



The Influence of Digital Media Usage on Students' Creativity Skills in Creative Dance Arts Through Extracurricular Arts

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Abstract

This research is motivated by the limitations in the dance learning process during the COVID-19 pandemic, extracurricular activities became inactive and constrained the practice of dance in cultural arts and crafts learning itself. The purpose of this study is to determine the effect of using digital media on the creativity of student creation dance at SDN Sudimara 7. The use of digital media in this study is in the form of TikTok. The research method used is a quantitative experimental one-group pretest-posttest design with data analysis techniques using an independent T-test. Sampling itself is done by purposive sampling. The subjects in this study amounted to 24 students with criteria, namely 6th-grade students of SDN Sudimara 7 who participated in dance extracurricular activities, had smartphones, and used the TikTok application. The results of data analysis found that the average score of digital media pretests in the experimental class was 63.54 with an average score of digital media posttests in the experimental class of 75.42. Meanwhile, the pretest average score obtained by the creative dance creativity variable was 65.21 with a posttest average score of 80.83. The results of the t-test calculation obtained a score of 3.787 greater than the table, namely 2.064 with a significant level of $0.000 < 0.05$, which means that the results of this study are that there is a difference between before and after treatment. Thus, it can be concluded that there is an influence in the use of digital media on students' creativity abilities through extracurricular dance.

INTRODUCTION

Learning in elementary schools is certainly not only focused on intracurricular learning. Learning itself is a process, which has a function to develop students' potential because students have various potentials that vary in each student. Law of the Republic of Indonesia Number 20 of 2003 which discusses the National Education System in article 3 states that national education has a function to improve abilities and shape human character in a dignified national civilization to educate the life of the nation, which has a goal, namely developing the potential of students to become healthy humans, believe and fear God Almighty, have noble character, knowledgeable, capable, creative, independent, and become democratic, and responsible Indonesian citizens (Arisyanto et al., 2018).

The role of education following the law to improve quality and competent human resources. However, humans have different competencies. Thus, educators and parents are expected to be able to stimulate children well. Recognizing potential makes a person stronger in facing the future. Knowing what to do and focusing more on abilities.

The potential that students have is certainly different for each individual. Many potentials can be developed but students' potential in the arts is often not seen by either teachers or parents of students (Cipta, 2019).

Dance is a potential that is important and must be developed in students' skills because Indonesia is a country that has abundant cultural diversity. Each region has its tribe and culture. Dance is one of the identities of the region.

Dance learning carried out in elementary schools is one of the supporters of the arts and crafts subjects known as

SBDP, which can help students improve their abilities from their interests, talents, or skills. Dance learning in SBDP subjects only discusses dance in general or does not learn deeply in the form of student expertise or skills (Zufriady, 2018).

Further study of dance art is studied in extracurricular activities to maximize the potential and level of intelligence, emotional, intellectual, and creativity possessed by elementary school students (Arisyanto et al., 2018).

According to Ki Hajar Dewantara, art is the result of human activity that arises and lives its feelings and has a beautiful nature so it can move the soul and feelings of humans (Rondhi, 2017). Dance art is "an impulse that comes from a person's feelings about something" which is manifested through beautiful and rhythmic movements. Dance art has basic elements, which have become a unity so that they cannot be separated.

The elements of dance art include *wiraga*. In the Indonesian Dictionary, it is a form of a human body accompanied by the ability and skill to move his limbs. *Wiraga* is a person's skill or ability to describe every movement made by a dancer. *Wiraga* itself is closely related to the memorization/memory of a dancer regarding what is done by the dancer. The movement, *wiraga* is in harmony with the accompaniment of the rhythm of the music by visualizing the feeling of the movement or rhythm.

Wirama is a rhythm formed from a musical instrument that is adjusted to the rhythm of the dance movement or the rhythm of the dance. The musical rhythm used in dance varies, such as sad, happy, and angry rhythms.

Next is *Wirasa*. *Wirasa* is the feeling of the dance movements performed by the dancer where the movements are in harmony with the accompaniment of the

musical rhythm by visualizing the feeling of the movements or rhythms (Sumargono, 2015).

