

EFFECTIVENESS OF MULTICULTURAL SEGUYUB LASEM DANCE IN CULTIVATING EDUCATION IN SECONDARY SCHOOLS IN CENTRAL JAVA INDONESIA

Wahyu Lestari,¹ Agustina Ayu Andira,² & Hartono³

^{1,2,3}Department of Postgraduate Art Education, Postgraduate School, Universitas
Negeri Semarang, Semarang, Indonesia

(wahyupyarlestari@mail.unnes.ac.id, agustinaayuandira99@students.unnes.ac.id,
hartonosukorejo@mail.unnes.ac.id)

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Abstract

The researcher developed the Seguyub Lasem Dance (SLD) practice videos to increase students' interest in dance learning and help teachers inculcate the *Profil Pelajar Pancasila* (P3) character or moral education in students of junior high schools. Agustina Ayu Andira created simple dance steps to present the multicultural society of Lasem (a sub-district in Rembang Regency), which has non-Muslims (including Buddhists and Hindus) and Muslim communities. The videos were uploaded to the YouTube website using the Agustina Ayu Andira channel. After showing the students the SLD videos, the researcher tested the effectiveness of the dance videos on students' moral and ethical understanding through the simple dance steps. In this regard, 162 students from five junior high schools in the Rembang Regency filled out an online questionnaire. The data gathered through the questionnaire was analysed with the help of Dick and Cary's (1978) ADDIE model comprised of five research stages: analysis, design, development, implementation, and evaluation. The dance video was tested for validity and reliability on a small scale to 32 SMP Negeri 1 Lasem students and tested on a large scale to 123 students in four schools. Students were asked to take part in learning using the SLD learning media, and scores were taken from the summative test. Student scores were first tested for normality using the Kolmogorov-Smirnov technique. The SLD's effectiveness was tested using the One Sample T-Test test formula. Based on the study's results, the researcher provides suggestions to dance educators so that dance learning media can be utilised in dance practice learning to increase students' interest in dance practice learning, especially for male junior high school students.

Keywords: *Seguyub Lasem Dance, learning media, Profil Pelajar Pancasila (P3), multicultural creative dance*

INTRODUCTION

The *seguyub* is a traditional dance in Lasem (a sub-district in Rembang Regency), Indonesia. Thus, it is called the Seguyub Lasem Dance (SLD). It is performed by a group of performers. However, Agustina Ayu Andira, an SMP Negeri 1 Lasem dance teacher, performed it individually. For the solo performance, Agustina reconstructed the SLD movements by introducing the simpler movements into a dance that could be performed individually in the class for the new learners. These simpler movements were performed without props [such as sets, costumes, and other required objects for dance performance] and without impacting the meaning, expression and context of the message being conveyed in the dance performance. In other words, it still preserves its core purpose and conveys meaning to the students.

Agustina believes that the SLD dance performance is relevant to Lasem communities because it depicts the characteristics of the three cultures in Lasem: Buddhist, Hindu, and Muslim cultures. Lasem communities are diverse but harmonious, tolerant and respectful of each other. The harmony is proven by Islamic boarding schools, Chinese building architecture, diverse cultural festivals and art [which depicts three cultures in Lasem]. Thus, given this special dance, students are expected to practice attitudes of tolerance in the diversity of religions and cultures (Andira et al., 2024).

The diversity and harmony of the Lasem community were the primary ideas of Agustina in creating the SLD. The author created a video of the newly created dance individually performed by Agustin. So, this could be used to teach the students in Lasem the dance and core Indonesian values, which Agustine believed are part of the dance performance.

Indonesia's core values are taught through the *Profil Pelajar Pancasila* (P3), and in this regard, the curriculum is tailored to include the global dimension of diversity. The P3 refers to model values and characteristics that Indonesian students have to adhere to. The P3 comes from *Pancasila*, which is the core ideology of the Indonesian state, which consists of five key principles: belief in one Allah, a united Indonesia, a just and civilised Indonesia, democracy, and social justice.

Teachers in Indonesia are supposed to promote character, moral and ethical education to develop students' characters in line with Pancasila's core values (Salsabilah et al., 2021). Arts and dance teachers also play the same role in teaching students character education practices, including dance. Character education is also reflected or presented in dance performances to teach students the core values of society. This means that through the dance, students are educated and aware of core ethical and moral values that create a positive impact.

