



IMPROVING SHORT STORY WRITING SKILLS USING NDARBOY GENK MUSIC VIDEOS AS MEDIA

Fajar Agustia Prihandono¹, Rejokirono²

^{1,2}Educational Management, Universitas Sarjanawiyata Tamansiswa, Indonesia

Corresponding Author: fajarprihandono25@gmail.com

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Abstract

This study addresses the significant challenge of low student motivation and achievement in *cerkak* (Javanese short story) writing at SMK Negeri 2 Depok Sleman, where 73.5% of Class XI students failed to meet the Minimum Completeness Criteria (KKM). Utilizing the principles of sociocultural mediation and intrinsic motivation, this Classroom Action Research (CAR), employing the Kemmis and McTaggart model, aimed to enhance students' writing skills by using music video clips from the popular *popdut* band, Ndarboy Genk, as an inspiring and culturally relevant medium. The research was structured across pre-cycle, Cycle I, and Cycle II, with data collected from observations and quantitative analysis of student writing products. The findings show a progressive and significant improvement: student mastery increased from 26.47% (average score 68) in the pre-cycle to 67.65% (average score 73) in Cycle I, culminating in 85.29% mastery (average score 78) in Cycle II. The improvement between cycles was attributed to the corrective actions taken, notably enhanced teacher scaffolding focusing on narrative structure, improved time management, and better technical preparation. The cultural and contextual relevance of the Ndarboy Genk media proved highly effective in boosting student engagement, serving as a powerful creative stimulus that facilitated theme development and emotional depth in their narratives. This study concludes that implementing culturally relevant audiovisual media, such as Ndarboy Genk's video clips, is an effective and innovative pedagogical strategy for significantly improving both the technical skills and engagement in Javanese language writing. It demonstrates the critical role of popular culture in acting as a motivational scaffold within local language education.

Keywords: *Cerkak* Writing Skill; Ndarboy Genk; *Classroom Action Research* (CAR); Learning Media; Javanese Language Pedagogy

INTRODUCTION

Learning is an interactive process between teachers and students systematically designed to achieve educational goals through the use of appropriate media and strategies. The main goal of learning is to develop students' abilities in the cognitive, affective, and psychomotor domains (Ramdani et al., 2023). One important local content subject in the Indonesian education system is Javanese Language, which is taught from elementary school up to high school/vocational

high school in the provinces of Special Region of Yogyakarta, Central Java, and East Java (Kurnia & Sa'adah, 2024). Javanese Language functions not only as a means of communication but also as a medium for regional culture preservation (Agustin & Insani, 2024). Therefore, mastery of Javanese Language is expected to improve students' communication skills, both orally and in writing (Nadhiroh & Setyawan, 2021). The objective of Javanese Language learning is for students to preserve and maintain the Javanese

Language inherited by previous ancestors. Javanese Language learning encompasses noble values that can be exemplified and used in daily life (Aini et al., 2023).

One piece of literature taught in the Javanese Language subject is the short story, or *cerkak*. The *cerkak* is part of modern Javanese literature in the form of prose that narrates the daily life of characters (Cahyani & Zahro, 2023). In today's life, which has entered the era of globalization and information, writing skills are highly necessary (Kholiq & Sukoyo, 2023). The advancement of technology makes it essential for writing skills to be improved along with the development of science and technology (Dami, 2023). The activity of writing *cerkak* demands creative thinking ability as well as an understanding of text structure and linguistic rules. However, for vocational high school (SMK) students, this skill is often considered difficult because they tend to focus more on vocational subjects. Consequently, students experience difficulty in finding ideas, arranging the plot, and applying good and correct Javanese language.

Success in learning to write *cerkak* is not only determined by linguistic ability but also by students' interest and motivation to learn. Learning interest is a psychological drive that makes an individual feel pleased and attracted to an activity without coercion (Muliani & Arusman, 2022). Students with high interest will show activeness, enthusiasm, and responsibility toward learning (Ariyanti, 2025). To cultivate this interest, teachers need to implement relevant and meaningful learning approaches for students, one of which is through engaging learning media (Dewi & Insani, 2024).

Learning media plays an important role in increasing the effectiveness of the learning process.

