

IMPROVING THE ABILITY TO DANCE MOKARAWO GORONTALO CREATIVE DANCE USING AUDIOVISUAL MEDIA IN 4TH GRADE STUDENTS OF SDN 1 BATUDAA

MENINGKATKAN KEMAMPUAN MENARI TARI KREASI MOKARAWO GORONTALO MENGGUNAKAN MEDIA AUDIOVISUAL PADA SISWA KELAS IV SDN 1 BATUDAA

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Abstract

Penelitian ini membahas pertanyaan penelitian: "Dapatkah media audiovisual meningkatkan kemampuan tari kreatif Mokarawo siswa kelas IV di SDN 1 Batudaa, Kabupaten Gorontalo?" Tujuan utama adalah untuk meningkatkan kemampuan tari siswa tersebut dengan menggunakan media audiovisual. Dengan menggunakan metodologi Penelitian Tindakan Kelas (PTK), data dikumpulkan melalui observasi, tes, dan dokumentasi dari 20 siswa kelas empat di SDN 1 Batudaa, Kabupaten Gorontalo. Hasil penelitian menunjukkan kemajuan yang stabil. Pada Siklus I, Pertemuan 1, hanya 20% (4 siswa) yang memenuhi kriteria kompetensi tari; pada Pertemuan 2, angka ini meningkat menjadi 40% (8 siswa). Pada Siklus II, Pertemuan 1 mencapai 70% (14 siswa), dan Pertemuan 2 mencapai 85% (17 siswa). Kesimpulannya, media audiovisual secara signifikan meningkatkan keterampilan tari kreatif Mokarawo di kalangan siswa ini, yang menunjukkan efektivitasnya melalui siklus PTK berulang di SDN 1 Batudaa, Kabupaten Gorontalo.

Abstract

This study addresses the research question: "Can audiovisual media enhance the Mokarawo creative dance skills of Class IV students at SDN 1 Batudaa, Gorontalo Regency?" The primary objective is to improve these students' dance abilities using audiovisual media. Employing Classroom Action Research (PTK) methodology, data were gathered through observation, tests, and documentation from 20 fourth-grade students at SDN 1 Batudaa, Gorontalo Regency. Results reveal steady progress. In Cycle I, Meeting 1, only 20% (4 students) met the dance competency criteria; by Meeting 2, this rose to 40% (8 students). In Cycle II, Meeting 1 achieved 70% (14 students), and Meeting 2 reached 85% (17 students). In conclusion, audiovisual media significantly boosts Mokarawo's creative dance skills among these students, demonstrating its effectiveness through iterative PTK cycles at SDN 1 Batudaa, Gorontalo Regency.

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INTRODUCTION

Development potential student can started since level school elementary school base become institution the first formal education that plays a role important for society. At the level this, students introduced with various field knowledge functional knowledge For support development self in a way sustainable and beneficial for life them in the future (Seprie et al., 2025). The educational

process at school implemented through diverse method learning implemented by teachers, such as fun, creative and innovative learning so that capable grow interest Study students. In addition to the implementation interesting learning, teachers also have not quite enough answer For implant values culture Indonesian nation since age early so that students grow with love to his people alone (Widiastuti, 2018).

Culture the Indonesian nation at that time This experience shift consequence strong influence culture foreigners who are increasingly dominate. Student interest to culture native Indonesians also tend to decreased, as can observed in life everyday life (Pratiwi & Santoso, 2024). Phenomenon This the more critical with the domination of digital media that accelerates adoption style Western life among adolescents (Hidayat, 2024). Education at the elementary level school base No can separated from role figure education national, Ki Hajar Dewantara. He is figures who have concern big towards the world of education and establishing Taman Siswa College as means For realize his ideals, namely build mark humanity, forming character sublime nation, as well as fight for independence the Indonesian nation based on Pancasila and the 1945 Constitution. Currently, the arts traditional such as gamelan, angklung, and flute began not enough in demand Because student more interested in the tool modern (Martín-Sanz et al., 2025)music. The same thing also happened to traditional dance arts which began displaced by modern dances such as dance. Therefore that, is necessary handling specific, firm and sustainable in self students to develop their identity the Indonesian nation does not the more abandoned and forgotten (Ningrum, 2017).

