



Improving Elementary School Children's Literacy Skills Through Digital-Based Laweut Dance Videos

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Abstrack

This study aims to analyze the impact of using digital Laweut Dance videos as a learning tool in improving elementary school students' literacy skills. Good literacy is an important foundation in children's education, especially regarding reading, writing, and understanding information. However, a lack of interest in learning and limited available learning methods hinder this achievement. Therefore, this study proposes the use of video media as an interesting and interactive option to improve literacy skills. This study adopted a multidisciplinary approach that included quantitative and qualitative methods. The study was conducted at SDN 2 Meurah Dua in Meurah Dua District, Pidie Jaya Regency, involving fourth-grade elementary school students. Data were obtained through pretests and posttests to assess students' literacy skills before and after learning sessions using Laweut Dance videos, as well as through interviews and observations to gather students' and teachers' views on the effectiveness of videos as a learning tool. The results of this study indicate that the use of digital Laweut Dance videos can improve students' literacy skills, especially in aspects of reading and writing related to understanding local culture. In addition, both students and teachers provided positive feedback on the use of videos as a fun and engaging learning medium. The practical findings of this study indicate that the integration of digital media based on local culture can be a reference for teachers in developing more relevant literacy learning, as well as being a consideration in developing curriculum and education policies that connect digital technology with local wisdom.

Keywords: Literacy, Laweut_Dance, Video, Digital

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INTRODUCTION

The ability to read and write in children in elementary school is one of the important pillars in education, which includes reading and writing skills, as well as the ability to understand and analyze information (Rokyal Harjanty, 2019). Good literacy will provide a solid foundation for children to learn various other knowledge, both in the field of education and in everyday life (Rahmawati & Suharyati, 2022). Although various efforts have been made to improve literacy through various teaching methods, many children still experience difficulties in developing their literacy skills (Andri Nurcahyono, 2023).

One way that can be applied to improve literacy skills is by using audiovisual media that attracts children's attention, such as films or videos (Novita Putri et al., 2023). In addition, Laweut Dance is a form of traditional dance originating from Aceh which is rich in cultural values and lessons that can improve literacy skills, both in terms of reading cultural texts and understanding the meaning of the movements and rhythms conveyed through dance (Muliawati et al., 2022), (Safitry et al., 2016).

The urgency of this study lies in the significance of developing teaching methods that can efficiently improve elementary school students' literacy, utilizing continuously advancing digital technology. Furthermore, given that today's young generation is closely connected to digital technology, the use of video as a learning medium can stimulate their interest and motivation to hone their literacy skills (Kuswarsantyo et al., 2016).

In addition, by presenting the Laweut Dance through digital video, this study also plays a role in preserving local culture which really needs to be preserved, especially among children who will become the next generation (Safitry et al., 2016). Therefore, this research has a crucial role in developing children's

literacy using appropriate and interesting media, as well as introducing the richness of Indonesian culture.

Presenting the Laweut Dance through digital video, this study also plays a role in preserving local culture which really needs to be preserved, especially among children who will become the next generation (Supriadi, 2019), (Manalu & Sukman, 2020). Therefore, this research has a crucial role in developing children's literacy using appropriate and interesting media, as well as introducing the richness of Indonesian culture, especially in Aceh (Zainuddin T et al., 2019).

Various previous studies have shown that the use of digital media in the learning process can improve the interest and literacy skills of elementary school children. Several studies highlight the effectiveness of using learning videos, interactive multimedia, and digital platforms in helping students better understand subject matter in a more engaging and visual way. Furthermore, some studies discuss the importance of integrating local culture into the learning process to increase student participation and instill local wisdom values.

However, most of this research focuses on the use of digital media in general without specifically linking local cultural elements as part of media literacy. Conversely, studies that address local culture in learning tend to emphasize cultural or artistic preservation, and few directly link this to improving students' literacy skills using digital media. This situation highlights a research gap: the lack of studies that combine the use of local culture-based digital media, particularly through traditional dance videos, as a tool to improve elementary school students' literacy skills. The urgency of this research lies in the need to present literacy learning that is more contextual, engaging, and relevant to technological advances and students' cultural backgrounds.

