

The Effectiveness of Using Flashcard My Dance Adventure Media in Introducing Javanese Traditional Dance to Class B Students of RA Matholibul Ulum 01

Sheila Putri Anjani[✉], R Agustinus Arum Eka Nugroho

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Universitas Negeri Semarang, Semarang, Indonesia

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Keywords

Flashcard My Dance Adventure; Recognition abilities; Javanese Traditional Dance

Abstract

Flashcard my dance adventure media is one of learning media that can be used by teachers to students in order to introduce Javanese traditional dance. Introduction to various Javanese traditional dances from various provinces in Java Island gave a new introduction to students about traditional dance arts in Indonesia to foster a sense of love for the arts and culture of the nation. The confusion occurred to students about Javanese traditional dance itself, both in terms of the traditional dance regional origin, costumes, and the story behind each traditional dance. This research aims to find out whether the use of flashcard my dance adventure media is able to increase the student's recognition toward Javanese traditional dances in RA Matholibul Ulum 01. This research used quantitative approach that is experimental research that used One Group Pretest Posttest as the research design. The population is the whole students of RA Matholibul Ulum 01 as many as 30 students. The data collection technique used observation, questionnaire, and documentation. The data analysis used in this study is descriptive analysis and hypothesis test through paired sample t-Test technique. The result of t test calculation obtained score $t_{count} \geq t_{table}$ as many as $28,793 > 2,045$ with the significant value (2 tailed). So, H_a is accepted that there is a significant difference related to flashcard my dance adventure use to increase students' recognition abilities toward Javanese traditional dances. There is a difference from the average pretest is 71.23 after being given posttest treatment increased to 112.87 and obtained a significant improvement that is equal to 41.64. The N-Gain test result obtained 0.54 showed that flashcard my dance adventure media was effective to introduce Javanese traditional dances to class B students of Matholibul Ulum 01 with medium category.

How to cite

INTRODUCTION

The art of dance as an Indonesian art deserves to be preserved by the nation's next generation, bearing in mind that in this digital era many students prefer foreign cultural arts rather than their own culture. According to Mangku (2021), the importance of traditional dance as a communication tool, entertainment, and a form of Indonesian art must be maintained and preserved so that it does not become extinct and is not easily recognized by other countries. One of the first steps to preserving traditional dance, especially Javanese traditional dance, is to introduce it to early childhood. Javanese traditional dance is important for us to recognize and learn from, because traditional dance is one of Indonesia's artistic heritages which is a wealth for Indonesia to preserve.

Observations made in group B in the creative class showed that, when appreciating the teacher did not fully and clearly explain to the students, as well as in the learning process, the learning media used by the teacher had not been able to attract the students' attention, so the students were not interested in learning traditional dance delivered by the teacher. Short explanations and the use of learning media that are less attractive, result in students not being interested in learning and students do not understand related to traditional dance lessons given by the teacher. According to Jayapada et al., (2020) Apperception is an activity carried out by the teacher at the beginning of learning, before entering the core activities which aim to attract students' attention and focus on the learning material delivered by the teacher. In this apperception process the teacher can use interesting learning media, in order to attract students' attention.

The apperception process, which should be the initial process for students to get to know traditional dance from a general knowledge perspective on traditional dance, becomes ineffective because the teacher's explanation is too short, seems rushed, and the learning media used by the teacher is not attractive to students. The appreciation process makes students confused and bored with learning traditional dance. The boredom and decreased feeling of enthusiasm in students was seen when students were asked to imitate the traditional dance movements practiced by the teacher, but many students complained of being tired, bored and said that the traditional dance movements taught by the teacher were difficult.

Many of the students asked about the traditional dance they were learning at that time.

