

The Effectiveness Of Kebo Kinul Traditional Dance Learning Videos Embedded With Local Wisdom On Elementary Students' Understanding Of Collaborative Character Values

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Abstract

The internalization of Pancasila values among elementary school students remains insufficient, particularly regarding tolerance, responsibility, and social awareness, highlighting the importance of contextual character education grounded in local wisdom. This study aims to describe the effectiveness of a Kebo Kinul dance instructional video incorporating local wisdom in enhancing elementary school students' understanding of the value of cooperation. This study employs a qualitative approach with a descriptive design. Data collection was conducted through observation, interviews, and documentation involving one fifth-grade teacher, 10 students, and one school principal. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions, while data validity was ensured through triangulation techniques. The results of the study indicate that the use of Kebo Kinul dance educational videos is effective in enhancing students' understanding of the value of cooperation. This is evidenced by increased student engagement in group activity discussions, as well as the emergence of collaborative behaviors such as cooperation, mutual respect, shared responsibility, unity in completing tasks, tolerance, responsibility, and social awareness. The conclusion of this study shows that educational video media on Kebo Kinul dance containing local wisdom is effective as a means of instilling collaborative character values, containing elements of local wisdom in understanding the value of collaboration in elementary schools.

Keywords: Collaborative character, Educational video media, elementary school, local wisdom.

Abstrak

Internalisasi nilai-nilai Pancasila di kalangan siswa sekolah dasar masih belum memadai, terutama terkait toleransi, tanggung jawab, dan kepedulian sosial, yang menyoroti pentingnya pendidikan karakter kontekstual yang berlandaskan kearifan lokal. Penelitian ini bertujuan untuk mendeskripsikan efektivitas video pembelajaran tari Kebo Kinul yang mengintegrasikan kearifan lokal dalam meningkatkan pemahaman siswa sekolah dasar terhadap nilai kerja sama. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi yang melibatkan seorang guru kelas lima, 10 siswa, dan seorang kepala sekolah. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan validitas data dijamin melalui teknik triangulasi. Hasil penelitian menunjukkan bahwa penggunaan video pembelajaran tari Kebo Kinul efektif dalam meningkatkan pemahaman siswa terhadap nilai kerja sama. Hal ini dibuktikan dengan meningkatnya keterlibatan siswa dalam diskusi kegiatan kelompok, serta munculnya perilaku kolaboratif seperti kerja sama, saling menghormati, tanggung jawab bersama, kesatuan dalam menyelesaikan tugas, toleransi, tanggung jawab, dan kesadaran sosial. Kesimpulan dari penelitian ini menunjukkan bahwa media video pendidikan tari Kebo Kinul yang mengandung kearifan lokal efektif sebagai sarana menanamkan nilai-nilai karakter kolaboratif, mengandung unsur kearifan lokal dalam memahami nilai kolaborasi di sekolah dasar.

Kata kunci: Karakter kolaboratif, kearifan lokal, media video pendidikan, sekolah dasar.

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INTRODUCTION

The development of digital technology and globalization has brought significant changes to children's social interaction patterns, including in elementary school settings. One notable impact is the decline in the quality of students' collaborative interactions, characterized by low levels of cooperation, empathy, and social responsibility (Ulhusna et al., 2023). Collaboration is an essential 21st-century competency that must be instilled from an early age, in line with Pancasila values such as mutual cooperation, tolerance, and social awareness (Febryana et al., 2023). Theoretically, strengthening collaborative character can be explained through several perspectives. Social constructivism theory emphasizes that knowledge and values are built through social interaction and real-life experiences in the learning environment (Creswell and Creswell, 2018).

Furthermore, multimedia learning theory states that the use of audio-visual media can enhance student understanding and engagement by simultaneously combining verbal and visual information (Mayer, 2021). An educational approach that incorporates local wisdom also emphasizes that cultural values that are close to students' lives are more easily internalized (Astuti, 2024). There is a clear research gap. Learning practices in elementary schools are still dominated by cognitive-oriented lecture methods that under-apply to students' affective and social dimensions. Meanwhile, various studies have shown that audio-visual media effectively increases students' motivation, engagement, and understanding of character values (Hidayat et al., 2024). The use of media containing Pancasila values has also been shown to strengthen students' character (Febryana et al., 2023), and visual media such as digital stories are effective in instilling social values from an early age (Triaristina and Mukhlis, 2019).