In applying the elements of dance art, creativity is needed. Creativity involves the ability to have new thoughts or ideas that are valuable and unexpected with the result of providing a solution to the problem (Kasirer & Shnitzer-Meirovich, 2021). By seeing that creativity has become part of the core competencies in the 21st century. Therefore, it needs tools or media that can be used by teachers to increase student creativity. Creativity is a thought process carried out by someone where it is in the form of a new idea or product, which re-collaborates existing ideas or products into a new style (Ningrum, 2017).

Teachers have an important role in developing their students' creativity. In addition, schools also must provide their students with an education that allows them to adapt to the increasing changes of a globalized, competitive, diversified, and complex environment, where creativity, the ability to innovate, a sense of initiative, entrepreneurship, and a commitment to continuous learning are as important as specific knowledge of a subject.

The use of technology or digital media to support creativity in learning has been theorized in various works. The focus of the emergence of creativity as a result of activities with technology will only emerge from the interaction of digital technology features. Then, students develop it in the form of an expression with elements of high-level thinking with the process of technological assistance, namely developing ideas, establishing connections, creating and making, collaborating, and communicating, and evaluating creative results with technology (Bereczki & Kárpáti, 2018).

By using digital media and utilizing several applications contained in

digital media, creativity in art can be developed. There are four main categories of digital media, namely:

1. Interpersonal communication media, for example email.
2. Games, one of the interactive media.
3. Media in the form of searching for information such as search engines on the Net
4. Participatory media, such as chat rooms on the Net (Kurniawati & Baroroh, 2016).

To increase students' creativity and creative thinking by using new media. The role of media in the learning process is an important component in helping to increase students' creativity in modern education. Therefore, it needs to be a more specific development of the learning media itself which is innovative and follows the conditions and developments of this digital era.

In this case, new technology or media is designed to support various learning styles of students to focus on learning videos presented concisely or in the form of micro-videos. Digital competence is highly emphasized at the elementary and secondary education levels. Digital competence is something that must be developed by every school.

Digital media is used to develop learning modules that have been proven to improve student learning outcomes (Sari & Sutihat, 2022). The development of digital comics is also effective in improving student learning outcomes because learning is more accessible and can be done anywhere and anytime (Sari & Qonita, 2024). Likewise, the development of QR Code-based learning can increase student motivation and interest to achieve optimal learning outcomes and improve students' scientific literacy skills (Sari & Qonita, 2024).

The use of other digital media in learning can be in the form of digital applications. One of them is an application

that can be utilized in digital media, namely the TikTok application. TikTok is an application that contains various kinds of videos ranging from dancing videos, singing videos, and videos containing various interesting information content. TikTok can be utilized or used as a learning medium.

The use of TikTok as a medium for learning art is by doing movements accompanied by music. Students can play with facial expressions such as speaking style, movement, and others (Fatimah et al., 2021).

The TikTok application has quite a lot of interesting features or effects to use. Currently, TikTok is very popular with students even at all levels of society. Some of the functions that can be fulfilled by tik tok, such as the stimulation function that can increase students' interest in learning things on the TikTok media and the mediation function that is the real function of learning media, namely as an intermediary or delivery of messages from teachers to students (Aji, 2018).

Thus, the resulting video can make someone more confident and can generate new ideas such as in terms of dancing and loading information with a new style and others. It is reinforced by the concept of Vernom (in Rasida, 2020) which involves video technology in learning. It can increase learning abilities by 50% compared to without using media. Using the TikTok application as a learning medium can be used for increasing creativity in children, as well as learning dance arts through the TikTok application online, and can help students to continue practicing dances at home.

Therefore, the existence of TikTok as a learning medium is said to be quite effective if you look at the function or usefulness of TikTok in terms of the features

contained in TikTok itself. The functions are as follows:

1. Record sound, this feature has a function/usefulness, namely to record sound via a mobile phone or smartphone that is connected (integrated) to TikTok.
2. Record video, this feature has a function/usefulness, namely to record images or videos that are connected (integrated) to TikTok.
3. Backsound, this feature functions to add background sound effects that can be downloaded from TikTok storage media.
4. Edit, the edit feature functions to fix or edit video drafts that will be made into a short video.
5. Share, the share feature functions to share videos that have been made and are on TikTok.
6. Duet, this feature has a function to collaborate with other TikTok users.

Experts also state that using learning media can improve the quality of learning activities carried out (Kuswarsantyo et al., 2016).

Some of these experts include Baugh who states that approximately 90% of a person's learning outcomes are obtained through the sense of sight, 5% from the sense of hearing, and 5% from other sources (Kuswarsantyo et al., 2016).

