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Innovation of Arts and Crafts Teaching Materials Based on Regional Creative Dance Encyclopedia for Grade V Elementary School Students

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Article Info	ABSTRACT
Article History <i>Received : 18-04-1024</i> <i>Revised : 07-10-2014</i> <i>Accepted : 31-12-2024</i>	Elementary school art and culture education plays an important role in the introduction and preservation of local culture. Often the available teaching materials are less interesting and unable to arouse students' interest. Therefore, it is necessary to develop teaching materials based on regional creative dance encyclopedias in order to develop students' creativity, skills, and understanding of regional cultural heritage. This study aims to determine the development of teaching materials for arts and crafts and the feasibility of teaching materials based on regional creative dance encyclopedias for fifth grade elementary school students. The research method uses research and development by adopting the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The subjects of the study were 45 fifth grade elementary school students. Data collection used observation, interviews, questionnaires, and documentation. Data analysis used two analyzes, namely qualitative and quantitative. Qualitative analysis by describing the findings of quantitative data while quantitative analysis is based on the feasibility or validity of the
Keywords: Teaching Materials, Arts, Culture and Crafts, Encyclopedia.	

Likert scale. The results of the study showed that based on the average value of the material experts obtained 88.65%, the language experts obtained a percentage of 94.65%, the media experts obtained a percentage of 88.25%, and the teacher's response obtained a percentage of 95.83%. While the small-scale test obtained a percentage of 98.59% and the large-scale test obtained a percentage of 90.47%. From these results, it is concluded that the teaching materials for arts and crafts based on the encyclopedia of regional creative dance for grade V Elementary School students are categorized as very suitable for use in learning activities.

1. Introduction

Education is an important means for human survival because it aims to educate the nation and introduce culture so as to produce intelligent, skilled, creative and noble human beings (Nirawati & Setyowati, 2024). Education and culture cannot be separated because they have interrelated values. Both are very closely related because education and culture support and complement each other (Yadi, 2020). Through education we can preserve and maintain culture, so that the most effective process for transferring culture is through education. Education has a goal that leads students to be able to develop the potential that exists within themselves (Arifin et al., 2023). One manifestation of being able to develop the potential that exists within students is through arts and crafts education.

In general, the subject of arts, culture and crafts (SBdP) in elementary schools aims to understand the concept and importance of arts, culture and crafts by fostering creativity and an attitude of appreciation for works of arts, culture and crafts (Pitriani, 2020; Sumarlin et al., 2022). SBdP is divided into four art groups, namely Fine Arts, Music, Dance, and Theater. One of the learning contents studied in the SBdP subject is about regional creative dance movements which aim to develop motor skills in elementary school students, introduce regional culture, preserve regional culture, and instill an attitude of nationalism. Regional creative dance is a classical or traditional dance, which is then developed according to the development of the times and the surrounding area (Saherman et al., 2024). Although it has undergone several changes, regional creative dance still maintains various values in it, including cultural values.

The movements in regional creative dance combine traditional and modern dance movements. The costumes used by regional creative dance dancers are also a combination of various elements and have more diverse colors (Salsabilla et al.,

2022). Learning the art of dance has an important influence on the development of motor skills, so that it will train students in coordinating movement and sound and then manifesting it into a form of movement. Dancing activities will help students develop motor skills, students' motor skills can be divided into two, namely gross motor activities and fine motor activities. (Maryuqoh & Sutapa, 2022).