Questions from creative class students were mostly related to concepts or knowledge of a traditional dance that the students were learning at that time. Introducing traditional dance to students cannot directly ask students to learn the movements. According to Nuryani et al., (2020), the first stage of introducing students to traditional dance that must be done by a teacher is to introduce students to concepts and theories first. Students are invited to get to know traditional dance, starting from the meaning of traditional dance, the costumes in traditional dance, and the area of origins of a traditional dance. Each learning process according to Herawati, (2018), must be adjusted to the stages of student development. Inviting students to imitate traditional Javanese dance movements is a difficult thing for students. According to Wirsas & Mayar, (2020), students need good physical and motor skills in dancing, namely the strength of body movements, agility, and coordination of movements. The dance movements in traditional Javanese dance have many variations, strong footsteps, broken hand movements and complex coordination of movements (Wulandari, 2017). According to Password (2018), the movements in traditional Javanese dance are not suitable for students.

Based on this, the researchers in this study aimed to introduce Javanese traditional dance to students in terms of prior knowledge, namely related to the regional origin of several traditional dances on the island of Java. This introduction to traditional dance introduces students to six traditional dances on the island of Java. Every single province in Java Island is represented by a traditional dance. This introduction is done to avoid confusion in students related to the traditional dance they are learning. Traditional dance introduction material is introduced to students according to the students' abilities, namely from the area of origin of traditional dance. Learning media plays an important role in being able to convey learning material to students properly and appropriately according to learning objectives. According to Zaini & Dewi, (2017), learning media is anything that can assist teachers in delivering learning material to students. According to Fanny as quoted in Kuswanto & Radiansah, (2018) media is a means or intermediary for teachers and students in conveying learning material so that students are not bored, motivated, and easy to accept learning. Learning media according to Yunus Arsyad as quoted in Harditya & Mukminin (2018) the disease and tooth decay can lead to adverse consequences for growth, for it takes considerable knowledge so that children can

take care of their teeth. One great way to increase the knowledge of the child's teeth in the current era is to provide play activities and learning with technology is through interactive media powerpoint. The problem in this research is whether interactive learning media powerpoint effective in increasing knowledge of dental health of children at the age of 5-6 years. This study aims to determine the effectiveness of interactive learning powerpoint media increase knowledge of dental health in children at age 5-6 years. The research was conducted in TKIT Ngaliyan Semarang Permata Hati using the form Pre-experimental design to approach one group pretest-posttest design. The samples used were children aged 5-6 years as many as 32 children. The technique of taking samples in this research is technique purposive sample Analysis of the data used is the method Until Independent t-Test. The calculation result data showed an increase in values mean originally became 126.3 88.13. The amount of the increase that occurred at 38.25. Based on calculations using paired t-Test Sample obtained values-ttable> t> ttable, namely (-2,039>-21 534 or 21 534> 2,039, states that learning media has an important influence on learning where this learning media provides information that can be learned by students through their five senses.

Learning media according to Mulyana et al (2017) has many varieties including graphic or visual media (photos, graphs, charts, diagrams, cartoon posters and others), media with three-dimensional models (stacking models, work models, etc.), media projection models (slides, films, strips, etc.). Efforts made to introduce Javanese traditional dance to students require an effective media, one of the media introducing Javanese traditional dance to students can be through the flashcard my dance adventure media. media My dance adventure flashcard is a visual media in the form of picture cards modified from flashcards or picture cards with a maze as an innovation using the visual media of picture cards or flashcards in introducing Javanese traditional dance. The purpose of the my dance adventure flashcard is to introduce students to traditional Javanese dance. The selection of flashcards as a learning medium to be able to introduce students to traditional dance in Java is based on several previous studies which concluded that flashcards are capable of improving students' various abilities. In addition, this research focuses on students to be able to find out about several traditional dances in Java from the point of view of knowledge about a traditional dance and its area of origin.

The problems described above explain

that, it is very important for a teacher before teaching students about traditional dance movements, students are given knowledge and understanding regarding traditional dance with interesting and effective learning media. Based on the explanation described above, the researcher formulates to conduct research on the effectiveness of the use of my dance and venture flashcard in introducing Javanese traditional dance to class B students of RA Matholibul Ulum 01 Kudus and the amount of effectiveness resulting from the use of my dance adventure flashcard in introducing Javanese traditional dance to class B students of RA Matholibul Ulum 01 Kudus.

