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Learning Creative Dance Through Audio Visual Media in Class XI MAN 1 Palembang

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Abstrack

This study aims to determine the process of learning creative dance through audio-visual media in class XI MAN 1 Palembang. This study uses a qualitative descriptive method with data collection techniques in the form of observation, interviews, and documentation. The subjects of the study were art and culture teachers and class XI students of MAN 1 Palembang. The results of the study indicate that the use of audio-visual media can help students understand dance movements, increase learning interest, and make it easier for students to practice creative dance. The media used was a dance video displayed via mobile phone during the learning process. The teacher explained the material theoretically, then students watched the dance video and then practiced the dance movements in groups. The use of audio-visual media has a positive impact on learning because students become more active, enthusiastic, and easier to understand the material. In addition, audio-visual media helps teachers deliver material more interestingly and effectively. Based on the results of the study, it can be concluded that learning creative dance through audio-visual media in class XI MAN 1 Palembang went well and helped increase students' interest and understanding in learning dance.

Keywords: *Learning, Creative Dance, Audio Visual Media.*

Abstrak

Penelitian ini bertujuan untuk mengetahui proses pembelajaran tari kreasi melalui media audio visual di kelas XI MAN 1 Palembang. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Subjek penelitian adalah guru seni budaya dan siswa kelas XI MAN 1 Palembang. Hasil penelitian menunjukkan bahwa penggunaan media audio visual dapat membantu siswa memahami gerakan tari, meningkatkan minat belajar, serta memudahkan siswa dalam mempraktikkan tari kreasi. Media yang digunakan berupa video tari yang ditampilkan melalui *handphone* selama proses pembelajaran berlangsung. Guru memberikan penjelasan materi secara teori, kemudian siswa menonton video tari lalu mempraktikkan gerakan tari secara kelompok. Penggunaan media audio visual memberikan dampak positif dalam pembelajaran karena siswa menjadi lebih aktif, antusias, dan lebih mudah memahami materi. Selain itu, media audio visual membantu guru menyampaikan materi dengan lebih menarik dan efektif. Berdasarkan hasil penelitian, dapat disimpulkan bahwa pembelajaran tari kreasi melalui media audio visual di kelas XI MAN 1 Palembang berjalan dengan baik dan membantu meningkatkan minat serta pemahaman siswa dalam pembelajaran seni tari.

Kata Kunci: Pembelajaran, Tari Kreasi, Media Audio Visual..

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Introduction

Education is a process that requires conscious thought and careful planning. Therefore, every level of education, from national, regional, institutional, or school to the operational stage in the form of learning, requires sound and thorough planning (Banurea et al., 2023:89). Educational goals are what is desired to be achieved in the learning process and the direction toward which guidance is directed. In general, educational goals are abstract because they contain abstract values. Such goals are general, ideal, and very broad in content, making them difficult to implement in practice (BP et al., 2022:6). Therefore, it can be concluded that education is an educator's effort to convey knowledge and values prevailing in society to students, enlightening the nation's life, and developing the whole person, encompassing intellectual, emotional, and social aspects.

One of the subjects that plays a role in shaping students' character and skills is arts and culture. Arts and culture are taught to students and incorporated into the subjects they study at school. Arts and culture learning plays a crucial role in exploring students' creative potential, enriching cultural understanding, and stimulating artistic expression.

In an effort to increase the effectiveness of arts and culture learning, creative and innovative approaches need to be implemented (Sumarsono, Sabri, & Suryandoko, 2024:2071). Arts and culture learning provides a means for students to better understand and appreciate their own regional culture. Furthermore, it also helps them discover hidden artistic talents. It's not uncommon for some students to already possess artistic talents. This further supports the importance of arts and culture lessons taught in schools. Through various disciplines within arts and culture education, such as music, visual arts, theater, and dance, students are encouraged to explore their imaginations and freely express their feelings and thoughts. Ultimately, art is seen as a valuable experience that can have positive psychological effects on anyone who experiences it.

The era of globalization has had a significant impact on education, necessitating adaptation to technological advances. The use of technology as a learning medium is crucial for increasing interest and streamlining the learning process. A teacher's dance teaching process requires the use of appropriate media to enhance the quality of instruction, ensuring it is engaging and easily understood by students, and creating a smooth and enjoyable learning environment. Media are intermediaries or tools used to convey messages to others so they can easily understand and accept the material presented in the learning process (Sitepu, 2022:244). Media are an integral part of the entire learning system and process, meaning they determine learning activities and are a crucial element in learning (Daniyati et al., 2023:283).

