatif . *E-Learning dan Media Digital* , 15(4), 191–216. <https://doi.org/10.1177/2042753018785180>.
- Lambardo, F. (2020). E nsiklopedia K ain Songket B erbasis A ndroid . *INFORMANIKA* , 6(2), Pasal 2. <https://doi.org/10.52233/informanika.v6i2.162> E.
- Mayer, RE (2020). Di manakah penghasilan L dalam teknologi M obile T untuk penghasilan L ? . *Psikologi Pendidikan Kontemporer* , 60, 101824. <https://doi.org/10.1016/j.cedpsych.2019.101824>.
- Mulyani, T., & Armiami, A. (2021). Efektivitas Penggunaan Ensiklopedia Berbasis Teknologi Sebagai Sumber Belajar di Sekolah Menengah Atas (SMA): Tinjauan Pustaka. *Jurnal Ecogen* , 4(2), Artikel 2. <https://doi.org/10.24036/jmpe.v4i2.11164>.
- Njatrijani, R. (2018). Kearifan Lokal Dalam Perspektif Budaya Kota Semarang. *Gema Keadilan* , 5(1), 16–31. <https://doi.org/10.14710/gk.2018.3580>.
- Pereira, NS, & Marques-Pinto, A. (2018). Pengembangan Program Pendapatan Sosial dan Emosional Menggunakan Tari Pendidikan : Pendekatan Partisipatif yang Ditujukan pada Siswa Sekolah Menengah . *Studi dalam Evaluasi Pendidikan* , 59, 52–57. <https://doi.org/10.1016/j.stueduc.2018.03.003>.
- Prabawati, A., & Siswantari, H. (2022). E- Book Ensiklopedia Tari Daerah di Indonesia sebagai M edia Alternatif P embelajaran di E ra C ovid -19 . *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* , 6(2), Artikel 2. <https://doi.org/10.31326/jipgsd.v6i2.1467>.
- Putri, DA, & Desyandri, D. (2019). Seni Tari Dalam Peningkatan Rasa Percaya Diri Siswa Sekolah Dasar. *EDUKATIF : Jurnal Ilmu Pendidikan* , 1(3), Artikel 3. <https://doi.org/10.31004/edukatif.v1i3.51>.
- Rao, NJ (2020). Pendidikan Berbasis Hasil: Sebuah Garis Besar. *Pendidikan Tinggi untuk*

- Masa Depan* , 7(1), 5–21. <https://doi.org/10.1177/2347631119886418>.
- Rohmah, S., & Tegeh, IM (2022). Multimedia Interaktif Untuk Meningkatkan Minat dan Hasil Belajar PAI. *Jurnal Edutech Undiksha* , 10(2), Artikel 2. <https://doi.org/10.23887/jeu.v10i1.43365>.
- Sari, AI, Suryani, N., Rochsantiningsih, D., & Suharno, S. (2020). Pembelajaran Digital, Penggunaan Smartphone, dan Budaya Digital dalam Pendidikan Indonesia. *Integrasi Pendidikan* , 24(1), 20–31. <https://doi.org/10.15507/1991-9468.098.024.202001.020-031>.
- Sari, IP, Permana, FC, & Firmansyah, FH (2020). Perancangan Ensiklopedia Interaktif Digital “hiasan songket Palembang” sebagai media edukasi pengenalan wastra indonesia. *Prosiding Konferensi Internasional Pendidikan Seni dan Desain ke-2 (ICADE 2019)*. *Konferensi Internasional Pendidikan Seni dan Desain ke-2 (ICADE 2019)*, Lembang, Indonesia . <https://doi.org/10.2991/assehr.k.200321.048>.
- Simamora, E. (2019). Perkembangan Inovasi Pembelajaran Seni Budaya di Era Digital . 523–532. <http://digilib.unimed.ac.id/38931/>.
- Sollied Madsen, S., Archard, S., & Thorvaldsen, S. (2019). Bagaimana Berbagai Strategi Nasional Penerapan Teknologi Digital Dapat Mempengaruhi Guru Pendidik . *Jurnal Literasi Digital Nordik* , 13(4), 7–23. <https://doi.org/10.18261/issn.1891-943x-2018-04-02>.
- Suciati, S. (2018). Pengembangan Kreativitas Inovatif Melalui Pembelajaran Digital . *Jurnal Pendidikan* , 19(2), Artikel 2. <https://doi.org/10.33830/jp.v19i2.181.2018>.
- Sufiya, N., & Faizah, U. (2019). Pengembangan Ensiklopedia Elektronik Interaktif dengan Strategi Pembelajaran Berbasis Elektronik Untuk Meningkatkan Pemahaman Konsep Submateri Arthropoda Kelas X SMA . *Berkala Ilmiah Pendidikan Biologi (BioEdu)* , 8(3). <https://ejournal.unesa.ac.id>.
- Sumarti, S., Anjarini, T., & Khaq, M. (2021). Pengembangan Ensiklopedia Digital Terintegrasi Pendidikan Karakter untuk Siswa Kelas V SD . *SITTAH: Jurnal Pendidikan Dasar* , 2(2), Artikel 2. <https://doi.org/10.30762/sittah.v2i2.3399>.
- Syarifa, R., Endri, B., & Herlina, U. (2021). Penghasilan E-L di Sekolah Dasar : Perubahan Sistem Pendidikan Selama Pandemi Covid-19 . *Образование и наука* , 23(7), Pasal 7.
- Wahyuni, SF, Pangestika, RR, & Khaq, M. (2022). Pengembangan Ensiklopedia Digital Berbasis Etnomatematika pada Materi Bangun Ruang Kelas V SD Muhammadiyah Bayan. *Jurnal Pendidikan Guru* , 4(1), Artikel 1. <https://doi.org/10.31004/jote.v4i1.5894>.
- Wenn, B., Mulholland, R., Timmons, W., & Zanker, Y. (2018). Menuju Pengembangan Konstruksi Pendidikan Tari – Menjelajahi Hubungan Kecerdasan Emosional Terhadap Rasa Khasiat dan Pengalaman Mengajar Guru Siswa Pendidikan Tari di Inggris . *Penelitian Pendidikan Tari* , 19(1), 14–38. <https://doi.org/10.1080/14647893.2017.1354843>.
- Widowati, RAD (2023). Implementasi Canva dalam Digitalisasi Mata Pelajaran Seni Budaya di Madrasah Tsanawiyah. *Jurnal Penelitian Tindakan Indonesia* , 2(1), Artikel 1. <https://doi.org/10.14421/ijar.2023.21-18>.
- Yulianti, N., Sya'idah, N., Desyandri, D., & Mayar, F. (2022). Pentingnya Penerapan Pembelajaran Seni Tari dalam Membentuk Mental Siswa di Kelas 3 Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)* , 4(3), Artikel 3. <https://doi.org/10.31004/jpdk.v4i3.4974>.
- Zhafirah, E., & Aisiah, A. (2019). Pengembangan Ensiklopedia Kerajaan-Kerajaan Hindu-Budha di Nusantara sebagai Sumber Belajar di SMA. *Jurnal Halaqah* , 1(4), Artikel 4. <https://doi.org/10.5281/zenodo.3526769>.