

# **Improving Learning Outcomes of Regional Creative Dance Through the Use of Audio Visual Media on Cognitive and Psychomotor Aspects of Students at Elementary School 2 Pangenjurutengah**

**Natasha Pangestika**

Faculty of Teacher Training and Education, Universitas Muhammadiyah Purworejo,  
Purworejo Regency, Central Java Province, Indonesia  
Email: [natashaselalu371@gmail.com](mailto:natashaselalu371@gmail.com)

## **Abstract**

This study aims to find out (1) To improve the learning outcomes of regional creative dances by using audio-visual media in class IV students at SD Negeri 2 Pangenjurutengah Purworejo. (2) To improve students' cognitive aspects by using audio-visual media in class IV students at SD Negeri 2 Pangenjurutengah Purworejo, and (3) To improve students' psychomotor aspects by using audio-visual media in class IV students at SD Negeri 2 Pangenjurutengah Purworejo. This research is a Classroom Action Research conducted in 2 cycles. The subjects in this study were all fourth grade students at SD Negeri 2 Pangenjurutengah Purworejo, totaling 24 students. Data collection techniques using observation, tests and documentation. The instruments used were observation sheets of cognitive aspects and psychomotor aspects and test items to measure students' learning outcomes. Data analysis using percentages and averages. The results of the study showed that (1) there was an increase in the results of observations on students' cognitive aspects in learning regional creative dance with the application of audio-visual media. The percentage of student completeness from cycle I was 79.17%. The percentage of completeness in cycle II increased after improvements were made to reach 91.67%. This result has reached the specified success indicator, namely > 75%. (2) There is an increase in observations on the psychomotor aspects of students in learning dance creations in the entrance area with the application of audio-visual media. The percentage of student completeness from cycle I was 62.50%. The percentage of completeness in the cognitive aspects of students in cycle II increased after improvements in learning were made. reached 95.83%. (3) there is an increase in the average learning outcomes in learning through audio-visual media which has increased, namely in the pre-cycle the total value average is 71.79% and then it increases in cycle I, namely the total value average is 77.42% and then increases again in cycle two, namely the total average value of 81.63%. The increase in completeness in learning outcomes, namely in the pre-cycle mastery of students by 37.50%, then increased in cycle I, namely 75%, and increased again in cycle II, which was 100% of all existing students after there was an improvement in the learning carried out. That way these results have met the specified indicators.

**Keywords:** Cognitive, Psychomotor, Learning Outcomes, Audio Visual



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

## **INTRODUCTION**

The State of Indonesia has many things that can be learned or can be developed to become modern without having to eliminate traditions that existed in ancient times, ancestors in ancient times had studied or understood the meaning of a meaning earlier. So that the traditions and culture of the Indonesian people are not eroded by cultural acculturation, efforts are needed to preserve them through the education level. Therefore, cultural arts subjects are basically culture-based art education. Arts and culture education is one of the manifestations and efforts of the government to promote arts and culture in Indonesia, as stipulated in Article 32 of the 1945 Constitution. One of the scopes of arts and culture education is dance lessons for elementary, junior high, high school/vocational school students. One of the basic abilities of

elementary school dance classes is knowing the dance moves of regional creations. Students are required to be able to do dance and need skills to demonstrate it. Teachers' understanding of the concept of arts and culture education and skills in elementary schools is still different. According to Ardipal (2015:19) it was found that most teachers still view art education as aimed at creating students who are able to sing, draw, dance and make crafts.

The purpose of learning dance for students is to re-express their experiences creatively, cultivate and enhance their expression and creativity in the form of creative dance works. Movement skills as basic skills are a form of skill that is useful and needed by students not only in terms of dancing, but also in their daily lives. Movement skills in dance learning can be obtained by students if students are always actively involved during learning as a provision to be able to dance well. According to Aisyah (2011: 67) creative dance is a dance that is played by searching for ideas of cultivation in motion and tools that are full of values and norms that are useful for students.

The world of education needs an effort called to improve the abilities of the cognitive aspects and psychomotor aspects of elementary school students, namely the provision of learning knowledge at this time is the best thing at the moment, it can develop children's abilities both cognitive and psychomotor as a whole and meaningfully. According to Abdullah, (2013: 82) audiovisual media is essentially a representation (presentation) of reality, especially through sensing, sight and hearing which aims to demonstrate real educational experiences to students. This method is considered more appropriate, fast, and easy than through talks, thoughts, and stories about educational experiences.