Media functions as a means of delivering messages and information, helping students understand the material more easily and enjoyably (Titin et al., 2023). The selection of media must consider the characteristics of the students and the learning objectives (Insani & Kholiq, 2025). Appropriate media can create an active, creative, and contextual learning atmosphere (Sapriyah, 2019). In the context of Javanese Language learning, media that is close to students' lives will make it easier for them to connect daily experiences with the lesson material.

This view aligns with Vygotsky's Sociocultural Theory, which emphasizes that the learning process occurs through social interaction and the use of cultural tools. In the context of Javanese Language learning, Javanese-language music videos can function as a cultural tool that transmits the values, language, and social meanings of the speaker community (Insani et al., 2024). Through this medium, students do not just learn the language but also internalize the cultural values contained within it. Furthermore, the concept of scaffolding, or providing temporary support from the teacher, plays an important role in helping students understand the video content and develop it into writing ideas. The teacher can facilitate students in interpreting meaning, connecting the visual context with personal experience, and eventually enabling them to write *cerkak* independently (Shabani 2010).

In *cerkak* writing learning, Ndarboy Genk music videos can support all three SDT aspects. Students feel they have autonomy because they are free to interpret and write stories based on their own understanding of the video. Students develop competence when they successfully write a *cerkak* that conforms to the structure and meaning. Meanwhile, social relatedness emerges through

group discussions and common interest in music that is familiar to the students' lives. Thus, the use of emotionally relevant media can foster students' intrinsic motivation to learn more actively and independently. This aligns with research by Ryan (2020) which shows that the fulfillment of these basic psychological needs can increase intrinsic motivation and student engagement in learning. The research states that an individual's intrinsic motivation grows when three basic needs are met: the need for autonomy, competence, and social relatedness.

Based on observations at SMK Negeri 2 Depok Sleman, the learning of *cerkak* writing still faces challenges. Teachers tend to use lecture methods without utilizing engaging media, resulting in low student enthusiasm and poor learning outcomes. Out of 34 students in Class XI Chemical Analysis (KA A), only 9 students (26.5%) achieved the Minimum Completeness Criteria (KKM) of 75, while the remaining 73.5% had not mastered the skill. This condition indicates the necessity for an update in learning strategies and media.

To address these issues, this research utilizes Ndarboy Genk music videos as an innovation for *cerkak* writing instruction. Ndarboy Genk is a pop-dut music group from Yogyakarta that is popular among teenagers and uses Javanese Language as its medium of expression. Their songs often address daily themes close to the students' world, such as social life, friendship, and love. Music videos that possess an engaging storyline can serve as an idea trigger for students in writing *cerkak*. The use of this media is expected not only to improve learning outcomes but also to strengthen students' emotional connection to Javanese Language as their mother tongue. The lyrics of Ndarboy Genk's songs (popdut),

consistently presented in the video clips, use flexible, everyday, and relatable Javanese diction. This becomes a natural language model that is easily absorbed by students, especially in the appropriate use of *ngoko* or *krama* Javanese registers for conversational context. Students report that the diction selection process becomes faster because they can recall and use Javanese phrases or idioms they hear from the lyrics.

By integrating sociocultural theory and self-determination theory, this research is expected to contribute to the development of a Javanese Language learning model that is more innovative, interactive, and relevant to the needs of the younger generation. The use of Ndarboy Genk music videos as a cultural tool and learning medium is expected to enhance students' motivation, creativity, and learning outcomes in writing *cerkak*, and to foster a love for their regional language and culture.

METHODS

This research belongs to the category of Classroom Action Research (CAR), conducted at SMK Negeri 2 Depok Sleman with the primary focus on improving student learning outcomes in the *cerkak* writing material. The research subjects were the eleventh-grade students of Chemical Analysis (KA A) class during the 2023/2024 academic year. The study was carried out in three stages: pre-cycle, Cycle I, and Cycle II, each consisting of two meetings. The research data comprised both qualitative and quantitative data obtained through observation, interviews, field notes, and assessment of student work products. The main data sources were the students and the Javanese Language subject teacher, while secondary data sources were derived from learning documents such as lesson plans (RPP),

observation sheets, and student assignments results.

The research procedure included the stages of planning, action implementation, observation, and reflection, which were carried out repeatedly until the expected results were achieved. In the planning stage, the researcher prepared the material, the learning media in the form of Ndarboy Genk music videos, and the assessment instruments. This assessment instrument was compiled in the form of an analytic rubric which covered four main aspects of *cerkak* assessment: 1) Content and Depth of Story (assessing originality of ideas and clarity of message/moral), 2) Narrative Structure (assessing plot coherence and characterization), 3) Language Use (assessing accuracy of diction, style, and appropriate use of Javanese language register), and 4) Writing Mechanics (assessing compliance with Javanese spelling and grammar).