Learning media are tools that can convey messages or information from teachers to students, aiming to facilitate the learning process (Sitepu, 2022:244).

Learning media serves as a learning instrument that facilitates instructors' tasks and enhances students' experiences in the classroom. By utilizing audiovisual media, students will find the classroom learning process more engaging, useful, and less monotonous; as a result, they will retain information more easily (Azizah & Susmiarti, 2023:97). The appropriate use of audiovisual media can create a more engaging learning environment, encourage student engagement, and help them better understand the material.

Dance in education plays a crucial role in developing students' expressive abilities, creativity, and sense of purpose. Through dance, students not only learn techniques and movement sequences but also develop the skills to creatively express

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ideas, feelings, and imagination. Furthermore, students can understand cultural and artistic values. Dance is an art form that serves as a means of conveying ideas, emotions, and human experiences through deliberately designed, structured, and aesthetically pleasing body movements. In dance, movement is used as a means of expression, combined with elements of energy, space, and time, accompanied by musical accompaniment, resulting in a meaningful work of art. According to (Rochayati et al., 2016:14), dance is a form that contains expression, a form that exists because of the creativity of the maker or creator. Furthermore, dance also has many types, one of which is Creative Dance.

Creative dance is a form of artistic expression composed through the process of developing ideas and creating by a choreographer, combining elements of movement, accompaniment, and visual design. It is not tied to regional rules or traditional patterns but remains grounded in cultural values. Creative dance is a form of dance that fosters awareness of the need to process, create, or transform the dance itself. Creative dance is also considered a medium that opens up freedom for today's dance artists to explore new possibilities in the field of dance. Some creative dances draw on existing dance forms, for example, compositions of traditional dances (Sembiring et al., 2025:81).

One school that uses media in arts and culture learning is MAN 1 Palembang. This audiovisual media is used because it is considered to enable students to better master the learning material. By using audiovisual media, students go beyond listening to lectures or explanations from the teacher. Audiovisual media can display learning videos, creating more varied methods and providing engaging learning experiences for students, improving their movement and creating diverse works of art..

Research Methodology

Using a qualitative descriptive research method, this study aims to provide an in-depth description of the dance learning process through the collection of data that cannot be measured quantitatively. Qualitative descriptive research is research that describes a phenomenon or activity in depth without changing, adding to, or manipulating what occurs in the field. Qualitative approaches are more closely related to literary forms of writing, computer text analysis programs, and experience in conducting open-ended interviews and observations (Emzir, 2020, p. 31).

Qualitative research methods are research approaches used to understand and explain phenomena in depth through the collection, analysis, and interpretation of non-numerical data (Rifa'i, 2023). Qualitative research methods refer to research approaches that produce descriptive data. This descriptive data comes from observations, whether written, oral, or behavioral, of the research subjects. Descriptive or narrative data is formed from the researcher's exploration and interpretation of the social environment being studied. This method emphasizes uncovering the meanings, perspectives, and experiences felt by individuals or groups in specific contexts, using techniques such as in-depth interviews, observation, and relevant document analysis.

This research uses qualitative, descriptive data to directly observe, understand, and describe the creative dance learning process through audiovisual media in the classroom. Data collection techniques are the efforts undertaken by researchers to obtain data and information relevant to the conditions of a study. Data collection techniques are mandatory because they will later serve as the basis for developing research instruments. Research instruments are a set of tools that researchers will use to collect research data (Putri & Murhayati, 2025:13076).

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Data validity is conducted to verify the data and ensure that the research is truly scientific. In qualitative research, data validity is tested using various methods, including credibility, transferability, dependability, and confirmability (Susanto, Risnita, & Jailani, 2023:57).

Results

Based on the researcher's observations of the learning process implemented in class XI of MAN 1 Palembang regarding creative dance learning, the teacher conducted a series of systematic preparations, implementation, and evaluations to support the effectiveness of creative dance learning. These steps included developing teaching modules, preparing digital materials, and optimizing students' mobile phones as the primary audio-visual media. The pedagogical strategy implemented integrated several methods, including meaningful lectures, question-and-answer discussions, movement demonstrations, and the use of multimedia technology.

Creativity dance learning through audio-visual media in class XI of MAN 1 Palembang. expressing the identity and creativity of students performing innovative movement art works, the focus of competencies achieved includes students' abilities in exploring movement concepts, floor patterns and developing original new creations, Observations of dance learning at MAN 1 Palembang, before teaching teachers prepare themselves by implementing learning modules (RPP), with the love curriculum, student attendance lists, in addition to teachers determining the techniques or teaching methods to be used, in the implementation of learning teachers utilize audio-visual media in the form of mobile phones as a supporting tool. The media is used to display illustrations of examples of creative dance movements so that it makes it easier for students to explore and understand the concept of dance movement ideas that will be presented, the use of audio-visual media is considered effective in increasing student interest and activeness in the learning process, student involvement in imitating and developing dance movements that are performed can take place effectively and efficiently.