Based on observations and interviews conducted with class IV teachers at SD Negeri 2 Pangenjuritengah, the learning process for class IV students on Thursday, 2 September 2021. Several obstacles have been found, while these obstacles include factors to increase dance knowledge from several types of dance culture traditional dance by using creative dance types and students' dancing skills using audio-visual media at the elementary school level in Purworejo Regency, learning arts and culture in dance subject matter the student learning value is still very low from the KKM completeness score with a score of 75, so it can be proven from the lowest score in arts and culture subjects, the lack of changes in learning media in existing cultural arts subject matter is still focused on the 2013 thematic curriculum book, the lack of dance movement skills on the psychomotor aspects of students so that students have difficulty following dance moves and have difficulty understanding art and culture subject matter.

Referring to the problem, a solution is needed in the form of using audio-visual media and increasing traditional dance learning. This is reinforced by the results of research that learning outcomes using dance audio-visual media can help teachers explain lesson content to students, save time and increase student motivation to learn dance can improve children's intellectual, emotional, moral, spiritual, and social abilities, through student dance activities. These abilities are included in the basic aspects of child development which include cognitive aspects and psychomotor aspects. In the development of improvement of these two basic aspects of development must be encouraged in a balanced and optimal manner. Based on the background of the problems above, the authors are interested in conducting research and studying about "Improving learning outcomes of regional creative dances using audio-visual media through cognitive and psychomotor aspects in fourth grade students at SD Negeri 2 Pangenjuritengah in Purworejo Regency, Central Java."

## **RESEARCH METHODS**

The research design used is Classroom Action Research (PTK) with the aim of improving the quality of student learning or improving student learning patterns, especially in the art of

dance. Action research, according to Kurt Lewin, consists of four components of activity which are seen as one cycle, namely: planning (planning), implementation of action (acting), observation (observing), and reflection (reflecting). The subjects of this study were 24 grade IV students at SD Negeri 2 Pangenjurutengah Purworejo for the academic year 2021/2022, consisting of 5 girls and 19 boys. The total number of students at SD Negeri 2 Pangenjurutengah is 137 people consisting of 55 girls and 82 boys. Classroom Action Research in data collection collects information and data as material for planning the PTK method. This is obtained by analyzing descriptive qualitative data, namely describing the process and sequence of learning dance and field notes. The research instrument was in the form of test questions, but the observation method was in the form of a check-list instrument. The research instrument that will be used in this study is observation sheets of cognitive and psychomotor aspects, while for learning outcomes using written test sheets and tests in the practice of dance. Data analysis techniques are the methods used to process data obtained with existing formulas or rules according to the research approach. The data analyzed were all data collected through observation and tests. Data collected in each observation activity on cognitive aspects, psychomotor aspects and learning outcomes from the implementation of the cycle were analyzed using the percentage of cognitive aspects and psychomotor aspects as well as the average student learning outcomes.

## RESEARCH RESULTS AND DISCUSSION

This study used two cycles, cycle I used 2 meetings while cycle II used 2 meetings. with time allocation (6 x 35 minutes). Before carrying out research actions, two cycles can be used, cycle I and cycle II actions are carried out pre-cycle actions to determine the ability of each student's dancing skills by using psychomotor aspects (practice) and cognitive aspects (in the form of questions) in studying the material of the peacock dance type of dance regional creations. The results in this study are as follows:

### Cognitive Aspects of Students

The results of the study also show that the cognitive aspects of students in learning regional dance creations fall into the very good category (very high) with the application of audio-visual media. The results of this study are in line with research conducted by Jatmiko and Mukminan, 2016. In the study entitled Use of Audiovisual Media to Improve Social Studies Learning Outcomes in Junior High Schools, it was revealed that the use of audiovisual media in Social Studies learning can improve student learning outcomes. Overall the results of the study showed an increase. The increase in research results on students' cognitive aspects in more detail is shown in the following figure:

