

The Effect of Interactive *Power Point* Learning Media Based on Local Wisdom on Dancing Skills in Elementary School Students

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Abstract

This research is motivated by the problems faced by grade 2 students at SDN 1 Dongko, namely lack of understanding in detail about local wisdom, namely turonggo yakso dances starting from history, movements, as well as tools and materials used in performances, students are less motivated in participating in the learning process in dance subjects because the media used by teachers is still limited to the blackboard and extracurricular dance at school is still insufficient. While the problems experienced by teachers are that teachers are less focused in the learning process because teachers have busy obligations for performance reporting requested by the ministry, teachers also provide information related to facilities and infrastructure that support dance are also inadequate in the school and the school lacks teaching staff in the field of art, information from the results of interviews to hire a dance coach is also relatively expensive. The purpose of this study was to determine the effect of local wisdom-based interactive power point learning media on dance skills in elementary school students. the research method used is quantitative method with Quasi Experimental Design research design and the design used is Nonequivalent Control Group Design. The samples in this study were class 2A students as the experimental class and class 2B as the control class. The average score obtained from students' dance skills after being given treatment is 88.43, then the data is tested with a hypothesis acquisition of $0.002 < 0.05$, then H_a is accepted and H_0 is rejected. Thus, it can be concluded that interactive power point learning media based on local wisdom has an effect on the dance skills of grade 2 students of SDN 1 Dongko.

Keywords: Interactive *Power Point* Learning Media, Local Wisdom, Dance Skills

1. INTRODUCTION

Education as a forum for producing superior generations in accordance with educational goals, the implementation of education is carried out through a container

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called a curriculum. In education, a curriculum is an important aspect and must be implemented in educational institutions (Ardianti & Amalia, 2022). The curriculum has an important role in the form of a device used by teachers in teaching which contains planning for KBM activities in the form of gaining experience and knowledge gained through the flow of learning activities (Alimuddin, 2023). The curriculum actually contains a policy in learning planning that has to do with teaching materials or materials, content / topics of discussion and learning objectives, as well as techniques for applying them so that curriculum objectives are considered important in achieving curriculum goals. Indonesia currently uses the latest curriculum in the field of education, namely the independent curriculum (Sunarni & Karyono, 2023). The independent curriculum is a curriculum that focuses on essential material and the development of students' abilities according to their phases, the learning process is expected to be more meaningful, fun, in-depth. The independent curriculum is a way to answer challenges in the increasingly sophisticated industrial revolution era.

The independent curriculum was basically developed by the government as a flexible curriculum design that focuses on essential materials and the development of competencies and character in students (Heryahya, et al., 2022). The characteristics of the independent curriculum to support the project-based learning process to improve soft skills according to the values of Pancasila or called the Pancasila learner profile, focus on hard skills such as literacy and numeracy and technological knowledge adopted in essential materials that need to take time to learn (Febrianningsih & Ramadan, 2023), and for teachers provide flexibility to carry out differentiated learning according to student competencies and carry out material, topic, context and local content adjustments.

The development of local context and content can actually integrate with local wisdom in the environment around students. Local wisdom needs to be understood by students because it is the potential of an area from the results of ideas and ideas in the form of human works that contain values in society that are passed down from generation to generation (Shufa, 2018). This becomes a characteristic of the region and the integration of local wisdom in learning as a form of increasing love and efforts to maintain the existence of local wisdom itself. The independent curriculum contains dance subjects that need to be understood and practiced by students (Rosala, 2016). Dance is a form of culture that has an important role for humans. As a manifestation of culture, dance should be maintained and preserved so that the cultural identity of a region does not become extinct (Sandi, 2018). Dance art is closely related to the culture produced by an area because dance art is a cultural statement in which the style and nature of a dance is closely related to the culture it produces. A dance cannot be separated from the region where it originated, such as the shape and style of the dance is a situation that represents the characteristics of the region (Lestari & Sindhuredja, 2016). Therefore, the local wisdom raised in the integration of cultural arts subjects is the jaranan turonggo yakso dance art originating from Dongko village, dongko sub-district, Trenggalek district.

The problems faced by grade 2 students at SDN 1 Dongko are lack of understanding in detail about local wisdom, namely turonggo yakso dances ranging from history, movements, and tools and materials used in performances, students are less motivated in participating in the learning process in dance subjects because the media used by teachers is still limited to the blackboard and extracurricular dance at

school is still inadequate. While the problems experienced by teachers are that teachers are less focused in the learning process because teachers have busy obligations for performance reporting requested by the ministry, teachers also provide information related to facilities and infrastructure that support dance are also inadequate in the school and the school lacks teaching staff in the field of art, information from the results of interviews to hire a dance coach is also relatively expensive. Therefore, by looking at these problems, it is necessary to immediately provide a solution, namely using learning media in the form of interactive *power points* based on local wisdom of turonggo yakso jaranan dance.