Previous research has been dominated by the use of general media such as animation and digital comics. There is limited research specifically integrating local wisdom into traditional dance as a medium for character learning. Dance, however, embodies strong values of collaboration, togetherness, and social expression. Therefore, there is a research gap in the use of traditional dance videos as a medium for character learning with local cultural values. Therefore, the urgency of this research lies in the need to develop learning media that integrates technology, character values, and local wisdom contextually. The novelty of this research lies in the use of Kebo Kinul dance learning videos as a medium for instilling collaboration values in elementary school students. (1) How effective is the Kebo Kinul dance learning video in increasing students' understanding of collaboration values? (2) How do students respond to the use of this media? (3) What are teachers' views on the use of this media? Based on these backgrounds, this research aims to (1) Describe the effectiveness of the Kebo Kinul dance learning video in increasing students' understanding of collaboration values. (2) Describe students' responses to the use of this media. (3) Describe teachers' views on the use of this media.

METHOD

This study uses a qualitative approach with a descriptive design to examine the effectiveness of the Kebo Kinul dance video in instilling the value of cooperation. This study will be conducted at Gadingan 03 Public Elementary School, Mojolaban, Sukoharjo. The research subjects consist of one fifth-grade teacher, ten students, and one principal who were selected purposively. The research data is in the form of qualitative data sourced from learning activities, student interactions, and informants' perceptions of the use of video media containing local wisdom. Data collection techniques are carried out through participatory observation, semi-structured interviews, and documentation studies. The research instruments include observation guidelines, interview guidelines, and documentation in the form of photos and notes of learning

activities. Data analysis is carried out interactively through the stages of data reduction, data presentation, and drawing conclusions. The validity of the data is tested using source triangulation techniques, techniques to ensure the consistency and credibility of the findings.

RESULTS AND DISCUSSION

The results of this study indicate that the use of Kebo Kinul dance instructional videos containing local wisdom has a positive impact on elementary school students' understanding and internalization of collaborative values. Data were obtained through observations, interviews, and learning documentation. In general, there was an increase in student active engagement, collaboration skills, and social awareness after using video media. Based on observations and questionnaires conducted with fifth-grade students at Gadingan 03 Elementary School, all aspects of collaborative character were in the good category. The caring attitude aspect received the highest score (88%), while the cooperation aspect received the lowest score (76%). This indicates that students' affective dimensions develop more rapidly than operational collaborative skills. These findings demonstrate that local wisdom-based video media can provide contextual learning experiences. The visualization of group dance movements in the videos provides concrete examples of collaborative practices, making it easier for students to understand and internalize collaborative values. This aligns with contextual learning theory, which emphasizes the connection between material and students' real-life experiences (Prasetyo & Suyanto, 2020). From a social learning perspective, students' collaborative behavior improves through observation and imitation of video models (Bandura, 2018). Students not only understand the concept of cooperation but also practice it in group activities. This is evident in increased positive interactions such as sharing tasks, helping each other, and respecting opinions.

The use of video media has also been shown to increase students' attention and motivation to learn. Audiovisual media can stimulate cognitive and affective aspects simultaneously, making learning more effective (Mayer, 2020). Furthermore, the integration of local wisdom strengthens students' emotional engagement and fosters cultural identity, which is an important part of character education (Suyitno et al., 2019). However, there are still limitations in students' collaborative skills, particularly in communication and task allocation. This suggests the need for advanced learning strategies such as project-based learning or structured group discussions. Furthermore, the limited number of research subjects also hinders the generalizability of the results. The results of this study confirm that the Kebo Kinul dance video media based on local wisdom is effective in supporting character education, particularly in developing collaborative values.

RESULTS

The results of the study indicate an increase in students' collaborative character after using the Kebo Kinul dance video media based on local wisdom. Data were obtained through observations and questionnaires administered to fifth-grade students at Gadingan 03 Public Elementary School.