Through learning (teaching) dance, students are invited to understand cultural values through a variety of dance movements and the value of creativity in the process of teaching arts (Tyas & Kuswarsantyo, 2018). The P3 can be implemented in dance learning, especially in learning the SLD. The SLD, which depicts the characteristics of the cultures in Lasem, implements the P3 dimensions of Global Diversity. Students learn to get to know the cultures of the Lasem area through the movements, music, and costumes of the SLD. The SLD states that students also learn to practice tolerance, respect attitudes, and maintain intercultural harmony. Implementing global diversity in the SLD can be obtained through practical learning, but what happens in the field, has to be examined and understood. Therefore, this research is conducted to learn how this new dance (the SLD) video played a role in inculcating moral and ethical teachings to middle school students in Lasem. It is expected that it will increase students' interest in learning, especially male students of junior high school, through learning arts and culture implemented under the principles of Pancasila. Therefore, this paper investigates how SLD learning media (on YouTube) helps to promote character education of the P3.

LITERATURE REVIEW

The needs of society always increase along with changes in the social conditions of society, so innovation in developing video products is needed to meet the needs of society. Development can be done to keep up with the times by utilising technology in learning (Pangestuti & Arianto, 2020). Innovation by Arts and Culture educators can be carried out by utilising learning media to attract students' attention. They review and understand the media content better (Riyadi & Sukmayadi, 2023). Innovation in education is related to the creative process of educators. Creativity is an important way to face the Industrial Revolution 4.0 in all sectors, especially in dance development (Sugiarto & Lestari, 2020). Creativity in dance learning is considered a supporting factor in learning at and outside school (Astuti et al., 2021).

Character education encourages students to grow with good capacity and commitment in doing everything and have a purpose in life so that students have the will to try to do the best for Allah Almighty, themselves, each other, the community, the environment, the nation, and the country, by optimising the potential within students accompanied by awareness, emotions, and self-motivation (Irawati et al., 2022). Character education in the art of dance is also implied in the learning process; for example, in learning dance, students are to be confident, creative, innovative, and think critically in making dances according to

the students' abilities and developing students' creative skills following the implementation of the P3 in the Emancipated Curriculum.

According to the Ministry of Education and Culture, the Emancipated Curriculum (Kemendikbudristek, 2022) is a curriculum with intra-curricular learning with more optimal learning content to create, select, and modify learning according to students' context, characteristics, and needs (Kemendikbudristek, 2022). The freedom given to educators requires educators to be more creative and innovative in creating a fun and effective learning atmosphere so that students can better understand the substance of the material presented by educators. Apart from realising learning based on students' needs, the Emancipated Curriculum also adds character values called the P3.

Learning media tools such as videos are considered flexible. These can be opened and accessed anytime and anywhere, clarifying learning material (Irwandani et al., 2019; Pangestuti & Arianto, 2020; Daryono et al., 2021). Videos are presented in an audio-visual electronic form and have moving scenes (Saputri & Lestari, 2021). Videos are also used as an alternative media in dance learning because videos present audio-visual material regarding dance movements that cannot be conveyed orally and in writing so that students can visualise the dance movements of the material being presented (Lestari & Andira, 2024). Videos also visualise non-verbal communication in dance, such as forward, backward, fast, and slow (Pangestuti & Arianto, 2020).

Videos - as a tool of learning media - in the post-COVID-19 pandemic are used to ensure that the learning process among students does not stop in Indonesia. During the pandemic, education in Indonesia was online. In contemporary times, Indonesian students extensively use social media such as YouTube, Instagram, WhatsApp, and TikTok. Among all social media platforms, YouTube is the most popular video-sharing application for academic and non-academic circles (Hong et al., 2020). n YouTube, dance learning videos play an extremely important role and are used as a learning and creative resource (Pangestika & Yanuartuti, 2020), entertainment (Mana, 2021).

THEORETICAL AND CONCEPTUAL FRAMEWORK

The research used Research and Development methods of the ADDIE model by Dick and Cary in 1978. Russell Watson revised it in 1981 (Muruganatham, 2015). Educators of Arts and Culture, especially dance teachers, need a dance learning model that can increase the interest of junior high school students in dance subjects at school, so researchers have an idea to create a development of the SLD learning through a video model (YouTube) in Character Education for junior high school students throughout the Rembang Regency. The video media model (YouTube) in

learning SLD needs to be tested for validity, reliability, and practicality so that the SLD model media based on video (YouTube) is suitable for use.