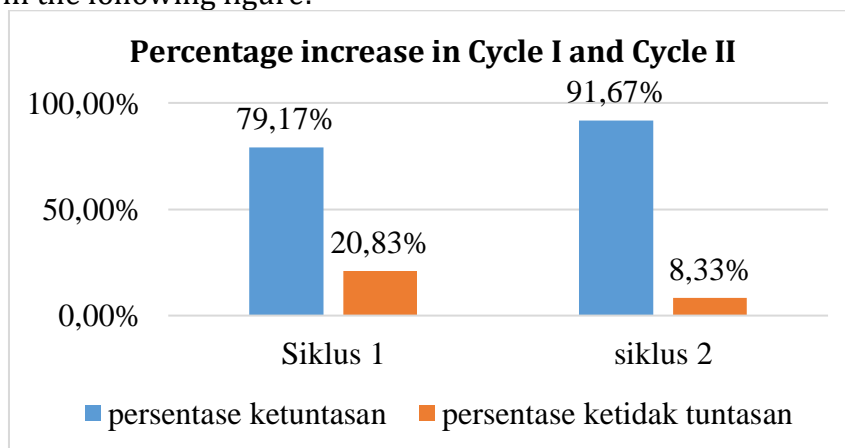


Figure 1. Percentage Results of Cycle I and Cycle II Improvement on Cognitive Aspects

As for the results of the average value can be seen in the image below:

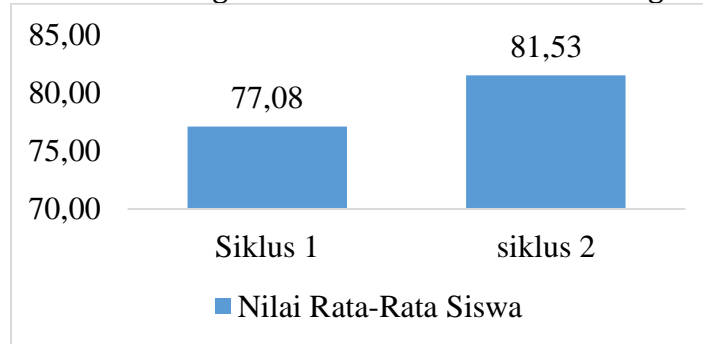


Figure 2. Results of Increasing the Average Value of Cycle I and Cycle II on Cognitive Aspects

### Psychomotor Aspects of Students

The results of the study also show that the psychomotor aspects of students in learning regional dance creations fall into the very good category (very high) with the application of audio-visual media. Overall the results of the study showed an increase. The increase in research results on the psychomotor aspects of students in more detail is shown in the following figure:

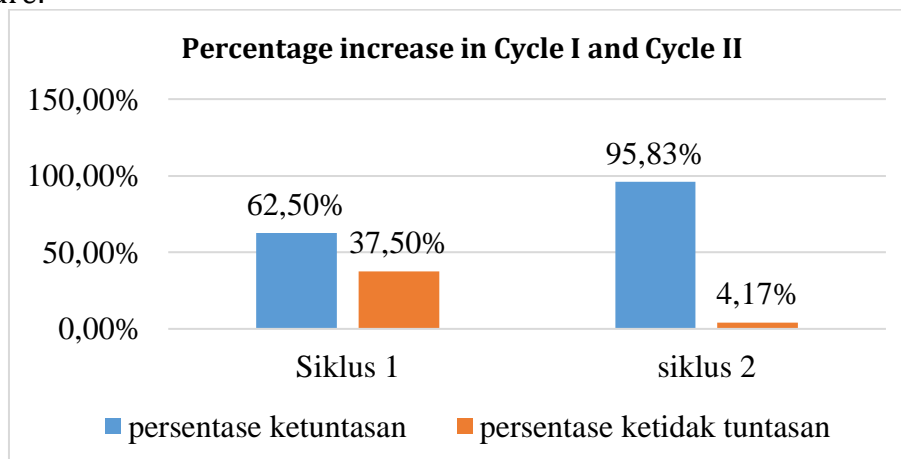


Figure 3. Results of Percentage Increase in Cycle I and Cycle II of Psychomotor Aspects

As for the results of the average value can be seen in the image below:

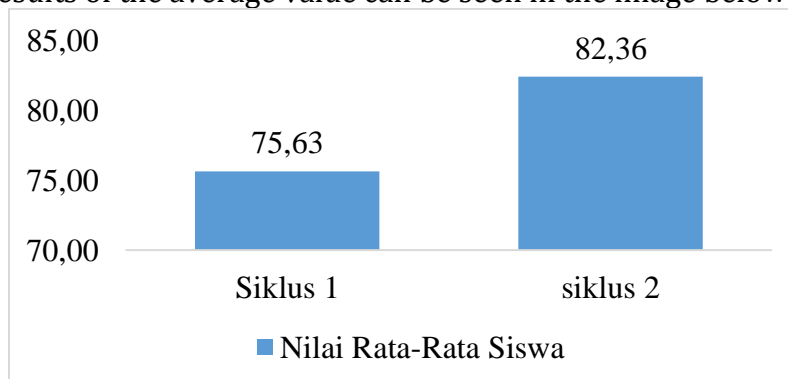


Figure 4. Results of the Increase in the Average Value of Cycle I and Cycle II of the Psychomotor Aspect

### Student Learning Outcomes

The results of the study also show that student learning outcomes in learning regional dance creations fall into the very good category (very high) with the application of audio-visual media as a learning medium. While the overall results of the study showed an increase.