Dance art is always bound by *wiraga*, which is a way of assessing the physical form of dance, especially in terms of movement, *wirama* is to assess the dancer's ability to master rhythm, both the rhythm of the accompanying music and the rhythm of the movement (Rumiwiharsih, 2023), and *wirasa* is a prime appreciation, such as appreciation of the character of the role being played, the movements performed, and the expressions displayed (Sari et al., 2023). The existence of a new curriculum makes teachers and students make new adaptations, namely in the use of teaching materials. In relation to the curriculum, the teaching and learning process in Elementary Schools (SD) is still adapting to the independent curriculum learning resources. Based on teaching materials from Ginanjar et al., (2023) are all forms of facilities used by teachers to support the smooth running of the learning process in the classroom. Teaching materials are materials that are arranged to help the teaching and learning process for both students and teachers which are designed systematically and effectively according to the needs and applicable curriculum (Hardiansyah, 2022; Haug & Mork, 2021; Simanjuntak et al., 2022). There are many types of teaching materials, some are printed and non-printed.

The use of teaching materials aims to facilitate the learning process to make it easier to follow and so that students remain involved without feeling bored. In accordance with the opinion Argawati & Suryani, (2020); dos Santos et al., (2023); Yustina et al., (2022) stated that digital-based teaching materials can be used to overcome the limitations of perspective. According to Rosa et al., (2024) the characteristics of good teaching materials contain: 1) concepts that contain ideas or ideas, 2) principles that mean benchmark values for doing something, 3) facts, namely the truth that occurs, 4) processes that mean a series of activities or movements that develop, 5) values meaning measurements based on a model, 6) skills, namely the ability to do something.

Interesting teaching materials are teaching materials that are designed uniquely and not monotonously, the material presented is concise and detailed and in the use of language using simple language so that it is easy for students to understand (Bayaksud et al., 2024; Holisoh et al., 2023; Lei & Zhang, 2024; Rusmansyah et al., 2023). Therefore, the teaching materials developed in the subject of Arts and Culture are encyclopedias. The encyclopedia-based teaching materials that are developed, in which there are various regional creative dances, floor patterns in regional creative dances equipped with interesting pictures and use simple language so that students find it easier to understand the contents of the book. The selection of this encyclopedia teaching material is considered capable of improving the quality of teaching and learning to be more enjoyable for students. The use of encyclopedia

teaching materials will make it easier for students to understand regional creative dance material in learning.

Digital encyclopedias are suitable for use to facilitate teachers and students because they meet the criteria for detailed and accurate sources. According to [Siregar et al., \(2020\)](#) the encyclopedia, it is a work that contains information or summary descriptions of various scientific matters arranged alphabetically or by scientific environment. Encyclopedias cover many fields of science or encyclopedias can focus on certain fields of study such as natural sciences, geography, culture, history, and academic disciplines. This encyclopedia was developed because it provides information about regional creative dances from the archipelago which are needed in learning arts and crafts, especially in elementary school dance arts in classroom learning activities and training students' motoric aspects in learning. Encyclopedias have the advantage of being a learning resource to facilitate understanding and explanation in detail ([Ramadhani et al., 2023](#)). According to the [Putu et al., \(2024\)](#) encyclopedia, which can provide clear material and has an attractive appearance and colorful images so that students can learn both at home and at school. This teaching material will help because this digital encyclopedia is practical and small in size for use on computers or mobile phones. Digital encyclopedias are compiled based on the character profile of Pancasila students. According to [Fitriani et al., \(2024\)](#) the statement, the profile of Pancasila students is a real picture of students who have the freedom and behavior guided by Pancasila values, with six main components, namely faith, devotion to God Almighty, and noble morals, global diversity, mutual cooperation, independence, critical thinking, and creativity.

Based on observations and interviews with teachers, the availability of encyclopedia media is still limited. During the SBdP learning process, students use thematic textbooks provided by the government. This is less effective, especially for regional creative dance material because the book only contains pictures of dances, names of dances, and questions about the dance. The incompleteness of the material makes it difficult for students to understand regional creative dance material and answer questions in the thematic book. With teaching materials, students' memory is much improved and lasts longer. The use of this encyclopedia is to attract students and train students' motor development. With the development of an encyclopedia on regional creative dance material, it is hoped that it can help and facilitate students in learning activities in the classroom to be able to better recognize and learn about cultural heritage in Indonesia, especially regional creative dance. Students will be more familiar and know more deeply about regional creative dance in order to improve students' motor aspects in arts and crafts lessons. From the explanation above, the purpose of the research is to determine the development of teaching materials for arts and crafts and the feasibility of teaching materials based on regional creative dance encyclopedias for fifth grade elementary school students.