Learning implementation was carried out structurally through opening, core, and closing activities. The core activity was conducted through group discussions involving 3–4 students, but each student still wrote the *cerkak* independently. The action phase was conducted concurrently with observation to monitor student engagement and the effectiveness of the music video media usage. Reflection was carried out after each cycle to evaluate student learning outcomes and identify learning weaknesses as the basis for improvement in the subsequent cycle. Data analysis was performed descriptively, both qualitatively and quantitatively, by comparing results across cycles. Quantitative data were obtained from the final scoring of students' *cerkak* writing based on the four-aspect rubric mentioned above, while qualitative data were derived from observation notes. Data validity was established through

source and technique triangulation, while assessment reliability was ensured by utilizing two independent raters (inter-rater reliability) on the students' *cerkak* products. Action success was determined if individual student scores reached or exceeded the Minimum Completeness Criteria (KKM) (Maliasih et al., 2017), and the learning media was considered effective if the majority of the *cerkak* works showed a significant improvement across all four assessment aspects.

RESULTS AND DISCUSSION

The writing of *cerkak* (Javanese short story) faces serious challenges at the vocational high school level, where most students feel unfamiliar with Javanese literature material and experience low motivation. Pre-cycle data at SMK Negeri 2 Depok Sleman confirmed this issue, showing that only 26.47% of students achieved the Minimum Completeness Criteria (KKM). The main challenges lie in the students' difficulty finding relevant ideas, developing a coherent narrative structure, and using the Javanese language diction correctly. This condition necessitates a pedagogical intervention that focuses not only on technique but also on a culturally relevant mediation tool.

The improvement of writing skills, especially in the context of regional languages, cannot be separated from the role of Vygotsky's Sociocultural Theory. This theory emphasizes that learning occurs through social interaction and the mediation of cultural tools. In this context, popular media can function as a mediation tool that helps students move beyond their Zone of Proximal Development (ZPD) through appropriate scaffolding from the teacher. Furthermore, Self-Determination Theory (SDT) asserts that intrinsic motivation—which is the key to creativity—is

enhanced by fulfilling three basic needs: Autonomy, Competence, and Relatedness.

Several previous studies show that the use of music video media can significantly improve students' writing skills, especially in the context of literature or narrative texts. For instance, research by Nani Mulyani (2024) at SMPN 23 Pekanbaru demonstrated that using music video media in drama text writing instruction enhanced students' ability to design the plot, understand characters, and convey the story's message creatively. Although the focus of that study was on drama text, the same principle can be applied to *cerkak* (Javanese short story) writing, as both demand an understanding of plot, character, and a clear story message. Music videos function as a visual and auditory stimulus that helps students develop story ideas before they are poured into written form.

Research by Nurkholishoh Zahra (2021) at MTs Al-Falah Pengasinan Gunungsindur Bogor also showed that using the music video media "Mungkin Hari Ini Esok atau Nanti" in narrative text writing instruction could improve student learning outcomes. This video media facilitated students in understanding the plot, character emotions, and conflicts within the narrative, making it easier for them to express ideas in writing. This finding is relevant for *cerkak* writing because writing short stories in Javanese requires the ability to capture meaning and plot concisely and convey a clear message, similar to the narrative understanding facilitated by music videos.

Furthermore, research by Endang et al. (2020) at SMA Negeri 3 Bengkayang showed that the use of music media can improve short story writing skills in tenth-grade students. Music as a learning medium has a similar effect to music videos, as it presents an emotional context that can

inspire students to create stories. In the context of *cerkak* writing, locally-based audiovisual media, such as Ndarboy Genk music videos, can evoke students' interest and emotional engagement, thereby making it easier for them to find ideas, develop the plot, and express characters in the short story.

Research by Nindya Indriani (2016) at Universitas Negeri Malang added evidence that music video media featuring the singer Tulus facilitated students in writing short stories. This study emphasized that audiovisual media which is engaging and relevant to students' experiences can enhance their ability to construct plot, characters, and dialogue. This aligns with the main challenges in *cerkak* writing, where students often struggle to find story ideas, build the plot, and adjust the appropriate use of Javanese language. With the presence of engaging and popular media, students are more motivated to actively engage in the writing process.

