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Interactive Learning Media for Dance Work Creation with The Development of "Montro Dance Movements" for Arts and Culture Lessons

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ABSTRACT

This research is developmental research that aims to: (1) determine the production procedure, (2) determine the characteristics, and (3) analyze the feasibility of interactive media for creating dance works by developing "Montro dance movements" for arts and culture lessons. The development model used in this research refers to the Borg and Gall development model, which consists of nine stages: 1) analysis of potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product trial, 7) product revision, 8) usage trial, and 9) product revision. The characteristics of interactive media for creating dance works with the development of "Montro dance movements" developed in this study consist of six learning activities with the syntax of the Project Based Learning (PjBL) learning model and are equipped with images, animations, videos, and reflection sheets. Based on the results of the media expert validation test, the score was 3.85 on a Likert scale of 4, the results of the material expert validation test were 3.9 on a Likert scale of 4, and the results of the language expert validation test were 4 on a Likert scale of 4. Based on the suggestions and input of the experts, design revisions were made. Product trials were conducted by 5 teachers from 4 different schools in the Bantul area, namely SMAN 1 Dlingo, SMAN 1 Pajangan, SMAN 1 Bambanglipuro, and SMAN 3 Bantul. Product trials were also conducted by 10 students of SMAN 1 Banguntapan. Based on the teacher's assessment, the score was 3.78 on a Likert scale of 4 and the ideal percentage was 94%. The results of the product trials to teachers were included in the "Very Good" category. Based on student assessments in the product trial, a score of 3.38 was obtained on a Likert scale of 4 and an ideal percentage of 84.5%. Suggestions and input from teachers were used to revise the product. The product trial was conducted at SMAN 1 Banguntapan with 35 grade XI students. Based on student assessments, a score of 3.42 was obtained on a Likert scale of 4 and an ideal percentage of 85.5%. The results of the product usage test were included in the "Very Good" category. Based on the results of the usage test, no revisions were made.

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1. INTRODUCTION

Education is expected to prepare students to master 21st-century skills so they are ready to face social life or work. 21st-century skills that align with the four pillars of life include learning to know, learning to do, learning to be, and learning to live together [1]. 21st-century skills include critical thinking, problem-solving, creativity, communication, and collaboration [2]. These 21st-century skills can be achieved by improving the quality of learning, project-based or problem-based learning, developing independent learning, encouraging communication and collaboration, increasing student participation and motivation, using appropriate learning tools or media, and designing learning activities that are relevant to the real world [1].

Based on observations at Banguntapan 1 State Senior High School in the 2022/2023 academic year, teachers faced challenges related to limited learning media. Some teachers still relied on lectures as the primary learning approach. Arts and Culture teachers also tended to rely on lectures and imitation demonstrations, which limited students' opportunities to learn outside of class hours. Consequently, students' motivation to reiterate previously learned material was suboptimal. Furthermore, the learning environment was less engaging and did not encourage students to develop independent learning skills. Observations revealed that students' understanding of dance movements was still inadequate, with an average score of only 66, below the Minimum Completion Criteria (KKM) for Arts and Culture, which is 67. Only a few students 18 students (51.4%) of the total 35 students successfully achieved the expected level of learning completion.

Learning media plays a vital role in improving the quality of student learning. Motivation and learning stimulation can be enhanced through the use of learning media [3]. Video or audiovisual, as a form of learning media, integrates elements of sound, movement, images, text, and graphics to connect the media with the user [4]. Learning media that helps students be active and interactive in learning is interactive media. Interactive media is anything used as an intermediary to convey learning material content from learning resources to learners using learning methods in the form of software and hardware. Interactive media is media that meets all aspects of student learning styles, including auditory, visual, and kinesthetic because the media can access learning materials and videos [5].

Arts education in the educational environment encompasses artistic achievements that manifest and communicate anything related to human needs in the arts (fine arts, music, dance, and drama). Dance lessons play an integral role in the process of forming individuals to achieve a higher level of personal excellence. Dance as an important part of the curriculum that must be studied by students is an aspect that must be given special attention in the effort to shape quality human beings, especially in the aspect of appreciation of dance works. Students have a very strategic role in preserving the richness of dance arts. Dance learning requires innovation in learning approaches that can increase student participation and creativity, so that the dance learning process does not feel monotonous or boring.

The use of learning media in dance subjects aims to facilitate teaching, address inactive students, and address space limitations to make learning more effective. Students experience positive outcomes, including improved learning outcomes in dance subjects if the use of learning media successfully addresses learning challenges, particularly in delivering materials. Communication between teachers and students becomes more effective and efficient when using media that enhances competency in arts and culture learning. The use of learning media significantly assists teaching and learning activities, enabling students to easily understand the learning they receive from their teachers.