2. Method

This study uses a research and development (R&D) method with the ADDIE model which includes five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The subjects of the study were 45 fifth grade elementary school students, where 15 students were used as small-scale tests and 30 students were used as large-scale tests. The research location was at Elementary School (SD) N Canti, Rajabasa District, South Lampung Regency and Madrasah Ibtidaiyah (MI) Al-Jauharotun Naqiyah, Kota Baru, Bandar Lampung. The research location was chosen because these two schools have unique and representative characteristics in the context of education in the area. SD N Canti as a public school in a rural area plays an important role in introducing local culture to students, while MI Al-Jauharotun Naqiyah as an Islamic educational institution in an urban area provides a different perspective in teaching arts and culture. These two locations allow researchers to explore how teaching materials based on regional creative dance encyclopedias can be applied in different environments, as well as to understand the challenges and potentials faced in their implementation. Data collection using observation, interviews, questionnaires, and documentation. The research instrument uses a questionnaire sheet from material experts, media experts, linguists, teachers, and students. Data analysis uses qualitative analysis and quantitative analysis. Qualitative analysis by describing quantitative data based on expert responses, teachers, and small and large scale tests. Quantitative analysis uses a likert scale obtained from questionnaires or questionnaires of material experts, media experts, linguists, teachers, small scale tests, and large scale tests. The following are the scoring criteria in the assessment of encyclopedia-based teaching materials can be seen in the table below:

Table 1. Scoring Criteria for Encyclopedia-Based Teaching Materials Assessment

Criteria	Score
Very good	5
Good	4
Enough	3
Not enough	2
Very less	1

Source: (Lathifah & Anjarini, 2021)

Meanwhile, the formula for obtaining the percentage of the assessment score is determined in the following formula:

$$xi = \frac{\sum s}{Smax} \times 100\%$$

Information:

xi : Percentage value of the i-th individual measurement or score.

$\sum s$: Total number of individual scores (total scores obtained).

S_{\max} : The maximum possible score (the highest value on the measurement scale).

Then the results of the calculation using the likert scale are averaged and converted to determine the quality of the encyclopedia-based teaching material product based on the following scale criteria:

Table 2. Criteria for the Suitability Scale of Encyclopedia-Based Teaching Materials

Percentage	Category
81%-100%	Very Worth It
61%-80%	Worthy
41%-60%	Quite Decent
21%-40%	Not feasible
0%-20%	Totally Unworthy

Source: (Amin et al., 2021)

This classification provides clear guidance in assessing the quality of encyclopedia-based teaching materials.

3. Results and Discussion

The product developed is in the form of teaching materials for arts and crafts based on regional creative dance encyclopedias for grade V of elementary school. The application used in this teaching material is Canva and printed using art paper. The stages in the research and development of teaching materials based on regional creative dance encyclopedias use the ADDIE model where the initial stage is *analysis*. In the analysis stage, a preliminary study was carried out by looking for problems that occurred in learning such as classroom observations and interviews with teachers who teach subjects such as culture and crafts. After the analysis was carried out, it was found that grade V students had not used teaching materials in the form of encyclopedias, only teaching materials in the form of integrated thematic books. On this occasion, the material taken and will be used as a reference as encyclopedia-based teaching materials is the thematic book Theme 3 Healthy Food Subtheme 2 The Importance of Healthy Food for the Body for grade V semester I with Regional Creative Dance material on pages 56 and 77. From the book, it was observed that the regional creative dance material was not yet equipped with the history of dance, dance costumes, musical instruments used in dance, dance functions, and dance floor patterns. The teaching materials used are also not integrated but are separated in each subject, such as on pages 52 to 56 that the subjects of Indonesian, Science, and Arts and Culture are discussed in one topic and are not separated. This makes it difficult for students to understand the material presented by the teacher.