Table 1. Results of observations on the effectiveness of the Kebo Kinul dance video media containing local wisdom

Assessment Aspects	Percentage
Participation in Activities	80%
Cooperation (Collaboration)	76%
Communication	80%
Responsibility	80%
Caring Attitude	88%

All aspects were in the good category. The caring attitude aspect received the highest score, while the cooperation aspect received the lowest score. Observations showed that students were more active and enthusiastic in learning using video media compared to conventional methods. Interviews with teachers indicated that video media helped explain abstract concepts more concretely. Meanwhile, students stated that they were more motivated and felt proud of the local culture displayed. Collaborative behaviors such as sharing tasks, helping friends, and respecting opinions began to emerge during the lesson.

DISCUSSION

The results of the study indicate that local wisdom-based video media is effective in improving students' collaborative character. The high level of caring attitudes indicates that learning impacts not only cognitive aspects but also affective ones. This finding can be explained through contextual learning, which emphasizes real-life experiences as a basis for understanding (Prasetyo and Suyanto, 2020). The Kebo Kinul dance video provides a cultural context close to students' lives, facilitating the internalization of the value of cooperation. Social learning theory explains that students learn through observation and imitation (Bandura, 2018). The collaboration model in the video provides a concrete example that students then imitate in group activities.

Video media also plays a role in increasing student motivation and attention. According to Mayer (2020), multimedia learning can increase learning effectiveness because it combines visual and auditory elements. The integration of local wisdom also strengthens students' emotional attachment to the learning material (Suyitno et al., 2019). However, the low level of cooperation compared to other aspects indicates that collaboration skills require more intensive practice. Therefore, advanced learning strategies such as project-based learning are needed.

CONCLUSION

This study concludes that the Kebo Kinul dance instructional video containing local wisdom is effective in enhancing elementary school students' understanding of the value of collaboration. The findings demonstrate the effectiveness of the media, demonstrated by increased student engagement, collaboration skills, communication skills, responsibility, and caring attitudes, all within the good category. Students not only understood the concept of collaboration cognitively but were also able to implement it in group activities. Addressing the second research question, student responses to the use of the media tended to be positive. Students felt more interested, motivated, and enthusiastic in participating in the learning process, and a sense of pride emerged in the

local culture depicted in the video, strengthening students' emotional engagement in the learning process. Teachers viewed the use of the local wisdom instructional video as an effective medium for bridging abstract concepts into concrete ones. This medium helped teachers convey character values in a more contextual and easily understood manner. The research objectives were achieved, namely to describe the effectiveness of the media, student responses, and teachers' perspectives on the use of the Kebo Kinul dance video in learning. Overall, the integration of media containing local culture has been proven to optimally support the development of students' collaborative character.

RESEARCH IMPLICATION

Theoretically, this study confirms that learning based on local wisdom combined with audio-visual media is effective in supporting the internalization of character values, particularly collaboration. These findings also emphasize the relevance of the social constructivist approach and contextual learning in elementary education. Practically, this study implies the need for teachers to develop innovative learning media that integrate local cultural values to make learning more meaningful. Schools also need to support the use of culturally-infused media as part of a strategy to strengthen character education.

RECOMMENDATIONS

Teachers are advised to develop and use learning media based on local wisdom sustainably and combine them with collaborative learning models such as project-based learning or cooperative learning. Schools should facilitate training for teachers in developing culturally-infused learning media and provide adequate supporting facilities. Future researchers are recommended to use a mixed methods approach and involve a wider sample size to ensure more comprehensive and generalizable research results. For policymakers, the results of this study can serve as a basis for developing educational policies that integrate local wisdom into the curriculum and learning media as an effort to strengthen student character. This study has several limitations. First, the limited number of research subjects means the results cannot be widely generalized. Second, this study used a descriptive qualitative approach, so it did not quantitatively measure the level of improvement in students' collaboration scores. Third, the relatively short duration of the study limited observations of the sustainability of changes in student behavior over the long term. Fourth, the implementation of learning media still relies on teachers' classroom management skills, so results may vary across contexts.

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