Based on the researcher's observations in providing Montro dance material conventionally, students lacked understanding and were less interested in

learning. Some students also did not know about the Montro dance which is a folk dance from Bantul. The Montro dance is an embodiment of the Prophet's salawat chanting accompanied by dance and music movements [6]. The variety of movements in the Montro dance is divided into three categories, namely the forward movement of the gending, the core movement of the gendhing/core movement, and the backward movement of the gending. The meaning contained in the Montro dance is as a means of da'wah and an effort to preserve dance arts rooted in Islamic values. Based on the background, this study aims to develop interactive media products for creating dance works by developing "Montro dance movements" for arts and culture learning.

2. METHODS

The type of research is research and development. The development model used isBorg and Gall. The development stages carried out are: potential and problem analysis, planning, product design, design validation, design revision, product trial, product revision, usage trial, product revision.

The research subjects for product validation were 3 material expert validators, 1 material expert validator, and 1 language expert validator. The product trial was conducted by 5 arts and culture teachers from 4 schools in the Bantul area, namely SMAN 1 Dlingo, SMAN 1 Pajangan, SMAN 1 Bambanglipuro, and SMAN 3 Bantul and 10 students from SMAN 1 Banguntapan. Meanwhile, the usage trial was conducted by 35 students of class XI of SMAN 1 Banguntapan. The data collection technique in this study used a questionnaire. The data collection instruments in this study included a media expert validation sheet, a material expert validation sheet, a language expert validation sheet, a teacher practicality questionnaire, and a student response and readability questionnaire. The analysis technique in this study was carried out descriptively, qualitatively and quantitatively as follows:

1. Qualitative Data Analysis. The qualitative data in this study consisted of input and comments on the expert validation sheet and the teacher practicality questionnaire. This was conducted by describing and categorizing the existing input, then mapping whether or not the input would be followed. The results of this data analysis were used as revision material.
2. Quantitative Data Analysis. Quantitative data analysis was used to analyze the teacher feasibility questionnaire and the student response and readability questionnaire data. The data, previously in the form of scores, was converted into qualitative data with a five-point scale for the teacher practicality questionnaire and a four-point scale for the student response and readability questionnaire.

Four Scale Quality Assessment Criteria

Score Range	Category
$X \geq (\bar{X}i + 1.\ SBi)$	Very Good / Very High
$\bar{X}i \leq X < (\bar{X}i + 1.\ SBi)$	Good / High
$(\bar{X}i - 1.\ SBi) \leq$	Not Good / Low
$X > (\bar{X}i - 1.\ SBi)$	Very Poor / Very Low

3. RESULTS AND DISCUSSION

3.1 Analysis of potential and problems

This stage is carried out to raise and determine the basic problems faced in learning arts and culture so that it is necessary to develop materials learning. The results of the review of the implementation of arts and culture learning are as follows:

1. In the 2022/2023 academic year, Banguntapan 1 State Senior High School faced problems related to limited learning media.
2. Arts and Culture teachers also tend to rely on lectures and imitation demonstrations, which leaves students with limited opportunities to learn outside of

class hours.
3. The learning atmosphere is less interesting or less encouraging for students to develop independent learning skills.
4. The challenge in motivating students to be actively involved in the learning process in class, which has an impact on low student interest, boredom, passive attitudes, and difficulties in understanding arts and culture learning.
5. There are significant shortcomings in the use of learning media by both teachers and students, which is limited to the use of printed media such as Student Worksheets (LKS) and other books as learning resources.
6. The learning media used lacks appeal. Limited innovation and media selection result in students being less engaged and not feeling optimally stimulated during the learning process.
7. Students' lack of understanding of arts and culture material is a problem that needs to be addressed. Students face obstacles in understanding and mastering the concepts taught in arts and culture subjects.

Based on the results of initial observations conducted in the Arts and Culture learning process at SMA N 1 Banguntapan, it shows that students' understanding of dance movement material, especially in the context of creating dance works, still reaches 66, which is below the Minimum Completion Criteria (KKM), namely 67. Of the total of 35 students, only 18 students (51.4%) succeeded in achieving learning completion, while the rest still experienced difficulties in understanding the basic concepts of exploration and development of dance movements.