Therefore that, art own a very important role in the world of education, in particular in support the growth and development process participant education. Arts education contain element creativity that is capable grow sensitivity appreciative as well as form personality man in a way comprehensive, good from aspect physique both spiritual and physical, both physical and spiritual, as well as build attitude virtuous sublime harmony with environment and values social Indonesian culture (Riyadi et al., 2024). With Thus, education based art is the right approach For implemented in schools basic, such as through learning dance art, art music, and branches art others (Putri, 2016).

One of school the basis that becomes location study is SDN 1 Batudaa which is located in Payunga Village, Gorontalo Regency. In learning dance arts in class IV, still Lots students who experience difficulties, especially due to limitations power educator as well as lack of learning media dance art. Based on results observation and interviews with guardian class IV, known that in the learning process teacher dance art is rare do practice direct dance movements, especially dance Gorontalo region, namely creative dance Mekarawo. Learning more Lots delivered in a way theoretical through book without accompanied by practice movement. In addition, the limitations of supporting media dance art also become constraint in the learning process. Conditions the cause student experience difficulty in develop skills dance arts and hinder ability they in express and master dance movements.

The low ability student in field dance art is influenced by several factors, including lack of teacher's understanding of dance art, limitations of available art media, and lack of teacher creativity in teach dance movements, especially creative dance Mekarawo from Gorontalo. Factors the cause student Not yet capable develop ability dance optimally. In addition, teachers also still not enough utilize learning media and tend to use method lecture in the process of learning Arts and Culture. To overcome problem said, the teacher as one of the source Study own not quite enough answer For create environment creative and supportive learning activity Study students in class. One of them efforts that can be made done is with choose and use appropriate learning media to achieve the objectives learning can achieved in a way effective (Staneviciene & Žekienė, 2025).

Based on description above, researchers interested do research on learning dance arts, especially creative dance Mekarawo For increase ability dance student using audio visual media. Therefore that, research This focused on a study action class entitled " Improving Ability Dancing Creative Dance Mekarawo Gorontalo Uses Audiovisual Media for Students Class IV of SDN 1 Batudaa, Gorontalo Regency.

METHOD

Classroom Action Research (CAR), or Penelitian Tindakan Kelas (PTK) in Indonesian, is research conducted by teachers to improve the quality of learning in their classrooms. CAR focuses on the teaching and learning process in natural settings. In CAR, the teacher implements activities intentionally designed for students with a specific objective (Khasinah, 2015). According to Azis et al. (2023), Classroom Action Research (CAR) is a study in which the teacher takes actions within their own classroom through self-reflection to improve their performance as a teacher. This research is cyclical (planning, action, observation, reflection) and is oriented towards solving learning problems in an innovative manner. The goal of CAR is to improve teaching practices through alternative actions that address classroom issues, as confirmed in recent studies that show the effectiveness of CAR cycles in enhancing art education outcomes in elementary schools (Ulfa, 2024). Experts emphasize CAR as an effort for teachers to find concrete solutions, directly applied for the benefit of students, and to develop classroom and school curricula, thereby improving the overall quality of education (Meesuk et al., 2020).

Object study This is student class IV SDN 1 Batudaa, Gorontalo Regency, with objective increase ability creative dance Mekarawo using audiovisual media. Observation beginning show part big student Not yet capable performing the dance. Input Variables. According to Novika (2021), the steps use of audiovisual media in learning includes : (1) direct student For Study active through listen and see recording with attention full ; (2) prepare class with optimal facilities such as projector and supporting space ; (3) master technique operational tool recording in a way right ; (4) understand content recording in a way deep before presentation ; (5) play recording, discuss bullet points main, and repeat part important For strengthening understanding ; (6) continue with discussion customized classes with level ability students and types recording. Process variables include : (a) readiness student class IV; (b) teacher planning ; (c) implementation learning ; (d) sources learning and audiovisual access ; (e) arts teaching materials Mekarawo dance culture ; (f) teacher/ student books plus audiovisual media; (g) arrangement environment Study comfortable ; (h) evaluation through exercise dancing. Output variables include : (a) ability dancing (movement, rhythm, expression) ; (b) results evaluation performance and observation ; (c) improvement understanding Gorontalo culture through discussion and evaluation.

Place Research. Research was conducted at SDN 1 Batudaa, Gorontalo Regency, which is located on Jalan Raya, Payunga Village, Gorontalo Province. The Head school is Mrs. Sri Marhayulya Mohi, S.Pd., M.Pd. Research Time. Research implemented in the year 2024/2025 academic year, with details timetable activity served in table following. Subject study is student class IV at SDN 1 Batudaa, Gorontalo Regency. The number of student Class IV of SDN 1 Batudaa, Gorontalo Regency, namely 20 people.

