



KEKAL: Digital Creative Comics as an Innovative Media for Dance Learning to Enhance Students' Creativity in Elementary School

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Abstract

The purpose of this development is to develop KEKAL media: Digital Creative Comic through the folklore “Ular Naga Si banyak Kawan” to improve students' creativity by knowing its feasibility and effectiveness. This research uses a type of R&D (Research & Development) research with the ADDIE development model: Analysis, Design, Develop, Implement, & Evaluation. This study used a small scale with 6 students and a large scale with 20 students in class III SDN Sadeng 02. The data collected were observation, interview, questionnaire, posttest-pretest, and documentation. Based on the results of expert validation, this media is considered effective and feasible, with a score of 92 percent from material experts, 86 percent from media experts, 96 percent from teachers, and 94 percent from students. The results of this study indicate that KEKAL learning media Digital Creative Comic Media is proven to be effective and feasible to use in learning Dance Art in class III SDN Sadeng 02 Semarang City, with the results of Normality Test greater than 0.05, T-test smaller than 0.05 and N-Gain Test of 0.74 which shows high effectiveness in improving student creativity.

Keywords: learning media; student creativity; dance

INTRODUCTION

Education in a broad sense is a learning process that occurs throughout an individual's life in various contexts with a positive influence on their growth, while in a narrower sense, education refers to an institution's efforts in developing students' competencies and social awareness (Pristiwanti et al., 2022). Education is a fundamental aspect for every individual. The hope is that education is able to direct and guide everyone to live life on the basis of knowledge, and solve challenges in life with creativity and innovation (Mardhiyah et al., 2021). The curriculum used at this time is the merdeka curriculum. The merdeka curriculum simply gives freedom to students, teachers, and schools to innovate, learn independently, and be creative in designing learning. Learning is adapted to the level of development, characteristics, potential, and diverse needs of students (Iswara et al., 2022). The learning process at school does not only focus on the knowledge aspect but also on developing the creativity of each student and art learning is related to creativity and skills, especially dance, Narawati (Indriany & Muthi, 2024). Creativity can be interpreted as the ability to produce original, unusual, and very flexible thoughts in responding to and developing thoughts and activities (Fatimah et al., 2023). Dance education is very important to shape the character and creative power of children, especially at elementary school age, this is because there is motor development that involves maturity and control of body movements (Bahiz et al., 2023). Providing stimuli that are in accordance with motor functions such as the brain, nerves, muscles, and skeleton is needed to support children's

development (Rahardjo et al., 2021). Therefore, dance education can serve as an effective strategy to enhance children's motor skills (Qudwatullathifah et al., 2024). The application of dance in elementary schools aims to support students' growth, development, and improve their quality of life (Widagdo, 2021). Dance learning also contributes to shaping students' mentality to be more active, creative, critical, skillful, and confident (Yulianti et al., 2022). A teacher must have four main components, namely pedagogic, personality, professional, and social. These competencies include skills in managing the learning process, personal character that can be a role model, understanding of teaching materials, the ability to manage and establish good interactions with various parties, especially students (Pramesti & Ary, 2024). With this, the role of teacher in the learning process is crucial for enhancing the quality of both students and education (Erisa & Ary, 2024).

Broadly speaking, learning media serves to improve communication skills between teachers and students, so that the teaching and learning process becomes optimal. In learning activities, two key aspects must be considered selecting teaching media that align with the characteristics of students (Saleh & Syahrudin, 2023). Technological advances encourage the development of innovative education to meet academic needs in the era of globalization (Kristiyawati & Ary, 2024). One of the interesting learning media is comics. Comics have an important role in media because they are able to transform information into an interesting conversational illustrated story (Rachmasari & Sukartiningsih, 2023). If the message is conveyed in an interesting and clear way, then students will be more responsive and able to understand learning more effectively (Dendodi et al., 2024). In this era of technology, everything is digital, including learning media through comics. Digital comics or called e-comics are illustrated stories that combine illustrations and text through electronics. The advantages of digital comics lie in the ease of access and wide distribution via the internet (Nugroho, 2023).