Interviews with teachers and students in the Arts and Culture subject at the high school level found that dance learning, especially in creating dance works, is still conventional and does not involve interactive media that can stimulate student creativity. In addition, folk dance movements such as the Montro dance are not utilized in the learning process as a source for developing new, contextual movements. Students tend to have difficulty understanding the concept of creating dance works independently due to limited media that supports visual and interactive exploration of dance movements and structures. Therefore, an interactive learning medium is needed that can facilitate students in understanding, developing, and creating dance works through exploring Montro dance movements in a more enjoyable, contextual, and technology-based way with the PjBl learning model.

These findings identify an urgent need for the development of interactive learning media that not only helps students understand the process of creating dance works, but also introduces and preserves them local culture through the development of Montro dance movements. This medium is expected to increase active student engagement, encourage creativity, and improve learning outcomes in Arts and Culture subjects.

3.2 Planning

1. Formulation of Learning Outcomes

Learning Outcomes are descriptions of the competencies expected to be achieved by students at each phase or level of education. This Learning Media has a learning outcome, namely students are able to create creative dances inspired by the results of comparing various traditional and creative dance performances based on meaning, symbolism, and aesthetic value from the perspective of various aspects of art.

2. Formulation of Learning Objectives

Learning objectives are statements that describe the learning outcomes expected of students after participating in a learning process. This learning media has the learning

objective of creating dance movements and creations based on symbolic meaning and aesthetic value from the perspective of various aspects of art.

3. Preparation of Research Instruments

The data collection instruments in this study were validation sheets from media experts, material experts, and language experts, as well as student response and readability questionnaires. The Media Expert Questionnaire consisted of aspects of appearance, suitability, programming, functional ability, and usefulness. The Material Expert Questionnaire consisted of aspects of substance, presentation, and language. The Language Expert Questionnaire consisted of aspects of presentation suitability, writing suitability, communicative and interactive, and suitability of rules. The Student Response and Readability Questionnaire consisted of 3 aspects, namely cognitive, affective, and conative.

4. Media Selection

Interactive media, developed in accordance with the formulation of learning outcomes and objectives, is used. Interactive media is created using the Canva web application and includes images and videos.

5. Format Selection

The interactive media content format is developed based on Project Based Learning (PjBL). Interactive media is presented constructively through project activities according to the six stages of the PjBL learning model, namely: 1) Initiating Questions, 2) Project Planning, 3) Preparing a Schedule, 4) Project Implementation, 5) Project Assessment, and 6) Project Evaluation.

The interactive media format design developed by the researcher consists of a front cover, main menu, learning outcomes, learning objectives, learning steps, and compiler.

3.3 Product Design

The initial design/planning process produces an initial draft of an interactive media product. The design process begins with the creation of the cover and page background. The interactive media is then compiled using Word and then integrated into Canva, creating an interactive media product. Interactive media is divided into four sections: learning outcomes, learning objectives, learning steps, and compiler.

1. Front cover

The front cover contains the title Interactive Learning Media with the Development of "Montro Dance Movements" for Arts and Culture Lessons, a description of the Montro dance, and the name of the compiler.

2. Main Menu Section

The main menu section consists of learning outcomes, learning objectives, learning steps, and compilers. The Learning Steps section consists of six stages of the PjBL learning model. The learning steps section contains six steps of the PjBL learning model. The six learning steps of the PjBL learning model are trigger questions, project plans, schedules, project implementation, project assessment, and project evaluation.

a. The learning process begins with formulating an essential question or inspiring project assignment. This stage aims to encourage students to engage deeply in observing relevant phenomena. The developed product contains questions about the Montro dance and the dance creation process.
b. The second step is structured and comprehensive project planning. This step is a concrete response to the questions or tasks posed, through project design that includes planned experimental steps. The learning steps in the planning process include steps consistent with dance creation procedures.

c. The third step is developing a detailed and structured schedule for implementing the project. Accurate and organized scheduling is crucial for completing the project within the specified deadline and achieving the desired goals. The schedule is based on the syllabus and adjusted semester program.
d. The fourth step is monitoring and supervising project activities and progress. During this stage, the teacher is responsible for monitoring and supervising project implementation and observing its progress. Meanwhile, students also play a role in evaluating the projects they are working on.
e. The fifth step is assessing or testing the results obtained. The assessment aspects include wiraga, wirasa, and wirama, creativity, and composition.
f. The final step is to conduct a comprehensive evaluation of the activities and experiences undertaken. This step aims to holistically evaluate the activities undertaken and serve as a reference for improvements in project assignments. This product includes a reflection sheet for the evaluation process.

The opening questions are accompanied by a complete discussion and a video of the Montro dance as well.