These four studies support the premise that culturally relevant and popular audiovisual media can be an effective tool in writing instruction, especially for narrative texts and short stories. In the context of SMK Negeri 2 Depok Sleman, the use of Ndarboy Genk music videos can be applied to *cerkak* writing instruction. The songs and music videos from this pop-dut group use Javanese, contain daily themes close to students' experiences, and feature engaging storylines. Students' familiarity with this media enhances intrinsic motivation, emotional engagement, and depth of understanding, making the *cerkak* writing process easier and more enjoyable.

This research offers novelty by utilizing Ndarboy Genk music videos (Javanese popdut), which are highly popular among teenagers, as a

cultural tool to mediate writing ideas. The objective is to test the effectiveness of this medium through Classroom Action Research (CAR) in enhancing students' cerkak writing skills and to analyze how this medium triggers the increase in motivation and the fulfillment of SDT needs.

Pre-cycle Stage

The pre-cycle stage was the observation phase where the researcher monitored the learning implementation. No treatment was applied to the ongoing learning process during this stage. The results from this stage were used as a reference for this research, highlighting the problems that emerged in the classroom. The identified problem was that students still experienced difficulty in writing cerkak, as the teacher was still using the conventional learning model which focused on lectures, memory, and rote memorization. The student learning outcomes supported the observation data. The following shows the student learning outcomes in the cerkak writing material shown in Table 1.

Table 1. Pre-Cycle Learning Outcomes

KKM	Category	Results		Average Score
		Total	Percentage	
≥75	Completed	9	26,47%	79
<75	Not Completed	25	73,53%	64
Total		34	100%	68

Based on the table above, learning was still not optimal because the majority of students scored below the KKM in the cerkak writing material. The learning process required an appropriate model and learning media to improve and achieve maximal learning outcomes. An alternative solution to this problem is the use of Ndarboy Genk music video media, which is a band with Javanese-language songs that are currently favored by young people, especially students.

Cycle 1 Stage

Before the lesson began, the researcher prepared the lesson plan (RPP) utilizing the learning media and arranged the necessary equipment for the instruction. The lesson was conducted over 2 teaching hours (2 x 45 minutes). Instruction covered cognitive, affective, and psychomotor aspects. The lesson started with the preliminary activities, followed by the core activities, and the closing. In the core activity, the teacher displayed the music video clip prepared beforehand, then divided the students into groups for discussion and cerkak writing. The teacher initiated a discussion for students who were still confused. By the end of the lesson, the teacher collected the semi-finished cerkak to be continued in the second meeting. The observation of learning implementation and student activeness was also carried out during this stage.

On the second meeting. Learning was conducted with the same duration as the first meeting. The lesson began with preliminary activities, core activities, and closing. In this second meeting, the lesson focused on completing the cerkak that was unfinished previously. The learning proceeded with the same group system. Each group was given the freedom to re-access the Ndarboy Genk music video. Observation regarding the implementation of learning and student activeness was also carried out again during this stage. The student learning outcomes for Cycle I are as follows:

Table 2. Cycle 1 Learning Outcomes

KKM	Category	Results		Score
		Total	Percentage	
≥75	Completed	23	67,65%	79
<75	Not Completed	11	32,35%	60
Total		34	100%	73

Based on the results above, the class average and the percentage of students who have completed the material have increased compared to the pre-cycle. However, further improvement is needed in terms of teacher activity, student activity, and learning outcomes.

The reflection activity in Cycle I aimed to determine the level of success of the learning using Ndarboy Genk music video media. Qualitatively, the learning using music video media experienced an increase in learning outcomes, as can be seen in Table 2. From the table, it can be seen that there was an increase in the KKM score and the number of students whose scores exceeded the KKM compared to the pre-cycle.

Learning in Cycle I was not yet considered successful because there were still obstacles and constraints in the instruction that could be maximized. Observation results showed that the teacher was still not effective in managing learning time and was not optimal in conducting discussions and providing guidance to students. The limited discussion time and technical issues during the music video playback became obstacles that arose during the lesson. Student activity still did not adhere to the work instructions, which prolonged the cerkak writing process, and some students were still dependent on or relied heavily on their group members.