Data collection techniques include observation, interviews, tests, and documentation. Observation observing the teacher while teach dancing and students in a way individual / group, selected For catch incident important in a way directly to maintain authenticity and accuracy of field (Chand, 2025) data. Test in the form of quiz / exam short measure knowledge student about

Gorontalo dance through choice double as well as stuffing short includes name, meaning, origin, and elements culture. Documentation gather Photo activities, results observation, teaching process, and recording student dance Mekarawo For strengthen data, provide description concrete activities, atmosphere class, and context analysis, as implemented in latest PTK research For ensure valid data triangulation (Sari, 2024).

Data analysis is series activity processing, grouping, systematization, interpretation, and verification of data for produce mark social, academic, and scientific from the phenomenon being studied. The process covers grouping data based on variables and respondents, filtering relevant data, presenting data per variable, calculations For answer formulation problems, and testing hypothesis If required (Sugiyono, 2023). During the research, the data was analyzed with technique percentage : comparing data to reach the total number of respondents present $\times 100\%$, displayed in table and processed Descriptive (Rukajat, 2018). Assessment results per meeting based on percentage student involved : Description : p = p= percentage, f = f= number student increases, n = n= number student.

This data consists of from descriptor with score 1 (less), 2 (sufficient), and 3 (good) (Rukajat, 2018); results observation teacher activities are calculated with formula percentage For measure achievement in a way descriptive.

Table 1. Conversion teacher activity data processing

No.	Range Percentage	Category
1.	75-100	Good
2.	65-74	Cu ku p
3.	<64	I hungry

This data consists of from descriptor with score 1 (less), 2 (sufficient), and 3 (good) (Rukajat, 2018); results observation activity student counted with formula percentage, then converted become category qualitative as following For evaluate achievement in a way descriptive.

Table 2. Conversion activity data processing student

No.	Range Percentage	Category
1.	75-100	Good
2.	65-74	Cu ku p
3.	<64	I hungry

RESULTS AND DISCUSSION

Results

a. Initial Observations

Before implementation action class done, researchers do observation beginning on Tuesday, April 22, 2025 The first UNG Teaching program at SDN 1 Batudaa. Learning art fourth grade dance experienced difficulty Because limitations power educators and teaching media. Interview with guardian Class IV reveals teachers rarely practice creative dance movements Mekarawo Gorontalo, only teach theory via books without practice direct or supporting media. As a result, students difficulty develop skills dancing, so that PTK research is designed For increase ability the using audiovisual media, starting from cycle I.

b. Implementation Results Cycle 1

Stage Preparation and Planning. For cycle I, researcher prepare teaching modules, sheets teacher/ student observation, instruments assessment, as well as audiovisual slides according to material. Meeting 1 includes understanding dance arts, creative dance, and Mekarawo ; LKPD contains question material followed by an audiovisual video of Creative Dance Mekarawo Gorontalo plus practice movement basic. Meeting 2 applies audiovisual media, Mekarawo dance practice with properties, using laptops, projectors, and speakers.

Stage Preparation, Implementation, and Evaluation Cycle I. Researcher prepare module open, sheet teacher/ student observation, instruments assessment, and audiovisual slides for two meetings (Oct 3, 2025 & Oct 6, 2025, each 2×35 minutes, 20 students). Meeting 1 (Friday): Introduction (greetings, prayer, Garuda Pancasila, attendance, apperception " Already breakfast ?", the purpose of the Mekarawo dance); Core (dance/ history / karawo material, audiovisual videos, discussion / repetition videos, practice movement, presentation of 4 groups of LKPD); Closing (conclusion, feedback) back, more info continued, prayer / greetings). Meeting 2 (Monday, 12 boys / 8 girls): Introduction (condition class, prayer, Indonesia Raya, absence, video/ practice basic, ask answer, property shawl / fan, review material); Core (video, memorization movement, exposure / practice assisted by teachers, appreciation culture); Closing (conclusion, motivation, reflection, further information continue, prayer / greeting) continued Because student Still not enough understand / able dancing. Monitoring teacher activities (15 aspects, meeting 1) see table following.