Based on initial observations and interviews with teachers and students conducted at SDN Sadeng 02 Kota Semarang semester 1 in class III on Friday, September 6, 2024, there were various problems in learning dance arts. The learning method is still conventional and monotonous, where teachers only convey theories in books, while students only listen without active involvement. As a result, dance learning is not optimal due to the lack of innovation in the use of learning media. Monotonous learning often causes boredom, which has an impact on decreasing students' interest in learning (Hasanah et al., 2024). The results of the questionnaire given to students in class III of SDN Sadeng 02 showed that interest in dance learning was still low, with indications that students felt bored and lacked enthusiasm. In addition, students tend to only imitate dance movements without understanding the meaning and story behind them, so that their creativity does not develop optimally. In dance education, teachers have an important role in fostering students' creativity by creating opportunities for them to explore and express ideas through dance movements (Bolu, 2023). Therefore, selecting interesting and enjoyable learning media is the main solution, one of which is by using digital comics based on folk tales. Folktales have moral and character values that can be instilled in elementary school students (Ahmadi et al., 2021). Therefore, folktales set in animals are more interesting for students, not only in instilling character values, but also in increasing students' creativity through imitating, role-playing, and creating dance movements. Learning media should support the teaching and learning process, encourage student interaction, stimulate curiosity, and develop creative

thinking skills. One effective approach is to use folklore-based digital comics with animal settings (Halla, 2020).

Previous research shows that the use of comic media in learning is very effective in improving students' creativity skills. Digital comics proved effective to be applied in learning validity of 88% in media aspects and 94% in material aspects in Indonesian language learning (Rachmasari & Sukartiningsih, 2023). Then based on other research, the use of comic media in learning proved effective in improving students' understanding of fairy tales (Margaritha et al., 2023). Overall, comic media is beneficial to the learning process. Although there has been previous research on comic media in different learning contexts, there is no research that focuses on learning Dance, especially to increase student creativity in dance movement material. Therefore, this research aims to develop KEKAL learning media: Digital Creative Comics based on folklore to improve students' creativity skills in dance learning on the material of movement. KEKAL Media: Digital Creative Comics is an educational digital comic that presents a folklore entitled "Ular Naga Si banyak Kawan". This comic has an interesting storyline that allows learning to be more interactive. Students can role-play and create dance movements, thus improving their creativity skills.

METHODS

The research conducted by researchers is a development research to develop media in accordance with existing problems in learning. To develop existing problems, researchers use the type of R&D (Research & Development) research with the ADDIE (Analysis, Design, Develop, Implement, & Evaluation) development model (Guntur et al., 2023). The aim is to test the feasibility and effectiveness of the product. This research will produce KEKAL media: Digital Creative Comics in learning dance in grade III to improve students' creativity skills at SDN Sadeng 02. The media development carried out by researchers refers to the procedures developed by (Sugiyono, 2010). There are 5 steps taken, namely (1) Analyze, (2) Design, (3) Develop, (4) Implement, and (5) Evaluate.

Data collection techniques in this study include tests and non-tests. This research provides an assessment of dance creativity as part of the type of performance test by conducting pretests and posttests to assess the effectiveness of the product. While non-test methods by conducting interviews, observations, questionnaires, and documentation as supporting data. Assessment of the practicality and feasibility of the developed products is based on the validation of materials and media by expert lecturers. In this study, the data analysis used was qualitative and quantitative analysis. Qualitative analysis relates to suggestions or comments on the media, while quantitative analysis relates to the pretest-posttest questionnaire results. To determine the practicality of the product that has been developed, a questionnaire was distributed to teachers and students. Data from the pretest-posttest results were analyzed to assess the effectiveness of using KEKAL media: Digital Creative Comics in improving students' creativity ability in learning dance art in grade III elementary school. Measurement of the effectiveness of the use of media can be seen from the results of data processing using SPSS, namely Normality Test, T-test, and N-Gain Test.