2. LITERATURE REVIEW

Jaranan turonggo yakso is a typical art owned by the people of dongko, Trenggalek district. From its history, the jaranan turonggo yakso dance was born from the tradition of an ancestral ritual as a form of gratitude to the Creator in the region (Rusianingsih & Timur, 2020). In its various organizations, the turonggo yakso dance has a distinctive and unique form of presentation, so that it can amaze the audience. The jaranan turonggo yakso performance is included in the field art group because its implementation is often carried out in a large field surrounded by spectators (Basuki, et al., 2023). Jaranan turonggo yakso over time has experienced a change in the transformation of functions that used to be a means of ritual praise for gratitude now functions as an entertainment function for the local community, in the end it can also make changes to the form of presentation of the meaning of motion in the art of the turonggo yakso dance. With the existence of turonggo yakso dance as a result of local wisdom in the local area, it is necessary to preserve it for the next generation in the form of understanding and practicing turonggo yakso dance movements, therefore an appropriate learning media is needed. So with the development of increasingly sophisticated technology, it is necessary to use technology in digital form to introduce the dance to students.

The era of the society 5.0 revolution provides benefits to teachers and students, especially facilities in the form of increasingly sophisticated technology. Currently, the use of technology has touched the realm of education, where education is currently integrated with technological developments (Wulandari, 2022). The purpose of technological development in the educational aspect is to develop an innovative medium in order to improve the quality of education (Putri & Nurafni, 2021). Learning media is one of the technological advances in the field of education, media can convey information with specific concepts and effectiveness. Media is a means of everything that carries information between the source and the recipient. That way the teacher must be able to create a classroom atmosphere that is fun, innovative, effective, and students play an active role in teaching and learning activities. Learning media makes it easier for students to absorb the material presented, so that learning is fun and effective. The learning media that is applied must be appropriate, because with the right learning media, learning objectives can be achieved. In addition, teachers must be skilled in the learning media innovations used not only skilled in pedagogical competence, professional competence, personality competence, and social competence (Andri, 2023).

The *Power point* application is software made by the Microsoft office company that can make it easier for teachers to organize material when making presentations effectively and efficiently. This *Power point* application is also easy to use by all groups, basically this *Power point* application is widely used for teaching activities, presentations and creating animations (Salsabila & Pranata, 2022). In the *Power point* application there are features that can insert and position text objects, sounds, videos, images, links and others in one or more pages, better known as "slides" (Gustina & Jayadinata, 2023). *Power point* applications not only make it easier to deliver material to students, but can increase student participation or activeness in the learning process because it forms a two-way communication between students and learning media. In line with Sitohang & Sirait (2023), the characteristics contained in interactive learning media lie with students, in addition to listening to the material explained, students are also indirectly invited to interact during learning activities. The local wisdom-based interactive *Power point* application used in this study contains images and animations, historical material, motion patterns and images of equipment used in the art of jaranan turonggo yakso dance and there are videos and some questions for students as a form of student interaction with learning media. The advantages of this local wisdom-based interactive *Power point* application are that it can introduce and preserve local wisdom in the dongko area, deepen the material, and train students in improving dance skills in students.

Skills are the ability to do something well, quickly, and precisely. Skills will be achieved or improved by continuous action training (Mazhud, 2020). Meanwhile, dancing comes from the word dance which means doing dance movements. dance is an expression of the human soul expressed in the unity of organized movements, harmonized with rhythm, and performed with a deep soul (Kristiningrum, 2018). Motion in dance is a motion that is beautified and well arranged to create harmonization and harmony with the rhythm. Performed with the soulfulness of the meaning contained in a dance. Based on the understanding of skills and dance that has been described, it can be concluded that dance skills are a person's ability to perform movements that are organized and harmonized with the rhythm, as well as with deep soulfulness properly and precisely. Dancing skills are shown by the ability to make good and precise movements that should be done. Able to move according to the rhythm in the dance. And able to express the meaning or soul in the dance. Indicators in dance skills are: 1) *Power*, 2) Beauty of Movement, 3) Movement Creativity, 4) Movement details, 5) Movement compatibility with music, 6) Expression, 7) Cohesiveness / teamwork, and 8) Performance stability from start to finish (Destrinelli, 2017).