Effectiveness is a word that has several meanings, according to the Big Indonesian Dictionary (KBBI) as quoted in Ninla Elmawati Falabiba et al., (2017), gives three words of effectiveness. First, effectiveness means effect, effect, impression, and influence. Second, effectiveness means that it is effective and the third meaning, namely effectiveness means bringing results. Effectiveness in this study is an effect or consequence of using flashcard my dance adventure in introducing Javanese traditional dance to students at RA Matholibul Ulum 01 Kudus.

Media according to Veronica, (2018) is an intermediary, link, and tool for conveying information to recipients. Meanwhile, according to Nunu Mahnun as quoted in Tafonao, (2018), explains that the word "media" comes from the Latin "medium" which means an intermediary or introduction which is a means of channeling learning messages that the teacher wants to convey to students. Learning media according to Heri & Ariana (2018) media is one of the media for teachers and students in carrying out the learning process which is a unit that cannot be separated from the world of education. Learning media is anything that can help teachers convey learning to students and students can be more motivated in the learning process with more interesting learning media. According to Lin et al., (2018) "ISSN": "22113681", "abstract": "Little research has examined the fruitfulness of flashcards for improving learning outcomes of authentic classroom material. In Experiment 1, across different content areas flashcards did not significantly increase performance on a final test relative to the free-study condition. Experiment 2 investigated whether providing conceptual flashcards would aid participants' learning relative to detailed flashcards (the kind generated most frequently by participants) Learning media provides benefits to students, namely attracting students' interest, attention, and focus. Learning media is impor-

tant for early childhood because, at this age they cannot think abstractly so they need a real picture like this learning media to be able to help students think concretely (Siregar & Naimi, 2020).

Flashcards according to Retnoningsih, (2017) is an example of visual media in learning that helps teachers convey learning material to students. Flashcards according to Nugraeny & Mukminin (2019) is a learning media made of paper material such as cards where the size can be adjusted according to the number of students encountered. According to Tri Rahayu & Martini Meilani (2019) flashcards or picture cards can motivate students to participate in learning activities. Flashcard media as a picture card has a side of interest for students, that is, with attractive pictures it is able to attract the students' attention and focus on the message that will be conveyed in the flashcard (Soraya, 2017).

Art is an important aspect for students to learn, through art students can develop their talents in the arts (Wijayanti & Latiani, 2017). Traditional dance is one type of art that belongs to Indonesia. Traditional dance is a type of dance that has existed for a long time and has been passed down from generation to generation (Princess, 2018). Another opinion from Rahmadani & Tasuah (2019) is that traditional dance is dance that was born and developed in a certain area based on the adaptation of hereditary habits adopted by the people who own the dance. Traditional dance as a national heritage needs to be preserved and introduced to future generations (Thoha et al., 2021). This digital era is so sophisticated that we, as the next generation, must be able to maintain traditional dance arts. According to Astuti & Nugroho (2017) the impact of globalization that is happening right now is also one of the factors regarding the fading of students' love for traditional dance arts where, the current generation makes students more familiar with and loves art from outside. Tradition is introduced to students in this research is a traditional dance in Java Island. Java Island consists of six Provinces namely Banten, Jakarta, West Java, Central Java, Yogyakarta and East Java. Each province is represented by a traditional dance from each province. Banten is represented by the Grebeg Terbang Gedhe dance, Jakarta is represented by the Betawi Mask traditional dance, West Java is represented by the Merak traditional dance, Central Java is represented by the Kretek traditional dance, Yogyakarta is represented by the Serimpi traditional dance, and West Java is represented by the Remo traditional dance.

The research obtained from the research

aims to find out that the my dance adventure flashcard media is effective in introducing Javanese traditional dance to class B RA Matholibul Ulum 01 students. The novelty in this research is introducing Javanese traditional dance to students with the my dance adventure flashcard which is usually from several previous studies flashcard only used by teachers to improve language skills in students, however, in this study flashcard is used to introduce Javanese traditional dance to students. Flashcard media used in this study is also updated compared to other flashcard media, my dance adventure media is a modification of flashcard media with maze as a place for students to explore, where this media is a new medium to be able to attract students' attention about Javanese traditional dance effectively.