Second, *the design stage*, where the developed teaching materials are arranged first. Starting from determining the main topic of discussion, then choosing the paper size with a size of 17.5 cm x 25 cm using art paper or B5 and bound using a hard cover, setting the font type used and spacing. The font type used is Marykate while the spacing is 1.5. The design of this teaching material consists of front and back covers, eight sub-discussions, namely Baksa Kembang Dance, Gantar Dance, Jaipong Dance, Kancet Papatai Dance, Kuda Lumping Dance, Merak Dance, Reog Dance, Serampang Dua Belas Dance, and Topeng Dance.

Third, *the development stage*, where the teaching materials that have been developed are validated to see the level of feasibility of the product. Validation is carried out by experts and the experts are divided into three, namely material experts, media experts, and language experts. The following is the validation data from various experts in testing encyclopedia-based teaching material products, namely:

Table 3. Expert Validation Results

Validation	Percentage	Criteria
Subject Matter Expert	88.65%	Very Worth It
Media Expert	94.65%	Very Worth It
Linguist	88.25%	Very Worth It

The results of expert validation show a very good level of feasibility for the encyclopedia-based teaching materials developed. Validation from material experts obtained a percentage of 88.65%, indicating that the content presented in the teaching materials is very appropriate and relevant to the curriculum and students' needs. Furthermore, validation from media experts reached 94.65%, indicating that the media used in the teaching materials is very appropriate and effective in supporting the learning process. Then, validation from language experts obtained a percentage of 88.25%, indicating that the language used in the teaching materials is appropriate and easy for students to understand.

The innovation of teaching materials for arts, culture and crafts based on the encyclopedia of regional creative dances developed in this study shows good potential in improving the understanding and skills of fifth grade elementary school students. The excellent validation results from material, media, and language experts confirm that these teaching materials are not only relevant, but also effective in supporting the learning process. According to constructivism theory, effective learning occurs when students are actively involved in the learning process, and this innovation provides an opportunity for students to explore local culture through dance (Ansya & Salsabilla, 2024).

The constructivist learning theory proposed by Piaget and Vygotsky emphasizes the importance of social interaction and cultural context in learning (Salsabila & Muqowim, 2024). In this case, the use of regional creative dance encyclopedias as teaching materials can increase students' sense of belonging and

appreciation of local culture. This is in line with research by [Fatimah et al., \(2024\)](#); [Pasaribu, \(2024\)](#); [Surahman & Fauziati, \(2021\)](#); [Triwinarti & Susanto, \(2024\)](#) which found that the use of contextual teaching materials can increase students' motivation and involvement in art learning.

As conducted by [Andriana et al., \(2024\)](#); [Trisnawati et al., \(2024\)](#) those who studied the use of multimedia-based learning media in art learning, showed that innovations that focused on local contexts, such as dance encyclopedias, had a deeper impact on students' understanding of their cultural identity. [Prasasti & Anas, \(2023\)](#) found that students who learned with local context-based media showed increased improvements in mastery of material and practical skills.

Practical implications for art and culture teachers that can be used are to develop a curriculum that is more contextual and in accordance with local culture, thereby increasing the relevance of teaching materials for students. In addition, this study encourages teachers to apply active learning methods that involve students in the exploration and practice of dance, so that students not only learn theory, but are also directly involved in in-depth learning experiences.

Teachers are advised to utilize dance encyclopedias as learning resources that can be accessed by students, either in the form of books, videos, or digital platforms. This will give students the opportunity to learn more about regional dances independently. The importance of training for teachers on the use of innovative teaching materials, so that they can be more effective in teaching. In addition, by using teaching materials based on regional creative dances, teachers can increase students' awareness and appreciation of local culture, which is important for building a strong cultural identity among the younger generation.