The integration of digital media with local cultural elements not only has the potential to improve literacy competency but can also foster students' love for their regional culture. Therefore, it is important to conduct research specifically exploring the use of digital-based traditional dance videos as a tool for literacy learning at the elementary school level. The uniqueness of this research lies in its approach, which combines digital media with local cultural content, namely by using Laweut Dance videos as a learning medium to improve elementary school students' literacy skills. This research not only utilizes digital technology as a learning tool but also uses it as a way to introduce and internalize local cultural values in literacy learning.

The consequence of this research is to offer innovative and contextual teaching strategies for teachers to improve student literacy through the use of digital media based on local culture. Furthermore, the results are expected to serve as a reference for curriculum developers and educational authorities in designing learning programs that combine digital technology with local cultural preservation. The main contribution of this article is to enrich the study of literacy in elementary schools by presenting a model for utilizing digital-based local cultural videos as a learning medium that not only improves literacy skills but also strengthens students' cultural identity.

This research applies a method that involves many disciplines, by combining aspects from various scientific fields to understand the phenomena that are the focus of the study (Kuantitatif, 2016). This method combines qualitative and quantitative research, where both have a significant function in presenting a complete picture of the influence of Laweut Dance video learning media on the reading and writing abilities of children in elementary schools (Kuantitatif, 2016; Sa'adah & Wahyu, 2022).

This research offers uniqueness in several areas, namely the use of traditional dance videos as an aid in literacy learning.

(Kuswarsantyo et al., 2016). Although numerous studies have involved video in the learning process, the use of traditional dance videos, such as the Laweut Dance, for literacy purposes remains rare. This study combines two important elements: teaching literacy to children through digital technology and preserving local culture, in this case the Laweut Dance, which originates from Aceh (Rahmawati & Suharyati, 2022). An approach that leverages technology. The use of digital media in literacy education for elementary school children, in keeping with increasingly modern technological advances, provides a new and engaging approach for students.

This research offers an innovative approach to integrating local culture and digital technology into reading and writing instruction. Using videos of the Laweut Dance, a cultural heritage from Aceh, this study seeks to improve students' literacy skills while preserving traditional culture. Furthermore, this study combines two complementary research methods: a qualitative method to deeply understand students' experiences and a quantitative method to evaluate more measurable results.

So the problem that occurs, namely to what extent digital-based Laweut dance videos can attract the attention and increase the interest of elementary school children in the literacy learning process, can be resolved by conducting research on improving elementary school children's literacy skills through digital-based Laweut dance videos.

METHODS

This research lasted for six months and aimed to evaluate the effect of using Laweut Dance videos as a learning tool on improving the literacy skills of elementary school students (Maharani et al., 2021). This study examines how the use of video-based learning media can impact children's literacy skills, including aspects of reading, writing, and understanding the meaning contained in local culture as seen in the dance (Hadijah et al., 2020).

This study applies a multidimensional approach, which combines aspects from various scientific fields to analyze the phenomenon being studied (Moleong, 2017). This method combines qualitative and quantitative methods, where each has a significant contribution in providing a complete picture of the influence of Laweut Dance video learning media on children's reading and writing skills at the elementary school level (Nainggolan et al., 2022).

A qualitative approach is used to identify and understand more deeply the phenomena that emerge during the learning process using the Laweut Dance video (Fadli, 2021). This approach focuses on the description and analysis of interview results and direct observation of students during learning activities. Information obtained from interviews with teachers and students will be used to explore their views and experiences regarding the use of dance videos as a literacy learning tool (Moleong, 2018). Direct observation was carried out during teaching and learning activities to see students' interactions with the videos and how effective the videos were in increasing their interest and understanding of the material being taught (Asyifah et al., 2022).

A numerical approach was used to objectively assess students' literacy progress after utilizing the Laweut Dance video as a learning tool. An experimental method with a pretest and posttest design was applied to measure the development of literacy skills, particularly in reading and writing, related to understanding the values contained in the Laweut Dance. Students were tested before and after the learning process to assess differences in their literacy skills (Kuantitatif, 2016).

In this project, students initially underwent a pretest to assess their literacy skills before the intervention. Afterward, they engaged in a learning process that utilized digital Laweut Dance videos as a teaching tool. Upon completion, students received a posttest to evaluate changes or improvements in their literacy skills after using the media.