The purpose of this study is to use digital media in the form of TikTok to improve students' creativity, especially in dance which is developed into creative dance art. Creativity is one of the basic abilities that students are expected to have in the 21st century. The use of digital media in the form of TikTok is currently popular with the public and students so researchers want to know the effectiveness and feasibility of digital media in improving students' creative dance creativity.

RESEARCH METHOD

In this study, the method used by the researcher is quantitative experimental research with the type of research being an experiment (Pre-Experimental Design (Non-designs)). This research was conducted at SDN Sudimara 7 Ciledug for 1 month, from January to February 2023. Using One-Group Pretest-Posttest Design. The design of the One-Group Pretest-Posttest Design can be described as follows:

$$O_1 \times O_2$$

Description:

O1: Pretest value (before being given treatment)

O2: Posttest value (after being given treatment)

The population of this study was all students of SDN Sudimara 7 Ciledug who participated in dance extracurricular activities with a total population of 50 students. By taking samples using the nonprobability sampling method, the type of sample used in this study is purposive sampling. The following are the criteria used by researchers that are appropriate to be used as samples:

1. Subjects are 6th-grade students who participate in dance extracurricular activities at SDN Sudimara 7 Ciledug.
2. Subjects have smartphones.
3. Subjects can use the TikTok application.

24 students meet these criteria.

Researchers used several data collection techniques, namely the assessment instrument of the digital media usage ability and the creative dance art ability instrument. The criteria can be a scoring guideline to provide scores to students, documentation, and post-test in the form of a video. The data analysis technique used was first a data normality test, a data

homogeneity test, and finally a T-test using SPSS 20.

In this study, researchers wanted to see the differences before using digital media and after using digital media on students' creative dance art abilities. After the hypothesis test on the data, the difference in the increase in students' creative dance art creativity values will be seen in the pretest and post-test data.

RESULTS AND DISCUSSION

This research has been conducted at SDN Sudimara 7 with the number of students used as samples in the experimental class as many as 24 students. Thus, the data was obtained in the form of values, where the values are the results of the assessment of the pretest and posttest on the use of digital media and the results of the assessment of the creativity of creative dance arts of students at SDN Sudimara 7. The form of this research is to use pre-experimental, using (One Group Pretest-Posttest Design). In this study, the sample taken was 24 students in class 6.2 where this research was conducted only in that class because class 6.2 is the superior class of SDN Sudimara 7 in the field of art.

Implementation of the Pretest

In the implementation of this pretest, the researcher gave a pretest to students who had never received special treatment regarding the use of digital media, especially the TikTok application as a means of learning dance arts. In addition, students also have never received special treatment or training to develop creative dance arts creativity. The following is the calculation table of the pretest value results using digital media:

Table 4.1 Results of the Pretest Using Digital Media

No.	Student Name	Pretest Scores
1.	AA	65

2.	AAS	65
3.	AKBS	70
4.	ASS	65
5.	AGI	65
6.	DED	60
7.	DPPW	60
8.	FFA	60
9.	FLS	60
10.	HKRP	60
11.	HAS	65
12.	INF	60
13.	JS	60
14.	KWZ	65
15.	KAR	65
16.	KPS	65
17.	NAS	65
18.	NPR	65
19.	NSAG	65
20.	NO	65
21.	QKD	65
22.	RK	65
23.	SIR	60
24.	ZMK	65
Total		1.525
Average Score		63,54
Lowest Score		60
Highest Score		70

From the results of the study carried out on January 7, 2022, at SDN Sudimara 7 in class 6.2 with a sample of 24 students, the results of the calculation data obtained a maximum score of 70, a minimum score of 60, and the average student score of 63.54. This value is a value where students have not received special treatment in the use of digital media.