Table 3. Observation Results Teacher Activities Cycle I Meeting I

No.	Observed Aspects	Amount Aspect		
		Good (B)	Enough (C)	Not enough (K)
1.	To activities Pe ndahu lu an	3	3	-
2.	To core activities	1	4	-
3.	Pe nu tu p	2	2	-
	Amount	6	9	-
	Percentage	40%	60%	0

Observation result teacher activities in cycle I, meeting 1 show category good 40% (6 of 15 aspects × 100%), sufficient 60% (9 of 15 aspects × 100%), and less than 0%; For increase aspect less, researchers continue to cycle I meeting 2. Observation activity students (15 aspects assessment) in cycle I meeting 1 is displayed in table following.

Table 4. Observation Results Student Cycle I Meeting I

No.	Observed Aspects	Amount Aspect		
		Good (B)	Enough (C)	Not enough (K)
1.	To activities Pe ndahu lu an	3	3	-
2.	To core activities	1	4	-
3.	Pe nu tu p	2	2	-
	Amount	6	9	-
	Percentage	40%	60%	0

Observation result Teacher activity cycle I meeting 1: good 40% (6/15 aspects × 100%), sufficient 60% (9/15 aspects × 100%), less than 0%. Results of Students' Dancing Ability in Creative

Dance Mekarawo through Audiovisual Media Cycle I Meeting 1 shows achievement student Class IV of SDN 1 Batudaa, Gorontalo Regency, in increase ability dance using audiovisual media.

Evaluation results ability dance students in creative dance mekarawo in cycle I meeting I can be described as following : from 20 students there are 4 students who are able demonstrate creative dance movements mekarawo or reached 20%, while there are 16 students who do not capable demonstrate creative dance movements mekarawo with Correct or reached 80%. The results show that Still low ability student in creative dance mekarawo through through audiovisual media.

Recapitulation ability dance creative dance students Mekarawo cycle I meeting 1 of 20 students : aspects sports reach capable but Not yet perfect 65% (13 students) and not able 35% (7 students); wirasa : capable perfect 15% (3 students), capable but Not yet perfect 75% (15 students), no able 10% (2 students); wirama : capable perfect 5% (1 student), able but Not yet perfect 75% (15 students), no able 20% (4 students).

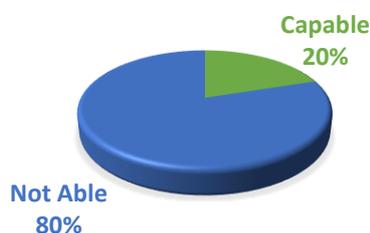


Figure 1. Results of Cycle 1 Meeting 1

Monitoring results Teacher activities in cycle I meeting II show evaluation to various activities carried out by teachers during the learning process. Activities This covers 15 aspects evaluation main observed in a way in-depth. Observation data complete from the learning process the can seen in the following table.

Table 5. Results of Teacher Observations Cycle I Meeting II

No.	Observed Aspects	Amount Aspect		
		Good (B)	Enough (C)	Not enough (K)
1.	Introduction	4	2	-
2.	core activities	2	3	-
3.	Closing	3	1	-
	Amount	9	6	-
	Percentage	60%	40%	0

Activity students being studied covers activities carried out by students during the learning process, which consists of over 15 aspects assessment. The results observation students in cycle I and cycle II in the learning process can seen in the table following This.

Table 4.6 Observation Results Student Cycle I Meeting II

No.	Observed Aspects	Amount Aspect		
		Good (B)	Enough (C)	Not enough (K)
1.	Introduction	4	2	-
2.	core activities	2	3	-
3.	Closing	3	1	-
	Amount	9	6	-
	Percentage	60%	40%	0

Following is results achievements ability student creative dance mokarawo in cycle I meeting II in activities increase ability creative dance mokarawo Gorontalo using audiovisual media for students Class IV of SDN 1 Batudaa.

Table 7. Recapitulation Creative Dance Ability Mocarawo Cycle 1 Meeting 2

No	Aspect Which assessed	Criteria assessment (score)	Amount student	Percentage %
1	Wiraga	3	5	25%
		2	11	55%
		1	4	20%
		3	7	35%
2	Wirasa	2	12	60%
		1	1	5%
		3	2	10%
	Wirama	2	16	80%
		1	2	10%

Based on results cycle I (meeting I: 20% of students capable or 4 out of 20 students ; meeting II: 40% or 8 students), researchers and partner teachers reflect implementation learning For evaluate its influence to ability creative dance Mocarawo students, who are still low Because limitations of audiovisual media. Weaknesses main covering management placement less than optimal students (without external speakers), minimal two- way communication and engagement students, as well as low memorization movement on aspects wiraga, wirasa, and wirama. Therefore that, in cycle II, researchers and partner teachers will repair aspect teacher activities, students, and abilities dance through improving media and teaching strategies.