The results of ongoing research observations carried out in class XI.6 MAN 1 Palembang, during the learning process the teacher prioritizes two-way interaction, students are encouraged to play an active role in each stage of learning that is theoretical and practical, at the beginning of learning the teacher provides a theoretical explanation, after which the teacher utilizes audio-visual media dance as one example that can be observed by students.

Arts and culture learning at MAN 1 Palembang takes place every Thursday starting at 07.00 WIB until 08.30 WIB. This research was conducted in the odd semester of the 2025/2026 academic year with a focus on subjects in class XI.6. The research subjects were all students consisting of 36 of whom 12 were male students, and 24 were female students and an arts and culture teacher named Mrs. Rahma Nova Reza, S.Pd. showed the diversity of gender composition and the potential for creativity in exploring various creative dance movements.

The first meeting was held on Thursday, April 9, 2026. At the beginning of the lesson, the researcher introduced herself to all 11th grade students of MAN 1 Palembang, accompanied by the arts and culture teacher. The teacher then provided information to the students about the creative dance lesson, with a total learning time of 2 hours (2 x 40 minutes) per meeting, as well as the learning objectives to be achieved. The learning activities

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focused on introducing the new creative dance material and the use of audio-visual media as learning tools. In the arts and culture learning process, learning is divided into preparation, implementation (main), and evaluation stages.

The preparation stage begins with the teacher greeting students, checking attendance, then providing appreciation and explanations regarding the new creative dance and the use of audio-visual media in the learning process. The teacher explained that the dance the students would create would be an original creation, encompassing the dance idea, movements, floor patterns, and musical accompaniment. The teacher provided several examples of creative dance movements from the textbook as an initial overview for the students. Next, the teacher directs students to be divided into several groups. After the groups are formed, students are given space to discuss and explore dance ideas using mobile phones as a teaching medium. Through mobile phones, students search for and watch various dance movement reference videos from audio-visual media as a source of inspiration in creating new creative dance movements. The videos are used by students to increase their insight into movement variations, expressive floor patterns, and choreography development. At this stage, students work with their groups to determine the dance theme, dance title, movement ideas, floor patterns, costumes, properties, and accompanying music used.

The teacher provides student guidance in the discussion process and provides direction so that the movements created remain creative and different from the examples of videos that have been watched. Observations show that students appear very enthusiastic and enthusiastic in searching for movement references through audio-visual media using mobile phones. Some students begin to try simple movements according to the dance ideas that have been designed. In the final session, each group presents the results of their initial dance creation designs to the teacher to get input before practicing at the next meeting.

In the evaluation stage, the teacher observed student engagement throughout the learning process, from student attention to the material to students' ability to discuss and collaborate in groups. Most students appeared enthusiastic and interested in learning new creative dance through audio-visual media. However, in this first meeting, there were still some students who were not focused and were still passive in participating in the learning. At the end of the lesson, the teacher gave each group an assignment to start designing and creating new creative dance movements according to the concept that had been created and practiced in the next meeting. This first meeting was an application of learning strategies with a focus on instilling character in students through cooperation, responsibility, and creativity in dance creation.

During the learning process, students continued to use their mobile phones as audiovisual media to review reference videos of dance movements, which could help develop movement variations and create choreography. Students also used their mobile phones to record their group dance practice sessions for evaluation purposes. Students appeared very enthusiastic about participating in the creative dance activities. Their enthusiasm was evident as they tried out the movements and followed the teacher's directions. During the practice, speakers were used to enhance the musical accompaniment, allowing for the tempo and synchronization of the dance movements.

In the main stage, the teacher instructed students to begin practicing the dance movements they had designed. She guided students through the practice process to ensure they executed them correctly and accurately. Observations showed that students were able to develop

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dance movements according to the designed concept. Several groups appeared to coordinate their movements with the accompanying music. Although some students lacked confidence and had not yet mastered the movements, overall, the students appeared active and creative throughout the practice.

During the evaluation phase, the teacher assessed students' character, including motivation, activeness, cohesiveness, and responses during the lesson. Furthermore, the teacher provided opportunities for students to express any difficulties they encountered during the practice. Some students struggled with memorizing movements, matching tempo, and maintaining cohesiveness. The teacher then provided guidance and examples of movements so students could overcome these difficulties. Through this activity, students began to demonstrate progress in their movement skills and collaborated with their groups to perform new dance creations.