This study did not include a control group, so all participants were in the same group and received the same treatment. The absence of a control group is a limitation of this study, as the improvements in learning outcomes achieved cannot be fully compared with those of other groups that did not receive the treatment. Therefore, the study results focused more on changes in students' literacy skills before and after using the Laweut Dance video as a learning medium.

This study was conducted in Meurah Dua District, Pidie Jaya Regency, specifically at SDN 2 Meurah Dua. This school was selected based on the presence of students who could potentially benefit from video-based learning, as well as to introduce the local culture of the Laweut Dance, originating from Aceh, to the younger generation (Safitry et al., 2016). This study involved fourth grade elementary school students who are the right age group to improve their literacy skills through visual media such as videos (Novita Putri et al., 2023).

Data Collection Techniques In this study, data collection was conducted through various methods, namely: Interviews: In-depth interviews were conducted with teachers who teach at SDN 2 Meurah Dua to understand their views on the use of Laweut Dance videos as a learning tool. In addition, interviews were also conducted with students to find out their experiences when learning with the help of the video.

Observations were conducted directly observing students' activities while they were participating in a lesson using the Laweut Dance video. These observations aimed to assess the extent to which students were engaged in the learning process and how they reacted to the material presented through the video (Hasan & Budiarto, 2022).

Pretest and Posttest: Before and after the learning process, students will undergo tests related to the material taught to assess their literacy skills in reading and writing related to the values contained in the Laweut Dance. Documentation in the form of video recordings

of classroom learning activities will also be used to analyze student interactions with video-based learning media (Rahma et al., 2025).

Data Analysis The data obtained from interviews, observations, and tests will be analyzed by applying both qualitative and quantitative analysis techniques. Qualitative analysis is carried out by analyzing data from interviews and observations using coding and theme analysis techniques, which aims to identify the main themes and patterns that emerge during learning with the Laweut Dance video. Quantitative analysis is carried out with data obtained from the pretest and posttest which will be analyzed using a t-test to determine whether there is a significant difference in improving students' literacy skills after using the Laweut Dance video as a learning medium (Mutia, 2021).

RESULTS AND DISCUSSION

Research result

This study aims to examine the effect of using digital Laweut Dance videos as a learning medium in improving elementary school children's literacy skills. The results are drawn from data collected through interviews, observations, pretests, and posttests at SDN 2 Meurah Dua, Meurah Dua District, Pidie Jaya Regency.

Improving Students' Literacy Skills



Figure 1. Laweut Dance

Based on the analysis of pretest and posttest data given to students before and after

using the Laweut Dance video, a significant improvement in their literacy skills was observed. The pretest results indicated that the average student's literacy skills, particularly in understanding culturally relevant texts, were still relatively low. However, after using the Laweut Dance video as a learning medium, their literacy skills improved significantly.

In the posttest, students demonstrated a better understanding of the values contained in the Laweut Dance, both in reading cultural texts and in conveying their ideas and knowledge in writing. This improvement was also reflected in their ability to connect the meaning of dance movements to the cultural context being taught, which not only honed literacy skills in reading and writing but also fostered cultural understanding.

Student Responses to Dance Videos



Figure 2. Digital-based Laweut dance movement process)

Laweut

The study results indicate that the Laweut dance has areas consisting of low, medium, and high levels. The various viewing directions include front, right, left, down, up, back, and oblique. There are fast and smooth movements. The average student learning outcomes of the traditional dance art "Laweut" based on floor patterns in the experimental class reached a score above 80, significantly higher than the control class, which received an average score below 75 (Novarijah et al., 2016), (Manalu & Sukman, 2020).

Direct observations during the learning activities showed that students were very enthusiastic and interested in using the Laweut Dance video as a learning medium. The video, which combined visual elements, dance movements, and cultural explanations, made the material more engaging and easier to understand. Students appeared more active in discussions and responded positively to the material taught.

Interviews with several students also revealed that they found the video to be more enjoyable and memorable. They stated that the dance video not only helped them understand Acehnese cultural values but also made them more interested in learning and engaging with the material.