Based on the observations conducted during the action, the following results were obtained: (a) students were still unable to develop a writing framework, (b) errors occurred in Javanese spelling, (c) discussions were not conducive, (d) the teacher was not yet optimal in assisting struggling students, and (e) technical issues occurred when playing the video. Based on these constraints, an evaluation was conducted to form the basis for the implementation of Cycle II

learning. The plan for improvement/evaluation for Cycle II learning is as follows: (a) the teacher will re-explain the cerkak writing framework as the basis for story development, (b) the teacher will be more maximal in helping students, especially in developing the framework, spelling, and diction, (c) the teacher will remind students of the discussion time limit and maintain class conduciveness, and (d) the teacher will ensure that the equipment used is in good condition during the lesson.

Cycle 2 Stage

The planning stage referred to the results of the reflection in Cycle I, aiming to improve the implementation and learning outcomes of Cycle I. The Lesson Plan (RPP) used remained the same but was further refined, reflecting on the implementation of Cycle I. The refinement and repetition of the process in Cycle I were expected to improve student learning outcomes. The Cycle II action maintained the same learning time, meetings, and overall implementation structure. However, the implementation meticulously incorporated the results of the reflection from Cycle I. After conducting a more thorough refinement and planning based on Cycle I learning, the following learning outcomes were obtained:

Table 3. Cycle 2 Learning Outcomes

KKM	Category	Result		Score
		Total	Percentage	
≥75	Completed	29	85,29%	80
<75	Not completed	5	14,71%	69
Total		34	100%	78

The learning outcome data above shows that the student average score and student mastery increased compared to the pre-cycle and Cycle I.

The reflection in Cycle II aimed to determine the success rate of the cerkak writing

instruction using the Ndarboy Genk music video media. The results of Cycle I compared to Cycle II showed that the class average increased, the number of completed students increased, and there was a significant decrease in the number of uncompleted students.

This research examines the effort to improve *cerkak* (Javanese short story) writing skills among eleventh-grade Chemical Analysis (KA) A students at SMK Negeri 2 Depok Sleman through the utilization of Ndarboy Genk music video media. The findings indicate a significant increase in student learning outcomes following the implementation of this learning media, as evidenced by the comparison of data from the pre-cycle, Cycle I, and Cycle II, which is shown in the table below:

Table 4. Perbandingan data tiap siklus

	Pre-Cycle	Cycle I	Cycle II
Class Average Score	68	73	78
Number of Completed Students	9	23	29
Student Mastery Percentage	26,47%	67,65%	85,29%

The pre-cycle phase served as the basis for this study by identifying various challenges in teaching *cerkak* writing. Data indicated that the majority of students had not yet achieved the Minimum Competency Criteria (KKM), with a class average score of only 68. This suggested that conventional teaching methods were less effective. Initial observations further revealed that students struggled to generate ideas and lacked understanding of the *cerkak* text structure. These challenges were compounded by the fact that Javanese is a local content subject, which often receives less focus from vocational high school (SMK) students compared to their core vocational

subjects. Additionally, the suboptimal use of learning media contributed to low student motivation.

The implementation of Ndarboy Genk music videos as an inspirational trigger for *cerkak* writing was conducted over two cycles. In Cycle I, learning outcomes showed improvement: the percentage of students meeting the KKM increased to 67.65%, and the class average rose to 73. This indicated that the Ndarboy Genk video clips, being culturally relevant and popular among students, positively influenced their interest and understanding in *cerkak* writing. Students became more motivated to engage in the learning process, particularly during discussions and while extracting ideas from the storylines of the videos.

However, Cycle I still faced several challenges. Teachers were not fully effective in time management and providing optimal guidance. Technical issues during video playback also posed obstacles. On the students' side, not all activities adhered strictly to instructions, and some students still relied heavily on their peers. Approximately 32.35% of students had not yet reached the KKM, and qualitatively, many students continued to struggle with developing story frameworks and frequently made spelling errors in Javanese. These findings provided the foundation for improvements implemented in the subsequent cycle.

In Cycle II, evaluations and improvements based on reflections from Cycle I were carefully implemented. The teacher provided a more in-depth explanation of the *cerkak* writing framework, offered more comprehensive guidance on developing story structures, spelling, and diction, and emphasized the importance of discussion time management and maintaining classroom order. Equipment preparation was also

improved to avoid technical issues. As a result, significant and optimal improvements were observed: the percentage of students meeting the KKM reached 85.29%, and the class average increased to 78.