Students reviewed the practice recordings they had made in the second session using their mobile phones. From these recordings, they evaluated movement deficiencies, group cohesiveness, floor patterns, and the appropriateness of the movements to the musical accompaniment. Afterward, the students began to refine and perfect their dance moves. This phase demonstrated the positive impact of audiovisual media on the practice process. The use of mobile phones as a learning medium helped students easily obtain dance movement references, and the use of speakers helped students focus more on the musical accompaniment during practice. The primary focus during this session was on the accuracy of movements and group cohesiveness, enabling them to move in unison to the music. In the final learning session, the teacher held a question and answer discussion as a form of evaluation of the ongoing learning process.

The evaluation phase involved asking each group to perform a creative dance they had composed and practiced during the learning process, accompanied by music through speakers. The teacher assessed the dance based on three main aspects: wiraga, wirama, and wirasa. The evaluation results showed significant improvement over the previous learning process. Students' confidence and movements were more cohesive, floor patterns were beginning to develop, and the harmony of movement with the music became more organized. Students were able to demonstrate movements well and with greater confidence, and students showed greater expression in their dance performances.

Overall, the creative dance learning activity using audiovisual media in class XI 6 of MAN 1 Palembang went well. The use of audiovisual media, such as mobile phones and speakers, helped students understand dance movements more easily, find movement references, and enhance their creativity in creating new creative dances.

Interviews with teachers revealed that the use of audiovisual media via mobile phones facilitated visualization of the material as a teaching medium, particularly by providing clear movement illustrations for students and facilitating their imagination in creating dance works.
Interviews with students indicated that they were more enthusiastic and motivated in using the media. Students were free to explore ideas and concepts to create dance works that felt more dynamic and less boring.

From the student perspective, interviews indicated that students were more enthusiastic and motivated in using the media. Students were free to explore ideas and concepts to create dance works that felt more dynamic and less boring. They felt more challenged by this new creative dance material. Most 11th-grade students believed that creative dance

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provided them with the opportunity to incorporate contemporary elements that align with the interests of the younger generation, making the practice process more enjoyable and less boring. The following are the results of interviews with students:

Evaluation is conducted by observing students' understanding of creative dance material. The use of audiovisual media helps students gain a clearer understanding of movement techniques, floor patterns, expressions, and the appropriateness of movements to musical accompaniment. Aspects assessed in this learning process include knowledge, skills, and the ability to memorize movements. Furthermore, teachers assess students' attitudes during the learning process, such as discipline, responsibility, cooperation, and active participation in learning activities.

Process evaluation is conducted continuously throughout the learning process. Teachers provide feedback on errors and deficiencies discovered during practice, giving students the opportunity to improve their performances. Meanwhile, outcome evaluation is conducted through group creative dance performances based on the dances they have learned.

Evaluation results indicate that the use of audiovisual media positively contributed to improving students' abilities in learning creative dance. Students found it easier to understand the movement examples, gained confidence during practice, and were better able to adapt their movements to the rhythm of the music. Therefore, learning evaluations not only serve as a measure of student competency achievement but also serve as a basis for teachers to refine and develop more effective learning strategies for subsequent sessions.

The evaluations showed that students' abilities in performing creative dance have shown significant progress. This was evident in the accuracy of their movements, their alignment with the musical accompaniment, and their expressions during the performance. Furthermore, students appeared more active, creative, disciplined, and able to work collaboratively in groups during the learning process. The use of audiovisual media helps students more easily understand creative dance material because they can learn through direct observation of the dance videos and clearly listening to the musical accompaniment.

Discussion

Based on the results of the research conducted over three sessions, it was found that the creative dance learning process using audio-visual media in class XI of MAN 1 Palembang was successful and had a positive impact, increasing student engagement and creativity in the dance learning process. This learning process utilized audio-visual media, such as mobile phones and speakers, as the primary support for the teaching and learning process. Students used mobile phones to watch dance movement reference videos, while speakers played accompanying music during the dance practice. The dances studied were new creative dances created directly by the students through a process of movement exploration, idea development, and choreography arrangement in groups.