RESULTS AND DISCUSSION

Results

The product produced in this research is digital comic media which can be called KEKAL media: Digital Creative Comics to increase student creativity in learning dance in class III. The research conducted by the researchers follows an R&D (Research & Development) approach using the ADDIE development model, which has 5 stages carried out, namely:

Analyze

At this stage, researchers conducted observations and interviews to analyze existing problems. Based on the problems that exist in class III, actually learning dance is much loved but the media and material presented are too monotonous and less varied because there is no media used so that it makes students bored. At this stage there is a needs questionnaire. Based on the teacher's needs questionnaire, students have difficulty understanding the motion material in dance learning and learning media that is only from the Ministry of Education and Culture material is considered less effective and requires more development such as technology-based. In addition, learning media must be innovative and interactive, especially on motion material in dance learning. Then based on the student needs questionnaire, dance learning is less interesting and fun due to the lack of learning media. Students need additional teaching media to improve their psychomotor aspects, because in this digital era, students are more interested in technology-based media with stimulus in the form of interactive images or videos. From the questionnaire analysis, teachers and students need a technology-based media by providing stimulus in the form of interesting images or audios to increase the creativity of dance learning on motion material. The media will be packaged as interesting as possible so that students are happy to learn so that the material will be conveyed well.

Based on preliminary findings it can be concluded that the need for dance learning media can utilize technology to be interesting and interactive, the material packaged in the product is made so that students can easily understand the material. The needs of students and teachers include products that are easily accessible due to the current digital era, and are able to increase two-way interaction in the learning process so that learning remains interactive. Product appearance includes a brightly colored background, clear and relevant text, medium font size, images and audio that are attractive to students. The purpose of this product is to make students become interested and happy when learning takes place, this will increase the ability of creativity in students.

Design

At this stage, researchers designed the design using the *Canva* application. *Canva* is an application that is useful for creating graphic designs, the advantages of which have a variety of interesting designs for creating learning media because there are many features available (Sholeh et al., 2020). This design will contain stories with interesting plots and themes as well as aesthetic images and layouts so as to attract attention and add attractiveness ensuring that students remain enthusiastic about learning. The learning media page includes a media cover, preface, table of contents, complete with learning outcomes, flow of learning objectives, and learning objectives, introduction to story characters, instructions for reading comics, story

panels, practical instructions to be carried out by students, developer profile, and bibliography. This media prototype can be seen in Figure 1.



Figure 1. Prototype Learning Media

In this media, students will not only read but there are features that students can access so that there is audio that can be listened to. This learning media is designed to be accessible through computers and cell phones in the form of flip books, so that students can learn flexibly and anywhere.

Development

This stage is the development of the KEKAL media maker: Digital Creative Comics, starting from the front page, story text and dialog that has been adjusted to the level of student understanding so that the storyline is interesting and easy to follow, audio in the story aims to strengthen student understanding and a lively learning atmosphere, and practices that students can do to encourage active participation. This media can be accessed using a link or barcode scan. The results of this development can be seen in Figure 2.



Figure 2. KEKAL Development Results: Digital Creative Comics

In addition to learning media, researchers also prepare teaching modules that will be applied during learning. The teaching module contains CP, TP, learning model (PBL), syntax of learning activities, LKPD, evaluation, teaching materials and assessment. This teaching module is made to be a reference when learning takes place so that it can run well which has been approved by the supervisor, principal, and class teacher.

Learning materials and media will be tested for product validation by media experts and material validation tests by material experts. The validation assessment criteria are the value between 76%-100% is considered very feasible, 51%-75% is considered feasible, 26%-50% is considered quite feasible, and 0-25% is considered less feasible. A summary of the material validation and media validation scores is presented in Table 1.

Table 1. Expert Validation Assessment Results

No	Eligibility Aspects	Percentage	Information
1.	Material Expert	92%	Very feasible
2.	Media Expert	86%	Very feasible

Based on the validation results, both aspects received a very satisfactory assessment. The results of material validation by material experts obtained a score of 92% which included a very feasible category. This assessment shows that the content of the material in the media and modules that have been made has met good learning standards, including aspects of completeness, accuracy, relevance, and attractiveness for students. Meanwhile, the results of media validation conducted by media experts showed a score of 86% which was also very feasible. This shows that the visual design, layout, features, and elements in this media have been well designed.