Figure 2. Results of Cycle 1 Meeting 2

c. Implementation Results Cycle II

Because of the results cycle I not yet reach indicator performance, researchers continue to cycle II with two meetings on Friday, October 10, 2025, and Monday, October 13, 2025, for repair weakness cycle previously. Procedure follow cycle I however refined, including stage preparation (compilation) teaching modules, sheets observation teacher/ student activities, and assessment ability dancing), implementation actions, as well as monitoring-evaluation.

At the first meeting (2×35 minutes, 20 students : 12 boys, 8 girls), the activities introduction covers greetings, prayers, Garuda Pancasila song, apperception, and delivery objectives. Core activities involve conditioning class (male left, female right) right), display of creative dance audiovisual media Mocarawo, discussion movement base / pattern floor / property / accompaniment, imitation movement with appreciation between students, as well as strengthening mark culture. Conclusion covers conclusion, bait back, and pray.

Meeting II was similar, but student divided into 4 groups (3 men + 2 women per group) for hone ability dance more continue, with the same focus on media observation, discussion, imitation, and reinforcement. Stage monitoring and evaluation take notes teacher activities (15 aspects assessment) at meeting I, with results observation presented in the table following.

Table 8. Observation results teacher activities cycle II meeting I

No.	Observed Aspects	Amount Aspect		
		Good (B)	Enough (C)	Not enough (K)
1.	Introduction	5	1	-
2.	core activities	4	1	-
3.	Closing	2	2	-
	Amount	11	4	-
	Percentage	73%	27%	0

Activity students being studied covers activities carried out by students during the learning process, which consists of over 15 aspects assessment. The results observation students in cycle II meeting I in the learning process as following.

Observation results in the category Good is 73%, which is obtained from 11 aspects shared with overall aspect evaluation namely 15 aspects, then multiplied with 100%. In the category Enough is 27%, which is obtained from 4 aspects shared with 15 aspects, then multiplied with 100%. While in the category not enough is 0%.

Following is results achievements ability student creative dance mokaarawo in cycle II meeting I in activities increase ability dance students in creative dance mokaarawo with students' use of audiovisual media Grade IV SDN 1 Batudaa, Gorontalo Regency Cycle II Meeting I

Evaluation results ability dance students in creative dance mokaarawo what cycle II meeting I can be described as following : from 20 students there are 14 students who are able performing creative dance mokaarawo or reached 70%, while there are 6 students who do not capable demonstrate creative dance movements mokaarawo with Correct or reached 30%. The results show that Still low and necessary existence action furthermore For can increase ability dance creative dance students mokaarawo through audiovisual media.

Following is results achievements ability student creative dance mokaarawo in cycle II meeting I in activities increase ability dance students in creative dance mokaarawo with students' use of audiovisual media Grade IV SDN 1 Batudaa, Gorontalo Regency Cycle II Meeting. Recapitulation ability dance creative dance students Mokaarawo in cycle II meeting I showed results as following : in the aspect wiraga, 45% of students (9 out of 20) were able to perfect, 50% (10 students) are able But Not yet perfect, and 5% (1 student) was not capable ; in terms of entrepreneurship, 40% (8 students) are able perfect, 55% (11 students) were able But Not yet perfect, and 5% (1 student) was not capable ; whereas in the aspect wirama, 40% (8 students) were able perfect and 60% (12 students) were able But Not yet perfect, without students who do not capable.

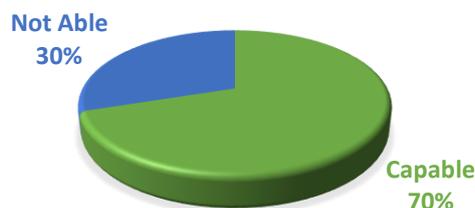


Figure 3. Results of Cycle II Meeting I

Teacher and student activities (15 aspects each) assessment) in cycle II meeting II reached category good 80% (12 aspects), sufficient 20% (3 aspects), and less than 0%, with details: introduction (5 aspects) good), core (4 good, 1 sufficient), cover (3 good), such as poured out in Table 9. (teachers) and Table 10 (students).