This improvement indicates that the adjustments in the teaching process, based on the identification of weaknesses in the previous cycle, successfully addressed existing obstacles and maximized the potential of Ndarboy Genk video clips as a learning media. The progressive enhancement in *cerkak* writing mastery, from the pre-cycle phase (26.47%) to Cycle II (85.29%), demonstrates the effectiveness of integrating Ndarboy Genk video clips into learning.

Furthermore, this effectiveness is underpinned by strong theoretical support mediating the learning process. The improvement can be critically analyzed through two main frameworks: Ndarboy Genk video clips as a cultural mediation tool (Sociocultural Theory, SCT) and the enhancement of students' intrinsic motivation (Self-Determination Theory, SDT). The video clips functioned not only as a culturally relevant stimulus but also as a motivational trigger that encouraged active engagement, creative thinking, and deeper emotional involvement in *cerkak* writing.

The success of this cognitive mediation tool would not be optimal without the enhancement of intrinsic motivation, analyzed through the lens of Self-Determination Theory (SDT) (Deci & Ryan, 1985). The increase in motivation across cycles is closely linked to the fulfillment of three basic psychological needs. First, relatedness, as Ndarboy Genk songs are popular among vocational high school students and feature socioculturally relevant themes, such as economic struggles and the experiences of ordinary people.

Using these videos directly satisfies students' need for relatedness, making them feel that the learning material connects with their identity and social environment. This sense of connection creates an emotional foundation for deep engagement.

Second, autonomy is supported by allowing students to choose the song or video clip that inspires them most. The sense of ownership and control over the learning tool enhances autonomous (intrinsic) motivation, prompting students to put forth greater effort independently of grades (extrinsic motivation).

Third, competence is reflected in the measurable improvement of scores from 68 to 78, demonstrating that students feel capable of producing quality *cerkak*. Positive feedback from teachers and the achievement of KKM reinforce their sense of competence, which acts as a key driver for intrinsic motivation. Together, the satisfaction of relatedness, autonomy, and competence explains the progressive increase in student engagement and performance in *cerkak* writing across cycles.

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Although the Ndarboy Genk media successfully triggered motivation in Cycle I, mastery still stagnated at 67.65%. The significant increase to 85.29% in Cycle II was a direct result of strategic changes in teacher scaffolding, in line with Vygotsky's Zone of Proximal Development (ZPD) principle. In Cycle I, scaffolding tended to be generic and did not address individual weaknesses (for example, many students were still weak in the Writing Mechanics aspect). Based on reflection, the teacher performed corrective action by providing feedback focused on each student's specific deficiencies (for instance, correcting the improper use of *krama* diction for student A, while student B was guided in developing a more complex plot). Furthermore, the teacher practiced fading scaffolding by gradually reducing support, compelling students to take full agency in the revision and self-correction stages.

This shift in scaffolding from telling to responsive guidance was effective in helping students surpass their ZPD, internalize the skills

taught, and produce *cerkak* products that consistently fulfilled all four assessment aspects (Content, Structure, Language, and Mechanics). This aligns with the findings of Ilgaz (2013) which demonstrate that specific and responsive scaffolding is key to developing critical thinking and creativity in writing.

Overall, this research confirms that the use of Ndarboy Genk music video media in *cerkak* writing instruction is effective in improving student learning outcomes. The Kemmis and McTaggart Classroom Action Research (CAR) model proved suitable for identifying problems, designing actions, observing implementation, and reflecting on the results repeatedly until the learning objectives were achieved.

CONCLUSION

This research shows that the utilization of Ndarboy Genk music video media effectively improved *cerkak* writing skills among eleventh-grade Chemical Analysis (KA A) students at SMK Negeri 2 Depok Sleman, as evidenced by the increase in the class average score, the number of completed students, and the mastery percentage from the pre-cycle to Cycle II. The music video clip served as a relevant trigger, overcoming the limitations of conventional lecture methods and arousing students' interest in learning, while facilitating them in finding ideas and understanding the storyline. Constraints in Cycle I, such as time management, teacher guidance, and student adaptation, were successfully remedied in Cycle II through reflection and adjustment of actions. This finding confirms the potential of locally-based audiovisual media to enhance creativity and contextual understanding, not only in Javanese Language but also in other subjects, with opportunities for future development through digital media and the

exploration of content that matches student interests.

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