Learning media development can make it easier for students to think and practice understanding the material independently (Daryono et al., 2021). Learning media in the form of videos is very effective in learning dance because videos can be played anytime and anywhere and accessed by many people (Pangestuti & Arianto, 2020). Dance learning videos uploaded on social media have their charm, one of which can be used as a learning resource (Pangestika & Yanuartuti, 2020).

Generation Z students more often open social media such as YouTube, Instagram, WhatsApp, and TikTok in their daily lives; if learning is carried out on their daily social media, it is more effective and increases students' interest in learning. YouTube teaches a lot about positive things, not all of which contain negative things depending on how to use it because video upload applications, such as YouTube, can also be used as entertainment and a forum for the creativity of users, especially Gen Z users (Mana, 2021).

The purpose of learning cultural arts in formal education is not to make students artists but to provide aesthetic experiences to help develop their potential, especially emotional potential, to be balanced with intellectual potential (Jazuli, 2016). The values in cultural arts subjects are relevant to the dimensions of the Pancasila Student Profile. The Pancasila Student Profile has six dimensions, namely 1) Faithful, devoted to God Almighty; 2) Independent; 3) Mutual cooperation; 4) Global diversity; 5) Critical reasoning; and 6) Creative (Kemendikbudristek, 2022).

Innovation is a new invention that is different from what already exists or is already known. Innovation by cultural arts educators can be achieved by utilising learning media that can attract students' attention, reviewing the material so that students better understand the material, and using varied and interactive learning methods (Riyadi & Sukmayadi, 2023).

Sunarto (2018) defines creativity into four abilities that humans have, namely: (1) the ability to respond and provide solutions to all problems, (2) the ability to engage in the discovery process, (3) intelligence, cognitive style, and personality/motivation, and (4) the ability to produce or create something new. Creativity is an important way to face the Industrial Revolution 4.0 in dance development (Sugiarto & Lestari, 2020). Creativity in learning is considered a supporting factor in both in-school and out-of-school learning (Astuti et al., 2021). Diagram 1 is the framework of the research. Development is defined as the process, method, and act of development. Development in this research adopted the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) development

model by Dick and Cary in 1978. The ADDIE model consists of five research stages: analysis, design, development, implementation, and evaluation.