Table 9 Observation results teacher activities cycle II meeting II

No.	Observed Aspects	Amount Aspect		
		Good (B)	Enough (C)	Not enough (K)
1.	Introduction	5	1	-
2.	core activities	4	1	-
3.	Closing	3	1	-
	Amount	12	3	-
	Percentage	80%	20%	0

Table 10. Observation results activity student cycle II meeting II

No.	Observed Aspects	Amount Aspect		
		Good (B)	Enough (C)	Not enough (K)
1.	Introduction	5	1	-
2.	core activities	4	1	-
3.	Closing	3	1	-
	Amount	12	3	-
	Percentage	80%	20%	0

In cycle II meeting II, 85% of students (17 out of 20) were able to creative dance Mekarawo (value ≥ 78 or 100), while 15% (3 students) have not (67), as detailed per student in the following diagram; results This show improvement significant pass indicator performance, so that cycle next No required.

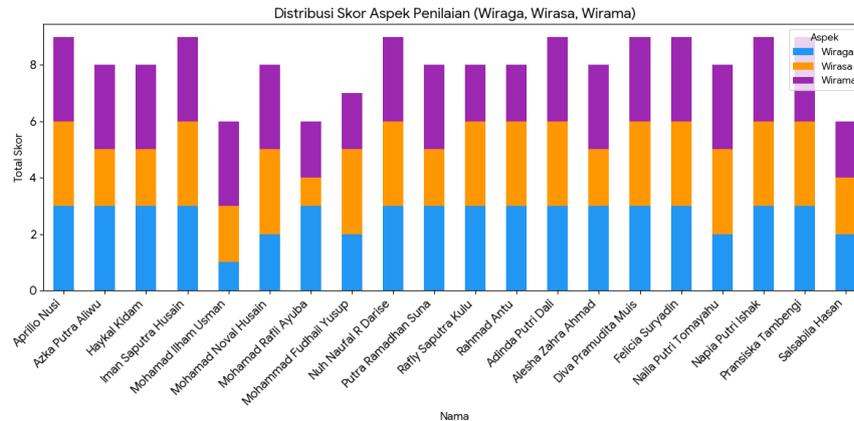


Figure 4. Graph Ability Dancing Creative Dance Mokarawo Cycle II Meeting II

Recapitulation per aspect (Table 11): entrepreneurship (75% perfect /15 students, 25% not yet perfect /5 students); wirasa (65% perfect /13 students, 30% not yet perfect /6 students, 5% not capable /1 student); wirama (75% perfect /15 students, 25% not yet perfect /5 students). In overall, action succeed increase ability student Class IV of SDN 1 Batudaa, Gorontalo Regency.

Table 11. Recapitulation Creative Dance Ability Mokarawo Cycle II Meeting II

No	Aspect Which assessed	Criteria assessment (score)	Amount student	Percentage %
1	Wiraga	3	15	75%
		2	5	25%
		1	-	-
2	Wirasa	3	13	65%
		2	6	30%
		1	1	5%
3	Wirama	3	15	75%
		2	5	25%
		1	-	-

Based on table recapitulation, ability dance students in cycle II meeting II are as following : aspects sports achieved perfect by 75% of students (15 out of 20), not yet perfect 25% (5 students); wise perfect 65% (13 students), not yet perfect 30% (6 students), no able 5% (1 student); wirama perfect 75% (15 students), not yet perfect 25% (5 students).

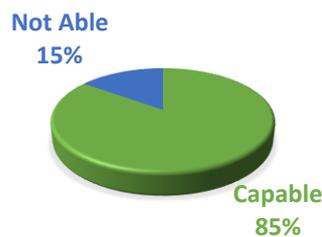


Figure 5. Results of Cycle II Meeting II

Discussion

After the implementation of actions in two cycles, the students' dancing ability in the Mekarawo Gorontalo creative dance class showed a significant quantitative improvement. In Cycle I, the improvement was evident as 20% of the students performed well in the first meeting, increasing to 40% in the second meeting. However, this did not meet the established performance indicators. Therefore, a revision of the learning strategy was made, focusing on creating a fun learning environment, a relaxed atmosphere, without fear, and optimizing audiovisual media (laptop, projector, speaker) along with enhancing teacher-student interaction. Cycle II showed higher achievements, with 70% of students performing well in the first meeting and reaching 85% in the second meeting, exceeding the established performance indicators.