METHOD

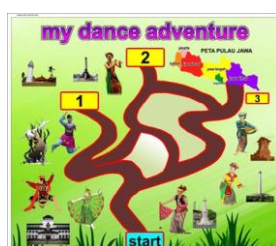
The type of research used in this study uses a type of quantitative research. The research design used was a one-group pretest posttest design that compared conditions before and after being given treatment. Pretest and posttest to determine the effectiveness of a particular treatment (X), the research design was carried out before treatment (O1) and after being given treatment (O2). The population in this study were all students of RA Matholibul Ulum 01 and the sample used was all students in the creative class group B RA Matholibul Ulum 01 with a total of 30 students. Sampling is a probability sampling with a purposive sample technique, namely a technique with certain reasons or considerations (Sugiyono, 2013). Data collection techniques using observation, questionnaires, and documents. The instrument used is a questionnaire with a Likert scale regarding the ability to recognize students in traditional Javanese dance which includes indicators of students' achievement in accordance with the bloom taxonomy theory. The data analysis used is the normality test, homogeneity test, hypothesis test, and the N-Gain test. The normality test is a test to find out whether a data from respondents has a normal distribution or not. Homogeneity test is a test carried out with the aim of seeing whether the data obtained in the pretest and posttest comes from a homogeneous variant. Hypothesis testing uses the paired sample t-test as well as the difference test, this test is carried out to determine whether or not there is a difference in the mean of the two samples. The N-Gain test was used to examine the effectiveness of using my dance adventure flashcard media.

This research creates a learning media to

be able to introduce Javanese traditional dance to students with my dance adventure flashcard media. The my dance adventure flashcard media contains pictures of traditional Javanese dances and pictures of city icons from the traditional dance areas on the flashcard. It consists of 6 flashcards where one flashcard contains a traditional dance representing a province in Java. The traditional dances introduced were the Grebeg fly gedhe dance from Banten, the Betawi mask dance from Jakarta, the Merak dance from West Java, the kretrek dance from Central Java, the Serimpi dance from Yogyakarta, and the remo dance from East Java. The material for making flashcards or picture cards is generally made of thick paper, the same as the My Dance Adventure flashcard used in this study, which was also made of paper. The paper used in making my dance adventure flashcards (yellow board cardboard) YB 30 thickness paper. The flashcard design is printed on 150-gram art paper, pasted on yellow board YB 30 thick glossy laminations. Maze is made with banner material or similar to MMT material. The type of banner material used is luster. This luster material gives a glossy finish and this luster material can also last a long time, is strong, and does not tear easily. The size used is 2m × 2m. Maze was designed using the help of a computer program, namely the help of Corel Draw. In the maze there are 3 challenges that must be completed by all students. This maze design, students explore various traditional Javanese dances in every province on the island of Java.



Picture 1. Design flashcards



Picture2. DesignMaze

RESULTS AND DISCUSSIONS

This research is for students in class B aged 5-6 years at RA Matholibul Ulum 01 with the application of flashcard my dance adventure in introducing Javanese traditional dance to students. Learning activities at RA Matholibul Ulum 01 use learning with the inquiry method. When learning begins, it shows that when the teacher's appreciation does not explain completely and clearly to students, as well as in the learning process, the learning media used by the teacher have not been able to attract students' attention, so that students are not interested in learning traditional dance delivered by the teacher. Short explanations and the use of learning media that are less attractive, result in students not being interested in learning and students not understanding related to traditional dance lessons given by the teacher. According to Media & Sumanto (2021) appreciation is an activity carried out by the teacher at the beginning of learning, before entering the core activities which aim to attract students' attention and focus on the learning material delivered by the teacher. In this apperception process the teacher can use interesting learning media, in order to attract students' attention.

The apperception process, which should be the initial process for students to get to know traditional dance from a general knowledge perspective on traditional dance, becomes ineffective because the teacher's explanation is too short, seems rushed, and the learning media used by the teacher is not attractive to students. The appreciation process makes students confused and bored with learning traditional dance. The boredom and decreased feeling of enthusiasm in students was seen when students were asked to imitate the traditional dance movements practiced by the teacher, but many students complained of being tired, bored and said that the traditional dance movements taught by the teacher were difficult.