3. METHODS

The type of research used is quantitative research, quantitative research is research that describes the results in the form of numbers starting from data collection, interpreting the data, and describing the results (Sugiyono, 2019). The research design used is *Quasi Experimental Design*. The design used is *Nonequivalent Control Group Design*. This design involves two groups, namely the control group and the experimental group (Sugiyono, 2019). At SDN 1 Dongko there are parallel classes in the second grade, namely classes 2A and 2B, for class 2A is used as an experimental class using interactive power point learning media based on local wisdom while class

2B uses blackboard learning media. The population in this study was 40 grade 2 students of SDN 1 Dongko in the 2023/2024 school year with each class totaling 20 students. Determination of the sample between the experimental and control classes using the saturated sample technique, this technique takes the entire population in the study because basically the indicator of the saturated sample technique is that if the population is less than 100, the entire population is used as a research sample. The sample taken from the study population was all grade 2 students of SDN 1 Dongko. The time of this research was conducted in February - March 2024.

Data collection in this study used non-test techniques, because the variable studied was skill, the researcher made an assessment in the form of an observation instrument using a *linkert* scale. A scale that functions as a measuring tool that gives respondents the flexibility to express levels of agreement or disagreement (Sugiyono, 2019). In addition, to obtain information from sources, researchers used unstructured interview techniques and documentation.

To measure an instrument, the degree of validity should first be measured based on certain criteria, testing the instrument using the SPSS version 25 application. The validity test in this study is using the *Product Moment Correlation* formula. Furthermore, the instrument items were tested for reliability related to the issue of trust and the determination of the questionnaire results, namely a questionnaire is said to have a high level of trust if the questionnaire gives the same results. The instrument reliability test in this study used the *Cronbach alpha* formula. After the results of the dancing skills assessment data were obtained, the next step was to conduct a prerequisite test with the help of the SPSS version 25 application, the researcher used the *Shapiro Wilk Test of Normality* because the amount of data was less than 50. The data was declared normally distributed if it had a significance value of > 0.05 . Furthermore, the homogeneity test used *Levene's test*. The way to interpret this *Levene* test is if the *Levene Statistic* value is 0.05 then it can be said that the data variation is homogeneous. Furthermore, to determine the level of the test of the differential power of the two samples is to use the hypothesis test assisted by SPSS version 25 with the formula *Paired Sample T-Test* is a different test analysis method (comparison) which aims to determine whether there is a difference in average between 2 samples that are paired with each other. The criteria for testing the T-Test test is if the significance of > 0.05 then H_0 is rejected and H_a is accepted, meaning that interactive *power point* learning media based on local wisdom has an effect on the dance skills of grade 2 students of SDN 1 Dongko and if the significance of < 0.05 then H_0 is accepted and H_a is rejected, meaning that interactive *power point* learning media based on local wisdom has no effect on the dance skills of grade 2 students of SDN 1 Dongko.

4. RESULTS

The instrument that has been designed is then tested for validation with the *Product Moment Correlation* and the instrument reliability test using the *Cronbach alpha* formula with the following results.

Table 1. Validity Test Results

Comparison	Number	Instrument Item
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Valid	21	1,2,3,5,6,7,8,10,12,13,14,15,16,17,18,19,20,21,22,23,24
Drop	3	4,9,11

In table 1, it is described that the instrument items declared valid amounted to 21 instrument items while the number of invalid instrument items amounted to 3 items. So the observation instrument in this study used 20 instrument items because basically 20 instrument items already represented each indicator of students' dancing skills. Furthermore, the instrument items that were declared valid were tested for instrument reliability using the *Cronbach alpha* formula assisted by the SPSS application.

Table 2. Reliability Test Results

<i>Cronbach alpha</i>	N	Description
.815	15	Reliable

The next stage is to carry out research in the field by observing dance skills in students before being given treatment by researchers with the following results.

Table 3. Results of Student Dance Skills Data Before Treatment

	N	Range	Lowest Value	Highest Score	Average	Standard Deviation	Variation
Control Class	20	40	50	90	85,61	12,764	113,439
Experiment Class	20	45	50	95	83,43	14,563	150,437

Furthermore, giving treatment to class 2A which is used as an experimental class using interactive *power point* learning media based on local wisdom while class 2B uses blackboard learning media. At the end of the *treatment* students were asked to practice the turonggo yakso jaranan dance which was directly observed and assessed by the researcher with the following results.

Table 4. Results of Student Dance Skills Data After Treatment

	N	Range	Lowest Score	Highest Score	Average	Standard Deviation	Variation
Control Class	20	30	55	85	84,61	14,764	182,439
Experiment Class	20	20	70	95	88,43	11,563	110,437

After the data is obtained, the next step is to conduct a prerequisite test. The prerequisite test is the data test stage before hypothesis testing in the form of normality and homogeneity testing to see whether the data calculations that have been made can be used in hypothesis testing or not. Based on the normality test table below, it is stated that the experimental class data has a significance of 0.163 and the control class is 0.263, which is the value > 0.05 . Thus, it can be concluded that the research data is normally distributed.