3.4 Design Validation

1. Validation by Media Experts

The initial product that the researcher developed was consulted with three media experts. The three media experts provided an assessment of the interactive media product based on The assessment aspects are appearance, suitability, programming, functional capabilities, and multimedia usability. Suggestions and input obtained from the media expert validator were analyzed and considered for improvement as a design revision. The suggestions, input, and results of the media expert validator questionnaire analysis are as follows:

No.	Validator	Suggestions/Input	Information
1.	Expert Media 1	The movement of the arrow animation can be slowed down.	Revisions are made
2.	Expert Media 2	The duration of the Montro dance video is too long because it is combined into one segment.	Revisions are made
3.		There are several button functions that are less sensitive when pressed.	Revisions are made
4.	Expert Media 3	It is necessary to add multimedia elements to make it more interactive, such as music/background and animation.	Revisions are made
5.		Resolution still needs improvement due to animation limitations	Revisions are made
6.		Need responsive model to be able to adjust the device so that the image can be more attractive	Revisions are made
7.		Credits need to be added if adding sound/images even if it's free	Revisions are made

No.	Aspect	Maximum Score	Average Score	% Ideality	Category
1.	Appearance	40	36.7	92%	Very good
2.	Compliance	12	12	100%	Very good
3.	Programming	16	15.3	96%	Very good
4.	Functional Ability	24	24	100%	Very good
5.	Benefits	12	12	100%	Very good

Total of all aspects	104	100	96%	Very good

2. Validation by Subject Matter Experts

The initial product developed by the researchers was consulted with subject matter experts. The subject matter experts assessed the interactive media product based on assessment aspects, namely substance, presentation, and language. Suggestions and input obtained from the subject matter expert validators were analyzed and considered for improvement as design revisions. The suggestions, input, and results of the subject matter expert validator questionnaire analysis are as follows:

No.	Validator	Suggestions/Input	Information
1.	Subject Matter Expert	Be consistent in the use of punctuation, especially periods.	Revisions are made

No.	Aspect	Maximum Score	Total Score	% Ideality	Category
1.	Substance	24	24	100%	Very good
2.	Presentation	28	28	100%	Very good
3.	Language	28	26	93%	Very good
Total of all aspects		80	78	98%	Very good

3. Validation by Linguists

The initial product developed by the researcher was consulted with a linguist. The linguist assessed the interactive media product based on several assessment aspects, including presentation suitability, wording suitability, communicativeness and interactivity, and conformity to rules. Suggestions and input from the linguist validator were analyzed and considered for improvement as design revisions. The suggestions, input, and analysis results from the linguist validator are as follows:

No.	Validator	Suggestions/Input	Information
1.	Linguist	There are some punctuation marks that have not been consistent, for example a period	Done revision
2.		The use of foreign vocabulary is not yet italicized but it is not distracting.	No revisions were made
3.		Some vocabulary is written in a non-standard way, but is still accepted.	No revisions were made

No.	Aspect	Score Maximum	Amount Score	% Ideality	Category
1.	Eligibility Presentation	28	28	100%	Very Good
2.	Eligibility Writing Layout	16	16	100%	Very Good
3.	Communicative and Interactive	12	12	100%	Very Good
4.	Compliance Rules	12	12	100%	Very Good
Total of all aspects		68	68	100%	Very Good

The results of the media, materials, and language expert validation assessments showed that the average score for each aspect approached the maximum score. All assessment aspects fell into the "Very Good" category. However, there were several suggestions from the expert validation that led to design revisions.

3.5 Design Revision

Suggestions and input from expert validators in media, materials, and language

were analyzed and considered based on the characteristics of the product being developed. The revisions made were as follows:

1. Animation Fixes and Additions
2. Improved button functionality and animation motion
3. Video Repair
4. Credit Addition and Period Correction

3.6 Product Trial

A product trial was conducted to verify the feasibility of the developed interactive media. Five arts and culture teachers from four schools in Bantul Regency and ten students from SMAN 1 Banguntapan participated in the trial. The following are suggestions, input, and results from the teacher practicality questionnaire analysis:

No.	Validator	Suggestions/Input	Information
1.	Teacher 1	It would be better to include reflections for students in the form of reflection links.	Revisions are made
2.	Teacher 2	-	-
3.	Teacher 3	-	-
4.	Teacher 4	The material presented is very appropriate and can be understood easily and is very interesting	No revisions were made
5.	Teacher 5	-	-

No.	Aspect	Maximum Score	Amount Average Score	% Ideality	Category
1.	Characteristics Product	8	7.8	98%	Very Good
2.	Content/Material	20	19.4	97%	Very Good
3.	Linguistics	20	19	95%	Very Good
4.	Presentation	12	11.8	98%	Very Good
5.	Graphics	16	13.8	86%	Very Good
Total of all aspects		76	71.8	94%	Very Good

The results show that the average score for each aspect of the teacher's trial assessment of the interactive media developed was in the "very good" category and approaching the maximum score. This is in line with the research findings of Hidayah et al. (2020) that found interactive media to be valid in terms of content, presentation, language, and graphics, with a very good category. Valid teaching materials mean that they meet the specified criteria and can therefore be used in the learning process. However, there were several suggestions from teachers for product revision.