Many of the students asked about the traditional dance they were learning at that time. Questions from creative class students were mostly related to concepts or knowledge of a traditional dance that the students were learning at that time. Introducing traditional dance to students cannot directly ask students to learn the movements. According to Arzaqi (2019), the first stage of introducing students to traditional dance that must be carried out by a teacher is to introduce students the concepts and theories first. Students are invited to get to know traditional dance, starting from the meaning of traditional dance, the costumes in traditional dance, and the

area of origins of a traditional dance. Knowledge according to Apriliani et al (2017) is information received from a theory. Before students are taught about traditional dance movements, it is better for students to be introduced to the knowledge about traditional Javanese dance first. Each learning process according to Safitri & Agustinus (2017), must be adapted to the stages of student development. According to Febrianingrum & Diana (2021), students in dancing need good physical and motor skills, namely the strength of body movements, agility, and good coordination of movements. The dance movements in traditional Javanese dance have many variations, with strong footsteps, broken hand movements and complex coordination of movements (Purnami & Formen, 2020). According to Widyoseptiani & Sumanto (2021), the movements in traditional Javanese dance are not suitable for students. Researchers in this study aim to introduce to students about traditional Javanese dance based on the regional origin of several traditional Javanese dances from each province on the island of Java.

Flashcard my dance adventure media is a visual type of learning media with modifications to the maze media. My dance adventure flashcard media is a medium for students to be able to get to know Javanese traditional dance with flashcards that contain pictures of Javanese traditional dances from various provinces on the island of Java and icons of regional origins from traditional dances that are in the flashcard, as well as through the maze the students explore various traditional Javanese dances on the island of Java. According to Wahyuni as quoted in Fatmasari & Nugroho (2018) explains that, flashcard media is learning media in the form of cards made by using photos or images, on the back which is an explanation of the images on the flashcard. In addition, according to Prahesti et al (2018) Flashcards are usually sized where the size can be adjusted to the number of participants encountered. My dance adventure here is exploring traditional dance, students are exploring traditional Javanese dance in the media maze, where this media maze has been designed in such a way that students can explore traditional Javanese dance in the maze and complete every challenge in the maze. Maze according to Wicaksono & Waluyo (2018) is a game like a maze where students are asked to be able to find the right path. Maze media according to Yadi & Diana (2018) also has the benefit of strengthening the physical aspects of students. Maze media as a place for students to explore related to Javanese traditional dance has three challenges. In the first challenge, students

are asked to find pairs of cards that contain traditional dance images that match the card the students chose at the starting line. The second challenge for the students is to choose a card with the correct image of the city's regional origin of each traditional dance, according to the origin of the traditional dance card that the students chose in the first challenge. The third challenge for the students is asked to place the two cards that the students brought in the right area according to the name of the province the students had chosen on the map of Java Island.

Research by Fitriyani & Nulanda (2017) which were divided into two groups namely experimental group and control group. The hypothesis of this research is that there is a difference of vocabulary between experimental group and control group before and after giving flash cards media. The independent sample t-test of the gain score of the experimental group (11.7895, it is suggested that flashcards have a significant effect on improving the English vocabulary skills of elementary school students with an increase percentage of 27%. The increase in students' English vocabulary skills can be seen through a comparison of the independent t-test, the independent t-test is used to compare two groups that are independent or not bound to each other. Maryanto & Wulanata (2018), explained in their research that examined the use of flashcards to improve letter recognition for grade 1 students in Indonesian language subjects at the ABC Manado school, explained that the use of flashcards can improve students' recognition of letter shapes. The percentage of students recognizing letter shapes for each achievement indicator consisted of 86.46% for the indicator connecting letters with their names, for the indicator for recognizing capital letters it reached 95.83%, while for the indicator for recognizing lowercase letters it reached 91.7%. In line with this opinion, Miles & Ehri (2017), through the quantitative method with the t test showed that with flashcard students can easily read the words on the flashcard, and can distinguish standard and non-standard words.