Teachers' Responses to the Use of Laweut Dance Videos

The designed learning video can be considered very valid according to the evaluation of media experts with an average value of 4.6: the assessment from the first material expert obtained an average value of 4.6 and the assessment from the second material expert obtained an average value of 4.5. In addition, the learning video was also declared very practical based on the results of the student questionnaire which showed an average value of 4.8 (Sari et al., 2022).

Previous research, interviews, and observations with teachers involved in this study indicate that they found the use of digital Laweut Dance videos to be highly effective in increasing student engagement in learning. Teachers reported that using videos enabled them to introduce local culture in a more lively and interactive way. They also noted that the videos provided opportunities for students to learn independently and engaged them more deeply in the learning process.

Teachers also noted that while the videos were highly effective in capturing students' attention, there were some challenges, such as limited technology in the classroom, which impacted the smoothness of the videos. Overall, however, the use of these videos was

well-received and had a positive impact on improving student literacy.

Benefits of Using Digital Media in Literacy Learning

One important finding of this study is that the use of digital media, specifically video, can be a highly effective tool for improving children's literacy skills, especially in more interactive and visual-based contexts. Digital media allows students to not only hear information but also see it and associate it with concrete actions, such as dance movements.

The results of this study indicate that digital video-based learning is highly beneficial for improving conceptual understanding, especially for children who prefer visual and audio-based learning. This demonstrates the significant potential of digital technology in improving the quality of literacy learning, particularly among elementary school children.

Learning media in dance involves various tools and technologies, such as video tutorials, digital applications, websites, and audio and visual recordings, which aim to improve the learning process and make it more engaging and interactive. The use of media in dance learning significantly improves students' understanding of basic dance techniques, strengthens their motivation and participation in class, and expands their access to diverse and flexible learning materials (Magdalena et al., 2021), (Mayang Sari, Sumiani, 2016).

The integration of video use in the dance learning process not only enhances students' learning experience but also provides an opportunity for them to innovate and reintegrate traditional dance movements into a more modern and engaging context (Devi et al., 2025).

The results of this study indicate that collaboration between traditional arts and technology can be an effective approach to preserving cultural heritage and encouraging creativity among young people (Balqis et al., 2024). Based on previous research and the findings of this study, it is recommended that schools, especially those in rural areas, consider

using digital technology in literacy learning to increase students' interest and learning abilities. Furthermore, technological facilities in schools, such as providing computers or projectors, are needed to ensure the smooth use of digital media in learning.

It is also hoped that educational videos based on local culture, such as the Laweut Dance, can be introduced more widely in other schools to preserve local culture while improving students' literacy skills. In the future, the use of multimedia media that combines text, images and movement can be maximized to improve the quality of learning.



Figure 3. Laweut Dance Movements)

The results of this study demonstrate improvements in students' reading and writing skills after implementing digital Laweut Dance videos in their learning activities. However, these results do not necessarily imply that the medium is highly effective in general, but rather demonstrate that the use of videos rooted in local culture can foster student literacy development when implemented in appropriate learning settings.

Conceptually, improving reading and writing skills through the use of video can be explained from the perspective of multi-faceted learning. Multi-faceted learning theory indicates that learning experiences are more meaningful when information is conveyed through multiple forms of representation, such as images, sound, and writing. The Laweut Dance video offers a combination of visual

elements (dance movements), sound (music and rhythm), and narrative context, allowing learners to process information through multiple channels of understanding. This combination can help students understand meaning, build connections between symbols and context, and increase participation in the learning process.

Furthermore, the Laweut Dance video can also be understood from the perspective of culturally sensitive pedagogy. This approach emphasizes the importance of connecting learning materials to students' experiences, identities, and cultures relevant to their lives. When local cultural elements are incorporated into learning media, students typically grasp the learning context more easily because the material is related to their social and cultural environment. Thus, literacy learning relies not only on the ability to read and understand texts, but also on students' ability to interpret meaning within a cultural context.

Combining multimodal methods and culture-based education, the use of digital Laweut Dance videos can support the creation of more relevant and engaging learning experiences for children in elementary schools. The results of this study indicate that learning tools that integrate digital technology with local cultural elements can be a method that contributes to improving literacy, although its success is still influenced by other factors such as learning design, the role of the teacher, and student characteristics.