Fourth, *the implementation stage*, if the encyclopedia-based teaching materials have been validated by experts and declared very feasible to use, then implemented to teachers and students. At this implementation stage, two trials were carried out, namely a small-scale trial and a large-scale trial. The small-scale trial was carried out at SD N Canti, Rajabasa District, South Lampung Regency, while the large-scale trial was carried out at MI Al-Jauharotun Naqiyah, Kota Baru, Bandar Lampung. Art and Culture subject teachers at each school took part in seeing or providing responses to the feasibility of the teaching materials. The following is presented in the form of a table of the results of the responses of art and culture subject teachers to encyclopedia-based teaching materials, namely:

Table 4. Results of Subject Teacher Responses for Arts and Culture

Aspect	Percentage	Criteria
Material	98.33%	Very Worth It
Teaching materials	93.33%	Very Worth It
Total Percentage Amount	95.83%	Very Worth It

The results of the responses from the teachers of the arts, culture and crafts (SBdP) subjects presented in table 4 show a very high level of feasibility in various

aspects of the evaluation. In the material aspect, the percentage reached 98.33%, which indicates that the material taught is considered very relevant and in accordance with the learning needs of students. In addition, the teaching materials aspect also received a positive assessment with a percentage of 93.33%, indicating that the teaching materials used are effective and support the learning process. The total percentage reached 95.83%, which is included in the very feasible criteria. These figures reflect that teachers are satisfied with the quality of the materials and teaching materials provided, so it can be expected that the learning process of Arts, Culture and Crafts will run well and have a positive impact on students.

Meanwhile, in a small-scale trial tested on 15 students, the results obtained were presented in the following table:

Table 5. Small Scale Trial Results

Aspect	Percentage	Criteria
Interest	98.66%	Very Worth It
Material	98%	Very Worth It
Language	99.11%	Very Worth It
Total number	98.59%	Very Worth It

Table 5 presents the results of a small-scale trial that evaluated various aspects of the teaching materials. There are three aspects analyzed, namely interest, material, and language. The results show that interest obtained the highest percentage of 98.66%, indicating that this teaching material is very interesting for users. The material aspect also showed a very good value, namely 98%, indicating that the content presented is very relevant and informative. In addition, the language aspect obtained a percentage of 99.11%, indicating that the use of language in this teaching material is very good and easy to understand. The total number reached 98.59%, indicating that this teaching material meets the criteria of "Very Appropriate". These results indicate that this teaching material is of high quality and very suitable for use in an educational context.

Based on a large-scale trial conducted by 30 students at MI Al-Jauharotun Naqiyah Kota Baru Bandar Lampung, it is presented in the following table:

Table 6. Large-Scale Trial Results

Aspect	Presentation	Criteria
Interest	89.77%	Very Worth It
Material	89%	Very Worth It
Language	92.66%	Very Worth It
Total number	95.83%	Very Worth It

Table 6 presents the results of a large-scale trial that evaluated several aspects of the teaching materials. There are three aspects analyzed, namely interest, material, and language. The results show that the interest aspect obtained a percentage of

89.77%, indicating that this teaching material is quite interesting and able to attract the attention of users. The material aspect also recorded a good percentage, namely 89%, indicating that the content provided is relevant and meets learning needs. In addition, the language aspect obtained a percentage of 92.66%, indicating that the use of language in this teaching material is effective and easy to understand by users. The total number reached 95.83%, indicating that this teaching material is classified as “Very Adequate”. These results indicate that although there is room for improvement, this teaching material still has good quality and can be used effectively in an educational context.

One of the key aspects found is that encyclopedia-based teaching materials in presenting information systematically and interestingly are very suitable for use in learning. By using the encyclopedia format, information about various regional dances is presented clearly, including the history, meaning, and dance techniques. This helps students not only get to know the dance, but also understand the cultural context behind it.