Increasing research results on student learning outcomes in more detail is shown in the following figure:

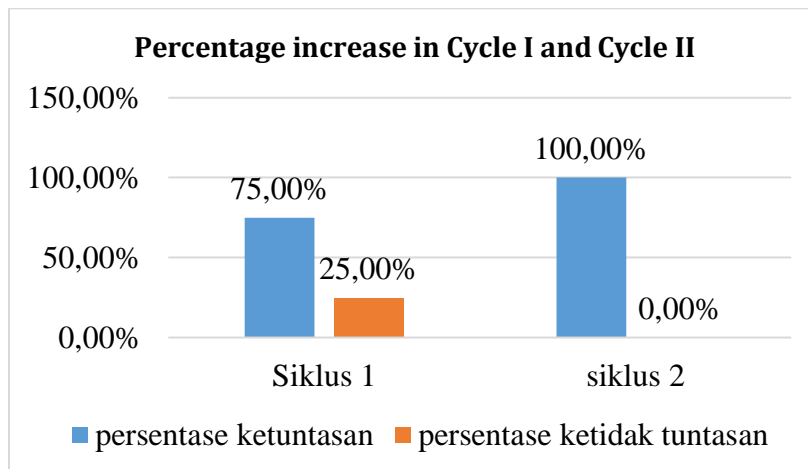


Figure 5. Percentage Results of Cycle I and Cycle II Improvement in Learning Outcomes

As for the results of the average value can be seen in the image below:

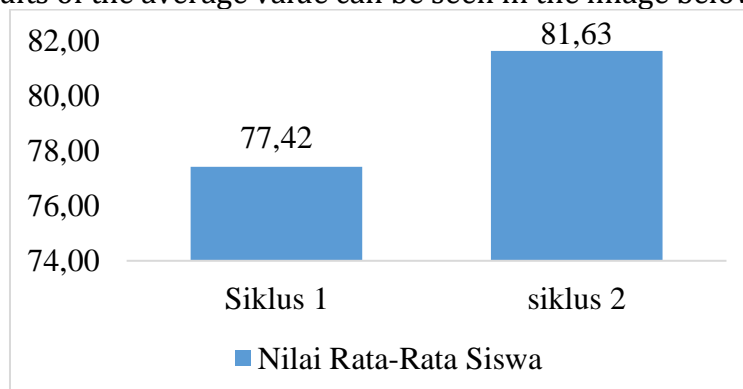


Figure 6. Results of Increasing the Average Value of Cycle I and Cycle II Learning Outcomes

## Discussion

### Cognitive Aspects of Students

Based on the research data, it can be seen that the percentage of student completeness in cycle I was 79.17%. This has reached the limit of student completeness in the cognitive aspect. However, the completeness score is still lacking because there is still a small distance from the student completeness threshold, which is  $> 75\%$ . This was followed by cycle II by adding activity sheets and dividing small groups, it was hoped that students would be more active in participating in learning and also motivate students by informing them that at the end of the cycle there would be awards for the group. The percentage of completeness in the cognitive aspects of students in cycle II increased after improvements were made. This can be seen in the figure that the percentage of completeness in the cognitive aspects of students reaches 91.67% and is included in the very good category. This result has reached the specified success indicators.

Meanwhile, based on the results of the study, it was seen that the increase in the average value of the cognitive aspects of students during learning on regional creative dance material was very good, which had not previously reached the KKM. From the picture above it can be seen that the average value of the cognitive aspects of students in cycle I was 77.08, and after making improvements to learning in cycle II the average value of all students in class IV SD Negeri Pangenjurutengah increased to an average score of average, namely 81.53.

### **Psychomotor Aspects of Students**

Based on the research data, it can be seen that the percentage of student completeness in cycle I was 62.50%. This has reached the limit of student completeness in the psychomotor aspect. The completeness score is still lacking due to the students' completeness threshold, which is  $> 75\%$ . This was followed by cycle II by improving learning media and dividing study groups in cycle II, as well as motivating students to be more active and pay more attention to what had been taught. Meanwhile, based on the results of the study, it can be seen that the average value of the psychomotor aspects of students during learning on regional dance creations was very good, which had not previously reached the KKM. From the picture above it can be seen that the average value of the psychomotor aspect of students in cycle I was 75.63, and after making improvements to learning in cycle II the average value increase of all students in class IV SD Negeri Pangenjurutengah achieved an average score average, namely 82.36.