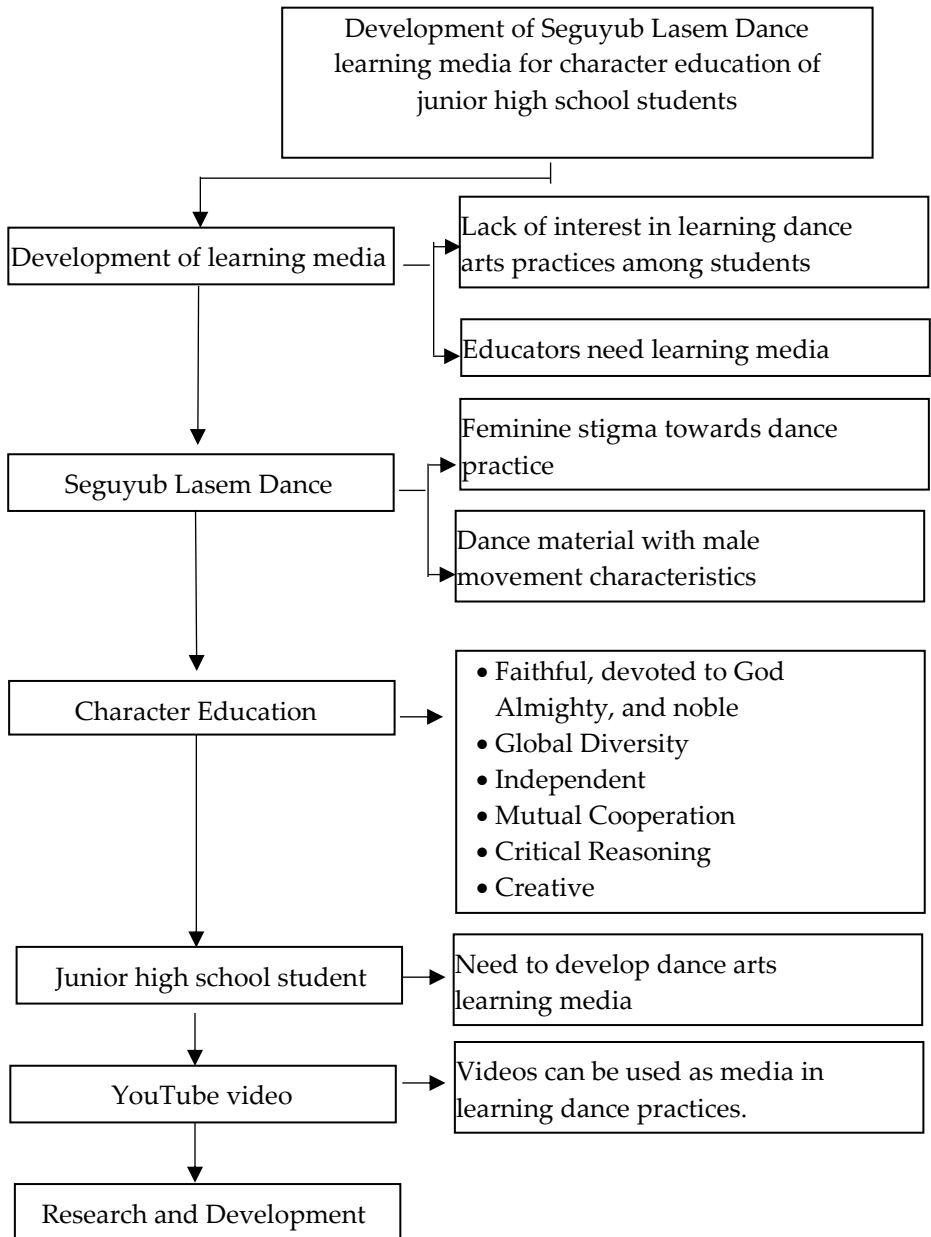


Diagram 1: Research Framework

METHODOLOGY

Qualitative data collection techniques used in this research include participant observation and interviews. It also used an online questionnaire that 162 junior high school students filled in. Quantitative research methods were used to find the SLD learning media product's validity, reliability, practicality, and effectiveness. Product reliability is tested using the Alpha-Cronbach formula. Products that have been tested for validity and reliability are then tested on a small scale to 32 students of SMP Negeri 1 Lasem and tested on a large scale to 130 students in four schools, namely SMP Negeri 2 Lasem, SMP Negeri 2 Sulang, SMP Negeri 2 Rembang, and SMP Negeri 5 Rembang.

Researchers in SMP Negeri 1 Lasem school [located on Jalan Sultan Agung No.15, Pabeyan Kulon, Gendongmulyo, Lasem District, Rembang Regency, Central Java] used the SLD during arts and culture lecture. SMP Negeri 1 Lasem is located in the middle area between the city and the village. In this school, dance learning classes are carried out to implement the Emancipated Curriculum in the learning process. SMP Negeri 1 Lasem carried out dance lessons with grade 8 students in 2022-2023 and with grade 9 students in 2023-2024. The cultural art teacher at SMP Negeri 1 Lasem, Agustina, conducted spontaneous interviews with 9th-grade students at the end of the lesson to reflect on students' opinions on learning dance. Agustina is a 9th-grade Arts and Culture (also dance) female teacher at SMP Negeri 1 Lasem.

Students were asked to take part in using the SLD video, and their scores were taken from the summative test. Student scores were first tested for normality using the Kolmogorov-Smirnov technique. The SLD video's effectiveness was tested using the One Sample T-Test test formula. The product was tested for validity and reliability on a small scale on 32 SMP Negeri 1 Lasem students.

Then, it was tested on a large scale on 32 students of SMP Negeri 2 Lasem, 30 students of SMP Negeri 2 Sulang, 30 students of SMP Negeri 2 Rembang, and 31 students of SMP Negeri 5 Rembang.

The YouTube application was chosen because 80% of junior high school students, based on observations in class, use YouTube as learning media. The YouTube content opened by students is in the form of music video content, video games, video tutorials, and learning videos containing materials. The YouTube application has a video upload feature, which allows it to be used as an interactive learning medium in arts and culture learning. Videos uploaded to YouTube can be opened anytime and anywhere by students so that students can access learning

media outside of school hours. Students tend to look for dance video references through the YouTube application, so the YouTube application is familiar to them.