In addition, research shows that the use of these teaching materials increases students' interest in arts and culture. Interactive learning methods, such as group discussions and hands-on practice, are also integrated, which helps students become more engaged. As a result, students show improvements in motor skills and appreciation for dance.

In the context of developing encyclopedia-based teaching materials on Regional Creative Dance for fifth grade elementary school students, the most effective learning model is the cooperative learning model. This model encourages students to work together in groups, thereby increasing their involvement in the learning process (Napitupulu & Murniarti, 2024). Discussion and collaboration in small groups allow students to exchange information and experiences related to dance, as well as understand the meaning and history behind each dance. In addition, the cooperative model helps students develop social skills such as communication, negotiation, and leadership (Kasingku & Lotulung, 2024). By integrating dance practice activities, students can learn while moving, which is very important in learning the arts. This model also increases student motivation, because they feel involved and support each other. The cooperative learning model can accommodate various learning styles, both visual, auditory, and kinesthetic, so that all students can feel involved and get maximum benefits from learning (Mulyati et al., 2024). Thus, this model not only improves understanding of Regional Creative Dance, but also creates a supportive and enjoyable learning environment.

The development of encyclopedia-based teaching materials on Regional Creative Dance for fifth grade elementary school students has several shortcomings and important implications. One of the main shortcomings is limited resources, including access to quality teaching materials and adequate technology to support interactive learning. In addition, variations in student skills can affect learning outcomes, where students with different cultural backgrounds have varying understandings of the dances being taught. Limited learning time is also a constraint,

so that certain aspects of Regional Creative Dance cannot be taught in depth. The involvement of teachers who are less skilled in facilitating discussion and collaboration can reduce the effectiveness of the cooperative learning model, and subjective measurement of outcomes can make objective assessment difficult. However, this study also has good implications. The results can be the basis for formulating educational policies that are more supportive of teaching arts and culture in schools, as well as encouraging the development of more innovative teaching materials. In addition, the importance of professional training for teachers in cooperative learning methods and teaching arts, which can improve teaching effectiveness. By focusing on Regional Creative Dance, it can potentially increase students' awareness of preserving local culture and appreciating their cultural heritage. This research can serve as a model for other schools to adopt a similar approach to teaching arts and culture, with adjustments to suit their respective local contexts.

In the last or fifth stage is the evaluation stage, where this stage analyzes the research data obtained based on the analysis of the validity of teaching materials from experts, teachers, and student responses. After the evaluation at each stage of the teaching materials based on the Regional Creative Dance encyclopedia obtained the criteria of being very suitable for use as teaching materials in SBdP learning on Regional Creative Dance material. This has been proven by the validation of various experts, teacher responses, and student responses.

4. Conclusion and Suggestions

The development of teaching materials for arts and crafts based on regional creative dance encyclopedias for fifth grade elementary school students was successfully developed. The product was developed using the Canva application and printed on art paper. This teaching material adopts the ADDIE model which consists of analysis, design, development, implementation, and evaluation. At the analysis stage, it was found that students did not yet have access to teaching materials in the form of encyclopedias, and the material in thematic books did not cover important aspects of dance, such as history, costumes, and musical instruments. The design stage produced teaching materials with eight relevant sub-discussions, and the development stage showed very good validation from material, media, and language experts, with a percentage above 88%. Small and large scale trials showed that this teaching material was very interesting and easy to understand, with an overall percentage reaching 95.83%. The implications of this study support the use of cooperative learning methods that can increase student engagement. Thus, this teaching material is expected to improve students' understanding and appreciation of local culture, while meeting the criteria of "Very Eligible" for use in learning Arts and Crafts. For further researchers to conduct research using other digital technologies such as mobile applications or learning platforms that provide wider

access to students, they can use encyclopedia teaching materials in other local cultural contexts by adapting relevant materials for various regions.

5. Author Contribution

Anton Tri Hasnanto prepared the research concept and design. Anna Fathu Dzakiri and Ahmad Shodiq collected data, presented tables, and prepared the discussion.

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