At the beginning of the first session, the teacher explained the material about creative dance and the steps in creating a new creative dance. Students were then divided into groups to develop ideas or concepts for their creative dances. During this process, students used their mobile phones to view various dance videos as movement references. The videos helped them gain an understanding of movement variations, floor patterns, expressions, costumes, and the use of accompanying music. Through this activity, students more easily find ideas and develop creativity in creating new dance movements according to their respective group concepts. The use of audio-visual media in the form of mobile

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phones has a positive influence on the learning process because students can learn directly through visual and audio observation. Students not only listen to the teacher's explanation, but also see examples of real dance movements through videos displayed on the mobile phone. Thus, students become more active in exploring dance movements and more easily understand the learning material. In addition, learning becomes more interesting, so students appear enthusiastic throughout the learning process.

In the second session, students began practicing their previously designed dance movements. During the practice phase, they continued to use their mobile phones to review the dance reference. The use of speakers made the musical accompaniment clearer, helping students maintain precise movements in sync with the music. During the practice, students began to develop dance movements based on their ideas. Students also demonstrated good cooperation among group members in designing floor plans, adjusting movements, and determining dance expressions. Although some students initially lacked confidence and had not yet memorized the movements, with the aid of audiovisual media, students found it easier to understand and remember the dance movements because they could review the reference videos.

In the third session, learning focused on refining the movements and evaluating the students' dance creations. Students reviewed their practice videos on their mobile phones to evaluate movement deficiencies, cohesiveness, and appropriateness to the music. After the evaluation, students refined their dance movements and resumed the practice using speakers to help adjust the tempo.

Evaluation results showed that students' creative dance performance skills had improved significantly. This was evident in the accuracy of their movements, their alignment with the musical accompaniment, and their expressions during the performance. Furthermore, students appeared more active, creative, disciplined, and able to work collaboratively in groups during the learning process. The use of audiovisual media helped students more easily understand creative dance material because they could learn through direct observation of dance videos and clearly listening to the musical accompaniment.

Various researchers have conducted research on dance instruction using audiovisual media. However, these studies differed in terms of the learning focus, the media used, and the dances produced by the students. Previous research generally discussed how audiovisual media was used to help students understand traditional or regional dance movements. In this study, audiovisual media served as a tool to clarify examples of dance movements, enabling them to imitate them easily and accurately. However, in the study conducted at XI MAN 1 Palembang, the learning focus was not solely on imitating existing dance movements but rather on the process of creating new dance creations. Students are given the freedom to explore ideas, determine dance concepts, choose music, and develop dance movements in groups. In this study, audio-visual media in the form of mobile phones and speakers are used as learning tools. Mobile phones are used by students to search for dance movement video references, record exercises, and evaluate dance results, while speakers are used to clarify the accompanying music during dance practice. In previous studies, students often practice existing dance movements or examples from teachers, while in this study, students are more active in creating new creative dances based on the results of movement exploration and ideas from each group.

Thus, the formulation of the problem in this study is "How is creative

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dance learning through audio-visual media in class XI MAN 1 Palembang?" It can be answered that creative dance learning through audio-visual media is carried out through the stages of exploring ideas, practicing movements, refining, and evaluating new creative dances by utilizing audio-visual media in the form of mobile phones and speakers. The use of these media can help students in finding movement references, understanding dance materials, increasing creativity, and making the learning process more active, interesting, and effective.

Conclusion

Based on the results of research on creative dance learning through audiovisual media in class XI of MAN 1 Palembang, it can be concluded that the learning process proceeded well and increased student engagement in dance learning activities. The learning took place in three sessions, covering the stages of dance concept planning, dance movement practice, and evaluation of students' dance creations.

Audiovisual media, including mobile phones and speakers, served as the primary supporting tools. Students used mobile phones to view various dance video references, find movement inspiration, record rehearsals, and evaluate their dance creations. Meanwhile, speakers played accompanying music to help students match their movements to the tempo and rhythm of the music. The use of these media made learning more engaging, interactive, and less monotonous, resulting in students being more active during the learning process. The creative dance learning in this study focused not only on students' ability to imitate dance movements but also on their ability to create new dance creations in groups. Students were given the opportunity to develop ideas, determine dance themes, arrange movements, select music, and present their dance creations based on their individual group creativity. Through these activities, students can explore their creative thinking skills, cooperation, self-confidence, and responsibility in the process of learning dance.

The results of the study indicate that the use of audio-visual media can help students understand dance material more easily because students can learn through direct visual and audio observation. In addition, audio-visual media also helps students remember movements, correct mistakes during practice, and increase group cohesion when performing creative dance. Thus, the formulation of the research problem regarding how creative dance learning through audio-visual media in class XI MAN 1 Palembang can be answered that learning is carried out through the stages of exploring ideas, practicing, and evaluating new creative dances by utilizing audio-visual media in the form of mobile phones and speakers so that the learning process becomes more effective, creative, and enjoyable for students..

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