Implementation

At the implement stage, it is tested on a small scale and large scale, first after the product validation test, it will be tested in a small-scale learning environment with 6 students. The use of KEKAL media: Digital Creative Comics can be known for its effectiveness through Normality Test, T-test and N-Gain Test. The results of the Normality Test can be seen in table 2.

Table 2. Small Scale Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Small Scale Pre-test	.281	6	.151	.816	6	.081
Small Scale Post-test	.195	6	.200	.861	6	.191

The decision is based on the significance value, if it is greater than 0.05, the data is considered normal, while if it is less than 0.05 the data is not normal. Based on table 2 of the normality test, it can be seen that the data is normally distributed because >0.05 . After that, a paired sample t-test was held which can be seen in table 3.

Table 3. Small Scale Paired sample T-test Results

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Small Scale Pre-Post	-20.833	2.041	.833	-22.975	-18.691	-25.000	5	.000

The basis for decision making in the paired sample t-test is as follows: (1) If the significance value is <0.05 , then H_0 is rejected and H_a is accepted; (2) If the significance value is >0.05 , then H_0 is accepted and H_a is rejected. Based on table 3, it is shown that the Paired Sample T-test has a significance of <0.05 , so H_0 is rejected and H_a is accepted, which shows that there is an average difference between the pretest and posttest, meaning that there is an effect. The last test in the small-scale trial is the N-Gain Test which can be seen in table 4.

Table 8. Large Scale N-Gain Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	20	.56	.89	.7426	.08405
Valid N (listwise)	20				

Based on table 8, it shows that there was an increase of 0.7426 which was rounded to 0.74, meaning that the N-Gain value > 0.7 was categorized as high. N-Gain value criteria can be seen in table 5. Based on the table above, this increase shows that KEKAL media: Digital Creative Comics has the effectiveness of learning activities, so that it can improve students' creativity skills. This can be seen from the results of previous research where learning media greatly affects learning to be more effective (Wulandari et al., 2022).

Evaluate

Based on feedback from teachers and students regarding the feasibility of the product, this is supported and assessed from the quality of media accessibility and relevant materials. Teachers gave a score of 96% while students on the small-scale trial gave a score of 94%, both indicating that this media can be well received by teachers and students. The teacher response questionnaire had high results with 96%, including that this media is in accordance with learning outcomes and learning objectives. In addition, the media is presented according to the students' level of thinking with the material presented coherently and systematically, the media is packaged in an interesting and communicative manner so that it is easily understood by students. Visually, the selection of colors, sizes, and fonts is appropriate. KEKAL Media: Creative Digital Comics facilitates teachers and students in the digital-based teaching and learning process. Then in the student response questionnaire, the media presentation is interesting and easy to understand. In addition, the learning material in the media is clear and can increase creativity. The overall appearance including language, color, type, and font size is easy to understand. So that in the teaching and learning process students are more enthusiastic in participating in learning because they can learn while playing with friends.

Discussion

KEKAL media development: Digital Creative Comics shows significant success in learning Dance Art in grade III, especially on motion material. This success is in line with Vygotsky's constructivism learning theory, where students are more active learners when they are directly involved in exploration and interactive learning experiences. In the context of learning dance using KEKAL Media, the concept of Zone of Proximal Development (ZPD) is very relevant. ZPD is the distance between what students can do independently and what they can achieve with the help of teachers or learning media. Through KEKAL Media, students can learn basic movements independently, while more complex movements can be understood through the visual and audio guidance provided. This is in accordance with the role of scaffolding or temporary learning support provided by teachers or media. Scaffolding in KEKAL Media is in the form of step-by-step guides and a combination of narration and illustrations that help students understand dance movements gradually. As students' skills improve, this scaffolding can be gradually reduced, allowing students to become more

independent in learning. With this theory, students are more active in building their own creativity through experience and reflection, while the teacher acts as a facilitator and moderator (Subarjo et al., 2023). Thus, KEKAL Media not only attracts students' attention, but also helps them understand the material more effectively.