These findings are consistent with research that states that audiovisual media effectively improves learning outcomes in dance because it provides a visual and auditory representation of the movement material, allowing students to repeat, observe, and imitate movements continuously, strengthening their motor understanding and appreciation for dance (Setyarini, 2019). Similar research also shows that the use of audiovisual media in dance learning has a significant effect on students' learning outcomes compared to conventional learning without this media, as demonstrated in research by Anisa & Yuliasma (2024)

Methodologically, the results of this study align with empirical evidence that audiovisual-based learning improves students' motor skills and dance performance from the beginning to the end of the actions. This is also supported by research at SMP Negeri 2 Payakumbu, which reported significant improvement in dance learning outcomes when audiovisual media was used compared to conventional media (Fauziyyah & Astuti, 2025). Furthermore, studies in several junior and vocational high schools indicate a pattern of improvement in the average student scores from the initial cycle to subsequent cycles after the application of audiovisual media, as reported by Sintia et al. (2021) and Siti Nur Azizah & Susmiarti (2023).

From a learning theory perspective, the effectiveness of audiovisual media is consistent with the Multimedia Learning Theory, which asserts that the combination of visual and auditory channels strengthens the process of encoding information and enhances memory retention, including in mastering artistic motor skills such as dance. Multimedia also facilitates a more concrete and repetitive learning process, which is essential in learning complex dance movements (Dwidarti, 2025).

Additionally, the results of this study also support the concept of learning by observation in Social Learning Theory, which emphasizes the role of concrete visual models in improving students' imitation skills. Audiovisual media provides a model of dance movements that can be repeatedly observed, helping students recognize movement details, rhythm, and dance expressions, which would be difficult to grasp through verbal explanations alone. This finding reinforces the understanding that audiovisual media facilitates the improvement of the integrated aspects of wiraga (movement), wirasa (expression), and wirama (rhythm).

Another supporting study shows that the use of audiovisual media can increase student engagement in dance learning, which, in turn, boosts motivation, interest, and practical skills, especially when practice is conducted repeatedly and combined with good social interaction (Firdaus et al., 2025).

Although the majority of students showed significant improvement, there is still a small group of students who did not reach mastery. This indicates that non-media factors such as attention, internal motivation, and study discipline also play a role in the final learning outcomes—a finding

consistent with the limitations reported in various studies of arts education in elementary schools

Thus, the findings of this research not only demonstrate the effectiveness of audiovisual media in improving students' dancing skills but also reinforce the theoretical foundation and broader empirical evidence regarding the role of audiovisual media in cultural arts education, especially creative dance. Overall, the significant improvement from Cycle I to Cycle II confirms that the corrective actions taken were effective and relevant for improving the quality of dance learning at the elementary school level. |

CONCLUSION AND RECOMMENDATIONS

Based on results research and discussion can be drawn conclusion that ability dance creative dance students mokarawo after carry out learning in cycle I and cycle II can improved through audiovisual media for students Grade IV of SDN 1 Batudaa Gorontalo Regency. Improvement the proven with results implementation action class cycle I two meetings Where achievements capable students creative dance mokarawo of 20 students there are 8 students or 40%, while those who have not capable creative dance mokarawo totaling 12 students or 60%. With results achievements in cycle I then researchers carry out repair learning in cycle II. After implemented action class with repair aspects that are still low in cycle I then can be obtained improvement in cycle II which can described results achievements ability creative dance mokarawo to students Grade IV of SDN 1 Batudaa Gorontalo Regency as following : from amount 20 capable students creative dance mokarawo Gorontalo very well totaling 17 students or 85%. While those who have not capable creative dance mokarawo Gorontalo with Correct consisting of 3 students or 15%. Then with results obtained from cycle I and repaired again in cycle II then Ability Dancing Creative Dance Mokarawo Gorontalo for Students Grade IV of SDN 1 Batudaa Gorontalo Regency can increase his abilities with using audiovisual media in learning art culture.

Based on results conclusion study action class this, researcher recommend that teachers use learning media appropriate, especially audiovisual, for support achievement standard competence students in the eye Arts and Culture lessons class IV, especially material ability creative dance Mokarawo. This media effective solve problem learning with increase attention, memorization movement and appreciation culture through visual observation and accompaniment music. Research This expected give contribution big for school in increase quality education base in a way sustainable |

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