The results of the analysis of the student response and readability questionnaire are as follows:

No.	Aspect	Maximum Score	Average Amount Score	% Ideality	Category
1.	Cognitive	32	27.3	85%	Very Good
2.	Affective	16	13.2	83%	Very Good
3.	Conative	12	10.2	85%	Very Good
Total of all aspects		60	50.7	84.5%	Very Good

The results show that the average score for each aspect of the pilot assessment on students developed in all aspects approached the maximum score. Based on the calculation of the questionnaire response analysis and readability, all assessment aspects were included in the "Very Good" category. The cognitive aspect in this study relates to students' knowledge and understanding as well as the assessment of interactive media displays. The cognitive domain is the domain that encompasses brain

activity. The affective aspect in this study relates to behavioral traits such as feelings, interests, attitudes, and emotions. The affective domain is the domain that encompasses

behavioral traits such as feelings, interests, attitudes, emotions, and values. The conative aspect in this study relates to a person's behavior in facing stimuli, which is determined by their beliefs and feelings. The conative domain relates to a person's behavior in facing stimuli, which is largely determined by their beliefs and feelings toward the stimulus.

3.7 Product Revision

Suggestions and input from teacher assessments were analyzed and considered based on the characteristics of the product being developed. The second stage of revisions included the addition of a reflection sheet.

3.8 Usage Trial

The product, which had been tested, was then used by students. Students were given a questionnaire to determine their responses and readability of the interactive media developed. The number of respondents in this study was 35 students of class XI F 5 from SMAN 1 Banguntapan. The following are the results of the analysis of student responses and readability to the interactive media:

No.	Aspect	Maximum Score	Average Amount Score	% Ideality	Category
1.	Cognitive	32	27.6	86%	Very Good
2.	Affective	16	13.4	84%	Very Good
3.	Conative	12	10.3	86%	Very Good
Total of all aspects		60	51.3	85.5%	Very Good

The results show that the average score for each aspect of the usability test assessment for students developed across all aspects approached the maximum score. Based on the analysis of the response questionnaire and readability, all assessment aspects fell into the "Very Good" category.

3.9 Product revision

Based on the results of the usage test research, no revisions were made because the results of the product usage test had an ideal 85.5% with a very good category.

4. CONCLUSION

The procedure for developing interactive media for creating dance works with the development of "Montro dance movements" refers to the Borg and Gall development model, which consists of nine stages, namely the analysis of learning potential and problems, data collection, interactive media product design, design validation, design revision, product trials, product revision, usage trial, and product revision. The characteristics of interactive media for creating dance works with the development of "Montro dance movements" consist of 26 slides, there is a front cover and main menu. The main menu contains learning outcomes, learning objectives, learning steps, and compiler data. The learning steps section contains six learning activities with the syntax of the PjBL learning model. The media is equipped with images, animations, and videos. The interactive media for creating dance works with the development of "Montro dance movements" was declared feasible with several revisions according to the suggestions/input of media, material, and language expert validators. The results of the media expert validation test obtained a score of 3.85 on a Likert scale of 4, the results of the material expert validation test obtained a score of 3.9 on a Likert scale of 4, and the results of the language expert validation test obtained a score of 4 on a Likert scale of 4. Design revisions were made based on the suggestions and input of expert validators. The product trial was conducted by 5 teachers from 4 different schools in the Bantul area, namely SMAN 1 Dlingo, SMAN 1 Pajangan,

SMAN 1 Bambanglipuro, and SMAN 3 Bantul. A product trial was also conducted by 10 students at SMAN 1 Banguntapan. Based on teacher assessments, the product received a score of 3.78 on a Likert scale of 4 and an ideal percentage of 94%. The results of the product trial with teachers were included in the "Very Good" category. The results of the product trial based on student assessments obtained a score of 3.38 on a Likert scale of 4 and an ideal percentage of 84.5%. Suggestions and input from teachers were used to revise the product. The product trial was conducted at SMAN 1 Banguntapan with 35 students in class.

XI. Based on the student assessment, the score was 3.42 on a Likert scale of 4 and the ideal percentage was 85.5%. Interactive media for creating dance works with the development of "Montro dance movements" based on the results of the trial use by students was included in the "Very Good" category.

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