The use of digital media in this study aims to improve the ability to be creative in creative dance arts. In this case, students of SDN Sudimara 7 were given a pretest regarding the ability to create new creative movements in creative dance arts, where students had never received special treatment or training to improve the creativity of creative dance arts. The following is the calculation table of the pretest results of students' creative dance creativity:

Table 4.2 Results of the Pretest of Creative Dance Creativity

No.	Student Name	Pretest Scores
1.	AA	65
2.	AAS	70
3.	AKBS	70
4.	ASS	65
5.	AGI	70
6.	DED	60
7.	DPPW	60
8.	FFA	60
9.	FLS	60
10.	HKRP	65
11.	HAS	70
12.	INF	70
13.	JS	65
14.	KWZ	65
15.	KAR	60
16.	KPS	70
17.	NAS	70
18.	NPR	65
19.	NSAG	65
20.	NO	65
21.	QKD	65
22.	RK	65
23.	SIR	60
24.	ZMK	65
Total		1.556
Average Score		65,20
Lowest Score		60
Highest Score		70

From the results of the study that was carried out on January 7, 2022, at SDN Sudimara 7 in class 6.2 with a sample of 24 students, the results of the calculation data obtained a maximum score of 70, and a minimum score of 60, where the average student score was 65.20. This value is a value where students have not received special treatment or training in improving creative dance creativity.

Posttest Implementation

After special treatment was carried out which aims to improve students' abilities in using digital media, the test questions used were the same as the pretest to make it easier for researchers to find out the differences before and after treatment.

The following are the results of the posttest of digital media usage:

Table 4.3 Results of the Posttest of Digital Media Usage

No.	Student Name	Posttest Scores
1.	AA	75
2.	AAS	70
3.	AKBS	75
4.	ASS	80
5.	AGI	70
6.	DED	70
7.	DPPW	70
8.	FFA	70
9.	FLS	70
10.	HKRP	70
11.	HAS	75
12.	INF	75
13.	JS	75
14.	KWZ	75
15.	KAR	75
16.	KPS	75
17.	NAS	75
18.	NPR	80
19.	NSAG	75
20.	NO	75
21.	QKD	85
22.	RK	85
23.	SIR	80
24.	ZMK	85
Total		1.810
Average Score		75,42
Lowest Score		70
Highest Score		85

In the table above, it can be seen that the scores of 24 students of SDN Sudimara 7 in the use of digital media after being given treatment increased with an average score of 75.42, and the highest score reached 85. Thus, it is the same as the posttest of students' creative dance creativity where special treatment or training has been given to improve students' creative dance creativity abilities. The following is a table of the results of the posttest of creative dance creativity:

Table 4.4 Results of the Posttest of Creative Dance Creativity

No.	Student Name	Posttest Scores
1.	AA	80

2.	AAS	75
3.	AKBS	80
4.	ASS	90
5.	AGI	75
6.	DED	75
7.	DPPW	75
8.	FFA	75
9.	FLS	75
10.	HKRP	75
11.	HAS	80
12.	INF	80
13.	JS	80
14.	KWZ	80
15.	KAR	80
16.	KPS	85
17.	NAS	85
18.	NPR	85
19.	NSAG	80
20.	NO	80
21.	QKD	90
22.	RK	85
23.	SIR	85
24.	ZMK	90
Total		1.940
Average Score		80,83
Lowest Score		75
Highest Score		90

In the table above, it can be seen that the scores of 24 students of SDN Sudimara 7 in the use of digital media after being given treatment increased with an average score of 80.33, and the highest score reached 90.

Thus, the difference between the pretest and post-test on the use of digital media and the creative dance creativity of SDN Sudimara 7 students can be seen in the following graph:

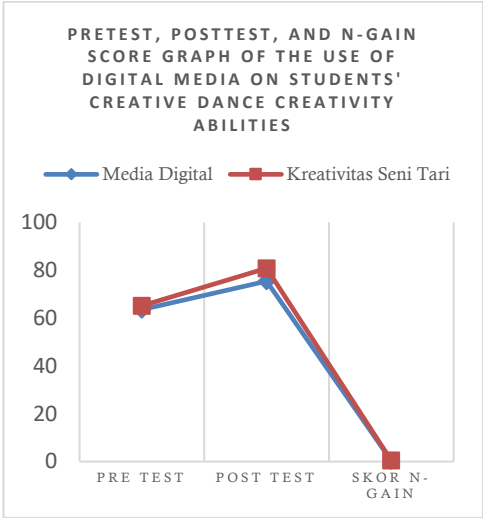


Figure 1. Pretest, Posttest, and N-Gain Score Graph of Digital Media Usage on Students' Creative Dance Art Creativity Ability (Source: Andivita, August 30, 2023)

Based on the research data calculated using SPSS in this study, the following normality values were obtained:

Table 4.5 Digital Media Pretest and Posttest Normality Data Testing

Tests of Normality						
Experiment	Kolmogoro			Shapiro-		
	St	d	Sig.	St	df	Sig.
	ati	f		ati		
	is			is		
	ti			ti		
	c			c		
r e s u l t	Digital	,12	,20	,924		,196
	Media	27	4	0*	4	
	Pretest				4	
u l t	Digital	,12	,11	,924		,310
	Media	60	4	4	5	
	Posttest				3	

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The following is a table of pretest and posttest normality values for creative dance art creativity:

Table 4.6 Pretest and Posttest Normality Data Testing for Creative Dance Art Creativity

Tests of Normality						
Experiment	Kolmogoro			Shapiro-		
	St	df	Sig.	St	df	Sig.
	ati			ati		
	is			is		
	ti			ti		
	c			c		
Res ult	Creativity	,139	,20	,940	2	,166
	Pretest		0*		4	
	Creativity	,125	,20	,962	2	,488
	Posttest		0*		4	

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the data that has been mentioned, it is known that the normality test reviewed from the class using the Kolmogorov-Smirnov test, obtained a significance value of the Digital Media Pretest in the experimental class of $0.200 > 0.05$, the Digital Media Posttest in the experimental class of $0.114 > 0.05$, the Creativity Pretest in the experimental class of $0.200 > 0.05$, and the Creativity Posttest in the experimental class experiment of $0.200 > 0.05$ with a significance level of 0.05 or 5%. Following the decision-making requirements, the significance value of both the pretest and posttest of digital media and creativity get a score greater than 0.05 so H_0 is accepted. Therefore, it can be concluded that the data is normally distributed or the sample comes from a normally distributed population.

After the calculation of normality data is known, the next step is the calculation of homogeneity data as follows:

Table 4.7 Homogeneity Data Testing

ANOVA ^a					
Model	Sum of	df	Mean	F	Sig.
	Square		Square		
	s		e		
1	Regr			14	
	essio	2,852	1	2,852	,3
	n			43	,000 ^b

Residual	9,148	46	,199
Total	12,000	47	

a. Dependent Variable: Student Creativity

b. Predictors: (Constant), Digital Media

Based on the results of the SPSS output above, the homogeneity test using the F-test that utilized software 20 shows a significance value of $0.000 > 0.05$. Therefore, it can be interpreted that the sample data is homogeneous.

In this study, to find out the difference in the value results of digital media use on the creativity of students' creative dance art, data calculations were carried out using the independent t-test. By using the independent t-test, a significant difference in the average before and after treatment was given can be seen. The calculation of the independent t-test data in this study uses the help of SPSS 20 software so from the results of the calculation obtained the following output results:

Table 4.8 T-Test

Independent Samples Test								
Levene's Test for Equality of Variances								
t-test for Equality of Means								
F	Sig.	T	d	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval	Lower

Equal variances assumed	,297	,588	3,787	4	,000	5,417	1,430	2,538
Digital Media								
Equal variances not assumed				4				
			3,787	5,949	,000	5,417	1,430	2,538
				9				

Based on the results of the research and existing statistical analysis, data, facts, and results are obtained stating that there are differences in the average creativity of students' creative dance arts who receive treatment using digital media (experiment) with students' creative dance arts creativity without the help of digital media (control). It can be seen based on the results of the t-test using the t-independent sample test which shows that the t-count value is 3.787 which means it is greater than the t-table 2,064, with a significance level of $0.000 < 0.05$. It can be interpreted that there is an influence of the use of digital media on the ability of students to creative dance arts through dance extracurricular activities at SDN Sudimara 7.

CONCLUSION

Based on the research that has been conducted at SDN Sudimara 7, the results obtained are that the creativity of dance arts where the process of learning or practicing dance arts using digital media obtains better results in developing students' creative dance arts creativity compared to before using digital media.

Based on the results of the t-test using the t-independent sample test which shows that the t-count value is 3.787 which

means it is greater than the t-table 2,064, with a significance level of $0.000 < 0.05$. It can be interpreted that there is an influence of the use of digital media on students' creative dance arts abilities through dance extracurriculars at SDN Sudimara 7.

The use of digital media in learning, as well as extracurricular activities is effective and good to do online (online learning) or offline (face-to-face learning).

Thus, students can implement creativity directly or use technology to produce good work. These activities can also increase students' emotional, creative, and moral intelligence.

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