Indicate that the use of digital Laweut Dance videos can improve elementary school children's literacy skills in a fun and interactive way. The videos not only help improve reading and writing skills but also introduce students to local culture, thus positively impacting their cultural literacy development. With adequate facilities, this video-based learning method can be implemented more widely to improve student literacy in elementary schools.

CONCLUSION

Audiovisual-based learning media, such as traditional dance, support students in understanding and interpreting the world around them. Implementing this media in social studies teaching has significantly improved students' understanding, enthusiasm, and ability to face the challenges of today's digital age (R. Septianingsih, D. Safitri, 2023).

This digital-based educational video about creative dance movements aims to instill cultural values in children with special needs. Through this video, children at the Jantho City State Special Needs School can learn independently anytime and anywhere. Learning the Ratoh Jaroe dance in this program has increased the students' self-confidence, as evidenced by their success in presenting dance performances to the Jantho City community (Manalu & Pratama, 2022).

The development of digital booklet teaching materials is designed in portrait format with a colorful display and can be easily accessed by students via computer or smartphone. The digital textbook on the floor pattern of the Jaran Kepang dance contains text about the floor pattern, images of various floor pattern shapes, and videos of the Jaran Kepang dance (Cinta, 2023).

Based on research conducted at SDN 2 Meurah Dua, Meurah Dua District, Pidie Jaya Regency, which utilized digital-based Laweut Dance videos as a teaching tool, several conclusions can be drawn as follows: Improving Children's Literacy Skills. The use of Laweut Dance videos in the learning process shows significant results in improving elementary school students' literacy skills. Through this video, students can not only develop their reading and writing skills, but also understand the cultural values in the dance. Data from the pretest and posttest indicate that the average literacy skills of students increased after learning with Laweut Dance videos, with progress especially in the areas of understanding texts and writing related to local culture.

Positive Response from Students and Teachers. The digital-based Laweut Dance video received a very positive response from both students and teachers. Students felt more engaged and interested in learning with this visual medium, leading to more active participation. Teachers also reported that video as a teaching medium provided a more interactive and understandable way for students, and made it easier for them to convey material related to local culture.

The Effectiveness of Digital Media in Literacy Learning. The findings of this study indicate that digital media, particularly video, is a highly effective tool for improving children's literacy skills. Video, as a teaching tool that combines visual, audio, and local cultural elements, has been shown to help students connect the knowledge they learn in a more engaging and digestible way.

Challenges in Implementation: Although the use of digital Laweut Dance videos has been successful in improving literacy, several challenges were encountered during the research, such as limited technological devices in village schools that can disrupt the smooth learning process using videos. Therefore, it is crucial to improve technological facilities in schools so that the use of digital learning media can be carried out properly. Recommendations for Learning Development.

This research adds value to the educational literature, particularly in the analysis of literacy learning at the elementary school level, by demonstrating that the integration of digital media influenced by local culture can be an effective way to improve students' literacy skills. Most previous research on literacy often focuses on the use of digital media in general or on methods for teaching reading and writing, without linking them to specific aspects of local culture. Thus, this study offers a new perspective that integrates digital technology, literacy learning, and local cultural wisdom into a single learning approach.

The primary contribution of this research lies in the use of Laweut Dance videos in digital format as a learning tool that functions not only as a visual medium for the material but also as a source of cultural context that can help students understand information, interpret meaning, and develop deeper literacy skills. In this way, this research demonstrates that learning media that integrates local cultural elements can increase student engagement and enrich their learning experiences.

This research is highly relevant to educational practice because it offers alternative learning strategies that are contextual, innovative, and in line with technological developments. Teachers can utilize digital media based on local culture to create a more engaging literacy learning process that connects with students' lives. Furthermore, conveying local cultural elements in learning media can also contribute to increasing students' respect for their regional cultural heritage.

Furthermore, the results of this study can serve as a reference for curriculum developers and education policymakers in designing learning programs that focus not only on literacy skills but also on strengthening cultural identity and the productive use of digital technology in elementary school learning.

Based on these findings, it is recommended that video-based teaching methods such as the Laweut Dance be implemented more widely in elementary schools, especially in areas with limited facilities. Furthermore, efforts are needed to improve the quality and quantity of technological devices in schools to make digital-based learning more effective. The Laweut Dance video can also serve as an example for introducing other local cultures through digital learning media.

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