The results of the analysis show that although dance is quite popular among students, monotonous learning media and methods cause boredom. This finding is in line with (Dwihuttni, 2024), which states that children are in an important phase to develop creativity and self-expression, but need an approach that suits their learning characteristics. Therefore, technology-based learning media that is interactive and easily accessible is needed. Audio-visual-based media is proven to improve the dance movement skills of elementary school students (Suwitri et al., 2021). In the research conducted (Puspitaningrum et al., 2024) using the training method, where students will perform dance movements according to the instructions given by the teacher, this makes students less creative because there are already movements that students must follow. In addition, the lack of media used makes learning less fun. So, an interesting learning media is needed as well as to stimulate student creativity. So that KEKAL Media: Digital Creative Comic that utilizes visuals and audio can be an effective solution. This research also reinforces the findings of (Sukor et al., 2022) that technology-based media can improve creative thinking skills and create a fun learning atmosphere. In KEKAL Media, the audio element in the form of narration of the story "Ular Naga Si banyak Kawan" provides a more interactive learning experience. Another advantage is the responsive flipbook format that allows flexible access through computers and mobile phones, supporting independent learning with parental supervision.

In terms of validation, the results of the material expert assessment show a score of 92% (very feasible category), indicating that the content of the material has met good learning standards. Meanwhile, media expert validation scored 86%, indicating that the visual design and interactive elements in this media have been well designed. The effectiveness of KEKAL Media in improving students' creativity can be seen from various aspects, such as the integration of body movements, the role of animal character expressions, and the creation of dance movements. The results of the effectiveness test using the normality test, T-test, and N-Gain test show that there is a significant difference between the pretest and posttest results. The N-Gain test result of 0.74 is included in the high category, which shows that KEKAL Media has a positive impact in increasing student creativity in dance learning. This finding is in line with research (Mawaddah and Akbar, 2022) that through dance learning can improve gross motor skills and their creativity is more honed.

However, despite the positive results, there are some aspects that can be improved. Optimizing interactive features and strategies for using media in learning need to be considered so that students understand the material more deeply. This result also confirms that digital-based learning, as found in previous research by (Guntur et al., 2023), has great potential to improve the quality of learning, especially in developing students' creative thinking skills. In addition, dance can shape students' mentality and character and can also train students how to learn how to respect someone, how to practice disciplined living through dance performances, build students' mentality and self-confidence and teach how to live patiently, learn to love beauty through dance movements and respect culture (Yulianti et al., 2022). Based on teacher and student feedback, KEKAL Media was very well received. Teachers gave a score of 96% and

students 94%, indicating that the media is interesting and relevant to learning needs. These results are in line with the research of Guntur et al. (2023), who found that interactive digital media can increase student engagement in the learning process. This positive response reinforces that KEKAL Media: Digital Creative Comics is a creative learning solution that is worth implementing on a wider scale in the digital era.

CONCLUSIONS

Conclusion

Based on the results of the research that has been conducted, it can be concluded that KEKAL media: Digital Creative Comic using the folklore "Ular Naga Si banyak Kawan" can improve students' creativity ability in learning dance art class III at SDN Sadeng 02. Product validation obtained a high score with 92% from material experts and 86% from media experts, 96% teachers and 94% students. KEKAL Media: This Digital Creative Comic shows effective and significant results. This is supported by the N-Gain Test result of 0.74 which shows high effectiveness. Thus, the data shows that KEKAL media: Digital Creative Comic is effective and feasible to use in the learning process to improve creativity ability in third grade Dance learning at SDN Sadeng 02 Semarang City.

Suggestion

Utilization of KEKAL media: Digital Creative Comics can be an alternative to improve the quality of learning, especially in learning Dance Art class III motion material. Teachers are advised to improve their skills in developing technology-based media such as this media. In addition, because KEKAL media uses computers or cell phones, teachers can provide optimal guidance to students in using this media. In addition, the media can also be applied using a projector so that all students can see, but it needs to be considered again regarding the availability of facilities and infrastructure needed and appropriate. Support from parents is also very important in accompanying children when using this media, so that the learning process is not only at school but can be practiced at home. In addition, there needs to be appreciation from teachers and parents in the implementation of this dance project in order to foster students' self-confidence. Future research could focus on developing similar media for other subjects or for students with different characteristics. In addition, long-term testing should be conducted to evaluate the sustainable impact of KEKAL media: Digital Creative Comics on students' creativity.

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