The material object used in the video is the SLD. The SLD depicts the characteristics of the three cultures in Lasem, namely Chinese, Javanese, and Muslim cultures, that live in harmony and side by side. The three cultures in Lasem, which have their characteristics, uphold tolerance and respect each other so students are expected to practice tolerance in global diversity through practical learning of the SLD as an implementation of the P3. After showing them the SLD learning video, a questionnaire via Google Forms was shared with students of junior high schools in the Rembang Regency. In the questionnaire, they were primarily asked to share their opinions about the SLD and whether it is effective to teach or educate them about moral and ethical dimensions of Indonesian society as described under six main characteristics of the P3, which emphasise harmony and peace. The researcher received only 130 students' responses. The field assessments were conducted in SMP Negeri 1 Lasem from November 2023 until February 2024.

The P3 embodies Indonesian students as students who have global competence and behave according to the values contained in Pancasila. There are six main characteristics of the P3, according to the Ministry of Education, Culture, Research and Technology or Kemendikbudristek (2022), namely: believing, being devoted to God Almighty, and having noble character; global diversity; cooperation; independence; critical thinking; and creative. The P3, in the Independent Curriculum, emphasises developing higher skills and mindsets of students by meeting individual learning needs according to students' talents and interests, using technology in learning to face the industrial revolution, increasing community involvement in the learning process, and preparing students to face global challenges (Bilqis et al., 2023).

FINDINGS AND ANALYSIS

The research findings are about the effectivity of SLD's performance as a medium for cultivating P3 Character Education for students of SMP Negeri 1 Lasem the dance learning process in SMP Negeri 1 Lasem. The analysis is about the effectiveness of the SLD learning video. The researcher asked middle school students the question, "Do you feel embarrassed when teachers ask you to practice dancing?" In answer, 37 students felt embarrassed when asked by educators to practice dance, 38 students did not feel embarrassed when asked by educators to practice dance, and 55 students felt hesitant in answering, students felt sometimes

embarrassed and sometimes not embarrassed when asked by educators to practice dance. Based on a student questionnaire, "Do you feel embarrassed when teachers ask you to practice dancing?" It can be concluded that most students sometimes still felt embarrassed when asked by educators to practice dance.

The lack of male students' interest in dance is also shown in the number of students participating in extracurricular activities. Female students mostly attend dance extracurriculars implemented in the sample schools. Male students make up only 5-10% of the total female students participating in extracurricular dance activities. Data on the number of students participating in extracurricular activities shows the low interest of junior high school male students in the art of dance.

Male students often argue that they cannot dance when their teachers ask them to practice dancing, even though learning dance is not to make students become dancers. The objective of learning dance in formal education is not to make students become dancers but rather to provide aesthetic experiences to students to help develop their potential, especially emotional potential, to balance it with intellectual potential (Jazuli, 2016). The development of students' potential in the arts is balanced with the cultivation of students' character education, which is conveyed through values in providing an aesthetic experience in dance learning.

Five out of 10 male students in the class felt that dancing made them look as graceful as women. A student, Abi (14 years old), was keenly interested in dance performance in his elementary school. However, when he joined junior high school, he was reluctant to dance because he was teased as "sissy" by his male friends. Female students also often laughed at their male friends when they danced. Some male students deliberately showed brilliant like women when dancing and became the target of jokes from all the students.

Field assessments show that dance teachers need dance learning videos that not only contain dance demonstrations but should also contain dance tutorials that use technology to increase students' interest in learning about dance practice. These tutorials should assist the dance learning process and encourage students to implement the P3. Dance learning video media using SLD as the material is a form of development initiated by researchers to overcome the problem of practical learning in dance among male students and to improve the dance practice learning process in a more contemporary way. Learning media in the form of videos is often used by dance educators on YouTube, but most dance learning media are not equipped with detailed tutorials. Researchers have the idea of making dance learning videos using the YouTube platform in the form of video tutorials.

Dance Learning Process in SMP Negeri 1 Lasem

At SMP Negeri 1 Lasem, teaching and learning activities in Arts and Culture subjects use the Emancipated and 2013 Curricula. In classes 7 and 8, the Emancipated Curriculum was used; in class 9, the 2013 Curriculum was used, where the implementation of learning refers to the Emancipated Curriculum learning system. The Emancipated Curriculum learning system used by the 9th-grade Cultural Arts teacher means that the material used refers to the 2013 Curriculum. However, the implementation of learning uses a differentiated learning approach. Differentiated learning is a combination of learning methods created by educators to meet students' learning needs based on learning objectives, learning needs, and learning environment, thereby making effective and efficient classroom management (Sopianti, 2023).