### **Student Learning Outcomes**

Based on the research data, it can be seen that the percentage of student completeness in cycle I was 75.00%. This has reached the limit of completeness of students in learning outcomes. The completeness score is still lacking due to the students' completeness threshold, which is  $> 75\%$ . This was followed by cycle II by improving learning media and dividing study groups in cycle II, as well as motivating students to be more active and pay more attention to what had been taught. Meanwhile, based on the results of the study, it can be seen that the average score of student learning outcomes during learning on regional creative dance material is already very good, which previously did not reach the KKM. From the picture above, it can be seen that the average score of student learning outcomes in cycle I was 77.42, and after making improvements to learning in cycle II, the average value of all students in class IV SD Negeri Pangenjurutengah increased. average, namely 81.63.

### **CONCLUSION**

From the results of the research that has been carried out and the discussion that has been described, the following conclusions are obtained: The results of observations on the cognitive aspects of students in learning regional creative dance fall into the very good category (very high) with the application of audio-visual media. The percentage of student completeness from cycle I was 79.17%. The percentage of completeness in the cognitive aspects of students in cycle II increased after improvements were made to reach 91.67%. This result has reached the specified success indicator, namely  $> 75\%$ . The results of observations on the psychomotor aspects of students in learning regional dance creations fall into the very good category (very high) with the application of audio-visual media. The percentage of student completeness from cycle I was 62.50%. The percentage of completeness in the cognitive aspects of students in cycle II increased after improvements in learning were made. reached 95.83%. This result has reached the specified success indicator, namely  $> 75\%$ . The average value of learning outcomes for arts and culture classes on the subject matter of regional dance creations through audio-visual media has increased, namely in the pre-cycle the total average value was 71.79% and then it increased in cycle I, namely the total average value was 77.42%. then it increased again in the second cycle, namely the total average value of 81.63%. in the process of learning the art of peacock dance, helping fellow friends in a group to practice practicing various saman dance movements so that a cohesiveness is created within the saman dance group team and students who cannot become able, so that student learning outcomes can increase. There was an increase in completeness in learning outcomes, namely in the pre-cycle completeness of students by 37.50%, then it increased in cycle I, namely 75%, and increased again in cycle II, which was 100% of all existing students after there improvements in the learning carried out.

Based on the conclusions and implications of the results of the research and discussion that have been described above, the researchers provide suggestions as a contribution to thinking for improving learning and skills. Elementary schools in general and as an improvement in learning methods at Pangenjuru Tengah 2 Public Elementary School in particular as follows: For Students; Students should improve skills in moving regional dances and seriousness in participating in learning activities. Students should be more courageous to show skills in dancing regional dances while participating in learning activities. Students should always practice the learning outcomes of students in creative dance material, the subject of learning arts and culture is closely related to everyday life. For Teachers; Teachers should not only apply learning models to thematic books, but should try to apply learning media to arts and culture subjects, an example of demonstrating dance movements found in one of the regions. The teacher should provide examples of dance moves or in the form of a video of examples of dance moves for a traditional dance for other teacher colleagues to try to apply the skills of students and learning models to arts and culture subjects. Including one of them is dancing skills on cognitive aspects and psychomotor aspects of students. For Schools; Provide encouragement to teachers to be able to use a variety of learning media in learning activities so that they can help improve student learning outcomes.

#### **BIBLIOGRAPHY**

- Arikunto, Suharsimi. (2008). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Rineka Cipta.
- Arsyad, Azhar. 2005. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Daryanto. 2015. *Media Pembelajaran*. Bandung: PT. Sarana Tutorial Nurani Sejahtera.
- George, Maestri. 2006. *Digital Animation Character 3*. Eightht Street Berkeley, California: New Riders
- Journal (AWEJ) Special Issue on CALL (4), pp.227-241 Aqib, Zainal. 2010. *Profesionalisme Guru dalam Pembelajaran*. Surabaya: Insan Cindekia.
- Nana Sudjana, 2009. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Purwanto. 2014. *Evaluasi Hasil Belajar*. Surakarta: Pustaka Belajar.
- Sugiyono. 2007. *Metode Penilaian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R/D)*. Bandung: Alfabeta