Table 5. Normality Test Result

	Class	<i>Kolmogorov Smirnov</i>			<i>Shapiro Wilk</i>		
		<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Dance Skills	Experiment	.174	19	.120	.948	19	.163
	Control	.165	19	.070	.868	19	.263

The next stage conducts a homogeneity test which serves to determine the existence of data from two different class groups that are the same or heterogeneous. The test applies the *Levene Test* with the help of SPSS 25.

Table 6. Homogeneity Test Results

<i>Test of Homogeneity of Variance</i>		<i>Levene Statistic</i>	df1	df2	Sig.
Dance Skills	<i>Based on Mean</i>	.001	1	39	.875

It is known from table 6 that *Based On Mean* from the homogeneity test obtained the results of $0.875 > 0.05$ which means that the data from the students' dance skills come from the same variance.

Furthermore, hypothesis testing using T-test with *Paired Sample T-Test* formula assisted by SPSS version 25. The test results are presented in the following table.

Table 7. Hypothesis Results Using the *Paired Sample T-Test* Formula

		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>						
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Dance Skill	<i>Equal variances Assumed</i>	.001	.875	5.182	39	.002	7.774	1.631	5.895	13.798
	<i>Equal variances not assumed</i>			5.256	23.623	.002	7.774	1.577	5.732	13.895

Based on the hypothesis test using the *Paired Sample T-Test*, it is known that the significance value (*2tailed*) is $0.002 < 0.05$, then H_0 is accepted and H_1 is rejected. Thus, it can be concluded that there is an average difference between the value of dance skills of the control class and the experimental class, so it can be stated that interactive *power point* learning media based on local wisdom has an effect on the dance skills of grade 2 students of SDN 1 Dongko.

5. DISCUSSION

The values inherent in local communities are inseparable from the local wisdom they have created, these values are in the form of historical values, artistic values, religious values, mutual cooperation values and self-reliance values (Rosala, 2016). Basically, to package local wisdom values well, a teacher can use innovative media, one of which is interactive *power point* learning media. Interactive *power point* media has the advantage of stimulating children and making students active, confident, creative and responsible, and can generate learning motivation to understand more information

about the topic presented, the visual information is easy to understand (Wulandari, et al., 2022). This interactive *power point* learning media can be integrated with various topics or contexts in the learning process. as well as interactive *power point* learning media associated with local wisdom in the trenggalek area called turonggo yakso jaranan dance. With this integration, it can help to introduce the turonggo yakso jaranan dance from all aspects. In the interactive *power point* media there are basic movements and advanced movements which are easy to imitate and learn by students in turonggo yakso dance skills. Basic movements are in the form of head movement techniques, body movements, hand movements, and footwork while advanced movements are a form of combination of basic movements (Jazuli, 2014). interactive form students not only see and learn dance movements but there is a form of question and answer from the *power point* starting material, movements that have been learned and typical dance forms in Trenggalek Regency. The results of research that has been conducted by researchers to improve students' dance skills can be stated as influential with the results of the increase in the average score of students using treatment, namely local wisdom-based interactive *power point* learning media, after being observed and assessed the results obtained from each indicator stated that students are able to master dance movements easily after seeing the guidance of the media.

The results of this study are also supported by relevant research, namely research conducted by Diska Irresta Andani in 2023 with the title Development of Interactive *Powerpoint* Media in Learning Regional Creation Dance Floor Patterns in Class V Elementary Schools with the results of the study showing the development of Interactive *Powerpoint* Media provides positive results and impacts on students' understanding of Regional Creation Dance Floor Pattern Learning with an average score of 88 and declared complete.

6. CONCLUSION

Interactive *power point* learning media based on local wisdom has a positive impact on improving students' dance skills, the results obtained by the average score in the experimental class are 88.43 the data is further analyzed from the results of the normality test of the experimental class significance of $0.163 > 0.05$. Thus, it can be concluded that the research data is normally distributed while the homogeneity test obtained the results of $0.875 > 0.05$, which means that the data from the students' dance skills come from the same variance. Furthermore, hypothesis testing using *Paired Sample T-Test* shows that the significance value (*2tailed*) is $0.002 < 0.05$, then H_0 is accepted and H_1 is rejected. Thus, it can be concluded that there is an average difference between the value of dance skills of the control class and the experimental class, so it can be stated that interactive *power point* learning media based on local wisdom has an effect on the dance skills of grade 2 students of SDN 1 Dongko.

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