In SMP Negeri 1 Lasem, Agustina applied differentiated learning methods in Arts and Culture learning. Agustina applied a differentiated approach to understanding the practice of Goyang Semarang Dance with Basic Competency 4.1, demonstrating creative dance using dance-supporting elements according to the accompaniment. The differentiated approach applied is process differentiation and product differentiation.

Process differentiation means that teachers provide varied learning methods so students can choose their learning methods according to their interests (Rohimat et al., 2023). Agustina applied process differentiation by providing material in the form of learning videos; then, students learn in groups to practice the Goyang Semarang Dance based on each student's learning style. Learning style is the way students understand the knowledge they are studying according to each student's learning tendencies (Disty & Hartono, 2021). Some groups learn using peer tutoring, some look for learning video references, and some learn by recording various movements and calculations first.

The teacher acts as a facilitator in learning

Product differentiation is an approach that focuses on providing variations in assignments, projects, and learning products to create opportunities for students to show their potential (Misnawati et al., 2023). Agustina gave students the freedom to choose the assessment methods and asked them to perform SLD in groups. However, he allowed students to use floor patterns or costumes according to the students' potential.



Figure 1: Conventional Learning in SMP Negeri 1 Lasem
(Source: Authors' Documentation, February 2024)

Figure 1 is documentation of conventional dance learning at SMP Negeri 1 Lasem. The woman with a green batik (shirt) and a black headscarf is Agustin. Three female students imitated the movements taught by Agustin. Students can search for online learning resources, but some students do not understand dance practice material, so teachers need to introduce more conventional dance practices.

The differentiation learning carried out by Agustina did not attract students' interest, especially male students. Many students complained about difficulties in differentiating the process because the media (video) used had limitations, so in the end, teachers still teach students to carry out conventional dance practices. Teachers need dance practice learning media containing tutorials and clear steps to practice a dance so students can learn easily using their learning methods.

Effectiveness of the SLD Learning Media

The effectivity of the SLD learning video has gone through validity testing by expert judgment, reliability test using Alpha Cronbach, large-scale trials, effectiveness test using One-Sample T-Test, and practicality test by art teacher throughout the Rembang regency. The validity test of the SLD learning video media was carried out by two dance learning expert validators, a media expert validator, a choreography validator, and the head of the Rembang Regency Middle School Arts and Culture Teacher for the period 2021-2022. The five experts

assessed the SLD learning media through an assessment questionnaire with the Likert Scale provisions provided by the researcher.

Researchers gave a questionnaire containing assessments of the aspects of presentation, dance movements, and material to five experts. The scores given by experts range from 1-5. The scores obtained from the experts are then added up and made into a percentage using interval criteria determined by the maximum score and minimum score. The following are the results of the expert judgment on the SLD learning media:

Table 1: Percentage of expert judgment results

Expert	Percentage	Interpretation
Learning expert 1	92%	Very good
Learning expert 2	96%	Very good
Media expert	86%	Very good
Choreography expert	86%	Very good
Stakeholder	90%	Very good

Table 1 contains the percentage of expert assessment results. Learning Expert 1 gave a score of 92% with very good criteria. Learning Expert 2 gave a score of 96%. Media experts gave a score of 86%. Choreography experts gave a score of 86, and stakeholders gave a score of 90%. All experts' ratings varied numerically but fell within the "very good" verbal interpretation. The five experts agreed that the SLD learning media was very suitable.

The reliability test of the SLD learning media is used to see its consistency. The expert validator assessment was carried out by testing the reliability of the SLD learning media to determine its consistency. The Alpha Cronbach formula tested the consistency of the SLD learning media in SPSS 25. The results of the five experts' assessments were used to find the reliability of the SLD learning media. The Cronbach's Alpha column in the result of the reliability test using SPSS 25 shows a value of 0.676, which is greater than 0.632 (seen from the 5% significance table), so it can be concluded that the SLD video media is reliable.

Large-scale trials were conducted on 123 students from four schools in the Rembang Regency, selected based on geographical location and schools that carry out practical dance learning. The four schools selected were SMP Negeri 2 Lasem, SMP Negeri 2 Rembang, SMP Negeri 5 Rembang, and SMP Negeri 2 Sulang.



Figure 2: Student of SMP Negeri 2 Rembang Learn SLD through SLD Learning Media

(Source: Authors' Documentation, February 2024.)