Based on research analysis from several previous relevant studies that the use of instructional media is suggested to be used in conveying learning material to students in an interesting way. Flashcard learning media based on relevant research also has the result of being able to improve several students' abilities, especially in the field of language. Therefore, the use of my dance adventure flashcard is useful to be able to improve the ability to introduce students to traditional Javanese dance with data that the recognition abi-

Table1. Descriptive Analysis Results

Table 1. Descriptive Analysis Results									
Mean		Paired Differences				t	df	S i g .	
		Std. De-	S t d .	95% Confidence In-				(2-tailed)	
		viation	E r r o r	terval of the Differ-					
			Mean	ence					
				Lower	Upper				
		-41,633	7,920	1,446	-44,591	-38,676	-28,793	29	,000
Pair	Pretest -								
1	Posttest								

lity of existing students towards traditional Javanese dance increases after being given treatment using my dance adventure flashcard with a magnitude of effectiveness in the medium category.

Based on the table above, it is explained that the number of respondents (N) in the study was 30 children. The minimum value shown in the table at the pretest is 54 while the minimum value at the posttest is 90. The maximum value at the pretest is 90 while at the posttest is 144. The mean or average value at the pretest according to what is shown in the table was 71.23 with a standard deviation of 12.789, while at the posttest was 112.87 with a standard deviation of 12.498.

Table 2. Paired Sample T test Analysis Results

	N	Mini-mum	Maxi-mum	Sum	Mean	S t d . Devia-tion
Pretest	30	54	98	2137	71.23	12,789
Posttest	30	90	144	3386	112.87	12,498
Valid N (list-wise)	30					

The table contains the results of the paired sample t-test showing that the t-count is 28,793. Judging from the t table value with a df of 29, as many as 2,045. Based on these results, it shows that the t-count value is greater than the t-table, as many as $28,793 > 2.045$, with a significance level of 0.000. The magnitude of the significance results is equal to $0.000 < 0.05$ which means there is a significant difference. The average difference obtained before and after being given treatment using flashcard my dance adventure shows the following results.

$$N\text{-Gain Score} = \frac{(\text{Posttest score} - \text{Pretest score})}{(\text{Ideal score} - \text{Pretest score})}$$

PosttestScore : 112.83

Pretest Score: 71.23

Ideal Score 148

N-Gain Score := 0.54

Table 3. N-Gain Score Category

N-Gain Score	Categories
$g > 0.7$	High
$0.3g \leq 0.7$	Moderate
$g \leq 0.3$	Low

The N-Gain test is a test to determine the effectiveness of the use of treatment in a study with a one group pretest and posttest design. The N-Gain score is calculated by calculating the difference between the average pretest (before being given treatment) and posttest (after being given treatment). Based on these calculations, it is known that the N-Gain test score in this study obtained a result of 0.54. In the criteria for increasing the introduction of traditional Javanese dance after using my dance adventure flashcard there is an increase with the “moderate” criterion, namely by looking at the N-Gain so that it can be concluded that by using the my dance adventure flashcard is “effective” to increase students’ recognition of traditional Javanese dance with a “medium” level of effectiveness.

Success in this research has been achieved by researchers in increasing students’ abilities to recognize Javanese traditional dance by using flashcard my dance adventure media. Learning activities in introducing Javanese traditional dance to students using my dance adventure flashcards are in accordance with the researcher’s plan at the beginning of the study. Students can learn to get to know various traditional Javanese dances from various provinces in Java Island freely, actively, enthusiastically and fun for students. It can be seen from the fact that students can be willing to repeat learning activities using flashcards

my dance adventure media. Based on the results and discussion that has been described, it can be said that the use of my dance adventure flashcard at RA Matholibul Ulum 01 is effective in increasing students' abilities to recognize traditional Javanese dance. This improvement can be seen during the evaluation process with the My Dance Adventure flashcard media the students were able to complete the challenges in the maze, and at the time of recalling the students were able to answer questions given by the teacher regarding the area of origin of the traditional dances seen by the teacher.

CONCLUSION

According to the results that have been done, it is stated that flashcard my dance adventure media is effective to increase students' recognition abilities toward traditional dance in Java Island. The amount of effectiveness by using flashcard my dance adventure in the introduction of traditional dance in Java Island for class B students of RA Matholibul Ulum 01 through N-Gain test is 0.54 in the category of medium.

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