Figure 2 shows students from SMP Negeri 2 Rembang performing the SLD, which they learned from the SLD learning video. Three female students wearing white and blue t-shirts, which are sports uniforms, are seen demonstrating movements with both arms open, while behind them, seven female students wearing blue and purple uniforms are also demonstrating movements with both arms open. Students in groups learn the SLD using the peer tutoring method.

The test of the practicality of the SLD learning media was conducted with middle school arts and culture teachers throughout the Rembang Regency. They were given a questionnaire regarding the practicality of the SLD learning media (video). These teachers were of 22 teachers who took part in the SLD Learning Media workshop on February 20, 2024, at SMP Negeri 1 Lasem, who are members of the Arts MGMP Rembang Regency Middle School Culture in 2024. Workshop participants received material regarding the guide to using the SLD learning media, which the two resource persons presented. They also carried out a questionnaire assessment of the SLD learning media. The questionnaire contains questions with answers in the form of assessments using a Likert Scale.

The assessment was conducted to evaluate how practical the SLD learning media is. The practicality of the SLD video is measured by calculating the percentage of teachers' ratings of the SLD learning media. The following are the results of the practicality test of the SLD learning media:

Table 2: Analysis of Data on the Practicality of the SLD Learning Media

No	Indicator	Score	%	Category
1.	The learning media presented is easy to use	106	96%	Very Practical
2.	The learning media used makes it easier for students to understand the learning material	103	93%	Very Practical
3.	Learning media is easy to use	107	97%	Very Practical
4.	Learning media is easy for students to access	107	97%	Very Practical
5.	Students are encouraged to be more curious about the learning media used	104	94%	Very Practical
6.	Students are more enthusiastic about learning	106	96%	Very Practical
7.	Students can better appreciate dance works through the learning media presented	105	95%	Very Practical
8.	The display of learning media attracts students' attention	103	93%	Very Practical
9.	Learning media makes Arts and Culture lessons more varied	105	95%	Very Practical
10.	Explanations in learning media can be accepted by students	102	92%	Very Practical
11.	The learning evaluation carried out can test how far students understand the learning material	97	88%	Very Practical

Table 2 shows the results of the practicality test analysis of the SLD learning media by 22 Middle School Arts and Culture teachers in the Rembang Regency who participated in the SLD Learning Media Development workshop. The results of the practicality test show that all aspects of the assessment were in a very practical category. The highest percentage, namely 97%, in the very practical category is in assessment aspects number 3 and 4, while the lowest percentage, namely 88%, in the very practical category, is in assessment aspect

number 11. Educators who have tried practical dance learning using the SLD learning media showed a positive response to the media developed.

Dance learning media received an efficient assessment

Testing the effectiveness of the SLD learning media was conducted by testing the assessment of students’ post-test results, which had previously been tested for normality. The students’ post-test results using the SLD learning media were tested for effectiveness to determine the effectiveness of the SLD learning media. The effectiveness test calculation uses the One Sample T Test formula in SPSS 25. The following are the results of the effectiveness calculation using the One Sample T-Test:

Table 3: One-Sample T-Test Result of the SLD Learning Media

One-Sample Test						
Test Value = 8						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post test	.315	154	.753	.03871	-.2038	.2812

Table 3 shows the results of the One Sample T Test for the SLD learning media written t count of 0.315 with a standard deviation of 154 and Sig. 0.753. Researchers use the Sig. Value to determine the accepted hypothesis. Sig. Value amounting to 0.753 is more significant than 0.05, so it can be concluded that H0 is accepted.

The conclusion from the hypothesis using a comparison of significance values is that the average posttest score of students is equal to 8, so students are declared successful in learning the SLD using the SLD learning media.

The validity test of the SLD learning media has undergone a validity test process by expert judgment, reliability test, small-scale trial, large-scale trial, practicality test, and effectiveness test. The six tests have resulted in no deficiencies or unsatisfactory results from the SLD learning media, so the SLD learning media is very suitable for use as a learning medium in junior high schools.

ANALYSIS

P3 Character Education in the SLD

There are six dimensions of the P3, according to (Sufyadi et al., 2021), namely: faith and devotion to one Almighty God and noble character; global diversity; cooperation; independence; critical thinking; and creativity. The six dimensions of the P3 are found in learning the SLD, which is also reflected in the SLD learning media (YouTube video).

Have faith in God Almighty and have a noble character

Having faith, being devoted to God Almighty, and having noble morals are the dimensions of the P3, where students who have morals in relating to God Almighty understand the religious teachings and beliefs of each student and apply religious understanding in everyday life (Kemendikbudristek, 2021). Faith in God Almighty and having noble morals in learning dance exercises using SLD learning media is demonstrated by getting used to the learning process, which begins with prayer and brings both hands together in front of the chest (worship movement). Educators invite students to pray before and after learning.

Global Diversity

Global diversity is defined as Indonesian students who maintain noble culture, locality, and cultural identity but remain open-minded in interacting with other cultures, fostering mutual respect and tolerance between cultures (Kemendikbudristek, 2021). Global diversity is applied to the meaning of the SLD, which describes the multicultural Lasem people who show diversity.

Lasem's multicultural society, consisting of Chinese, Javanese, and Islamic cultures, became the basis for creating the SLD. The choreographer hopes that the SLD can teach tolerance to students by making the Lasem community an example of mutual respect and coexistence despite different cultures through the example of the two dancers' gestures by stretching out, left hand up, right hand holding each other, moving in a circle.

Work together

Cooperation is a dimension of the P3, which reflects Indonesian students having the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and easily, with a sense of collaboration, caring, and sharing (Kemendikbudristek, 2021). Working together in learning dance practices using the SLD learning media is shown in the SLD learning process, which is

carried out in groups using peer tutors or imitating the movements performed by the props.



Figure 3: Students by Working Together Learn the SLD Using Peer Tutoring Method

(Source: Authors' Documentation, February 2024.)

Figure 3 shows the activity of students at SMP Negeri 2 Rembang who are learning the SLD in groups using the peer tutoring method. Students who do not wear headscarves wear purple uniforms and black leggings, setting an example for the other students behind them. Six students lined up at the back, imitating the movements modelled by the non-veiled student so that the neck movements were visible. The student learning process in groups and the peer tutoring method shows cooperation activities with collaboration and sharing between students.

Independence

Independence in the P3 is defined as a student being responsible for the student learning process and outcomes and being self-aware of the student's obligations. Independence in learning dance practice using the SLD learning media is demonstrated by students independently learning the SLD using the learning media found on the students' cellphones.



Figure 4: Students Learn Using SLD Learning Media Independently
(Source: Authors' Documentation, February 2024.)

Figure 4 shows four students watching the SLD learning media on their cell phones. Students can learn the SLD independently in their free time, and then they practice the results of independent learning with the teacher as proof of student mastery. Educators only explain a few parts if students do not understand the explanation in the SLD learning media. Students actively and responsibly learn the SLD, which shows an independent dimension.

Critical Reasoning

According to the Ministry of Education and Culture's website, critical reasoning is defined as Indonesian students who can objectively process qualitative and quantitative information, build relationships between various information, analyse data, and evaluate and conclude the information obtained. Critical reasoning in learning dance practice using the SLD learning media is shown in the student learning process in imitating dance movements accompanied by narration in written form as a reinforcement of the movements that students must master.

Creative

Creativity is shown in the learning process, which uses its method for each group and floor patterns in performing the SLD.



Figure 5: Students Using Zig Zag Floor Pattern in Performing SLD
(Source: Authors' Documentation, February 2024.)

Figure 5 documents students' activities in practising the SLD. Five students (Wanda, Tinsa, and Nolan at the front, Satitra and Sherly at the back) form a zigzag floor pattern for the various movements practised.



Figure 6: Students Using Straight-Line Floor Pattern in Performing the SLD
(Source: Authors' Documentation, February 2024.)

Figure 6 documents students' activities in practising the SLD. Nine students form a straight-line floor pattern. Students creatively form straight-line floor patterns for the various movements they practice.

CONCLUSION AND RECOMMENDATIONS

Practical dance learning in junior high schools throughout the Rembang Regency did not attract students' interest, especially males. Most students complained about difficulties in practising dance because the video had limitations. Thus, art and culture (or dance) teachers had to provide additional instructions to students to practice dance conventionally. Teachers needed dance practice learning media that contained tutorials and clear steps for practising a dance so that students could learn easily using each student's learning methods and could increase students' interest in learning. The SLD learning was a suitable practical dance learning tool at the school level. The SLD learning media has undergone a validation test stage by experts' validators, including dance learning experts, media experts, choreography experts, and stakeholders. The SLD learning media contained P3 character education, the most prominent of which is the character of cooperation.

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