

The Influence of The Project Based Learning (PJBL) Learning Model Assisted by Videoscribe Media on The Creativity of Learning Dance Arts

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Abstract: In supporting the development of students' creativity, teachers need to implement models and media in learning that can foster a spirit of creativity. Additionally, enhancing students' creativity will serve as a response to the challenges of 21st-century learning, where higher-order thinking skills are essential. The purpose of this research is to determine the effect of the project based learning (Pjbl) learning model assisted by Videoscribe Media on the creativity of dance learning in grade 4 students at SDN 1 Teluk Kulon, Jepara District. The research method used is a quantitative research method using a pre-experimental design model using the One Group Pretest-Posttest Design pattern and tested statistically using the Wilcoxon test. Before implementing the project based learning (Pjbl) learning model assisted by Videoscribe Media, the results of creativity in learning dance obtained an average score of 62.72, but after implementing the project based learning (Pjbl) learning model assisted by Videoscribe Media, the results of creativity in learning dance obtained an average score. -average is 81.75. Based on these results, it can be concluded that there is an influence of the project based learning (PjBL) learning model and Videoscribe Media on the creativity of learning dance among students at SDN 1 Teluk Kulon, Jepara Regency.

Keywords: learning model; project based learning (PjBL); videoscribe media

Introduction

In an effort to support the progress of the future, educators are required to build the ability of students to solve the problems they face with activity (Inganah et al., 2023). Educators must be able to build an understanding that covers three dimensions in the education system, namely awareness, concern, and building the strength of students who will be increasingly creative and competitive in the future (Agustina, 2020).

Creativity is the ability of individuals who tend to express themselves in the form of their skills. A person's creativity can be seen through the person they contain when they explore their creative power through all the

objects around them (Dinni, 2018). Creativity will arise if 3 have motivation, a desire to understand and a high imagination. Students' creativity is the central point in art. Therefore, in the art learning mechanism it is very necessary to actively utilize the ideals of building creativity that have norms. Art comes from the Latin word *ars*, which means the skill of expressing inspirations and thoughts of beauty (Nirmala, 2017). Current art learning procedures are not yet optimal in building students' creativity, especially those related to the creativity of students' dance movements (Fadila et al., 2019). Schools that have dance arts are needed to create student creativity. At first it started with creativity in carrying out dance activities during performances.

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secondly, equipping students to use creativity, respect new views and uphold the creation of different individuals in various forms of dance. Dance is also a means of correlating beauty, because it can depict an individual's expression of empathy during a form of activity (Yolanda et al., 2019).

Based on interviews conducted by researchers in 2024 with students at SDN 01 Teluk Kulon, Jepara Regency, the results showed that there was a lack of creativity in students' dance learning at SDN 01 Teluk Kulon. This can be seen through the dynamics of the body when dancing, such as the smoothness of dance movements, accuracy of tempo in movements, dance (slow or fast) and harmony between students when performing dance movements. This lack of dance creativity is caused by the application of learning models and learning media that are not suitable for students. Unsynchronized obstacles, namely the lack of dance courses, are a form of lack of student involvement in their role, such as students not being given the opportunity to express their opinions regarding what dance movements they want to do, choosing the music that accompanies the dance they want, and expressing what learning media they will use before doing the dance movements. As a result, students feel bored and unenthusiastic, which results in a lack of creativity in students.

Learning models and media must be appropriate to students. Implementation in education is an important factor to stimulate students to be involved in the learning process (Sandita, 2019). In supporting the development of students' creativity, teachers need to create models and media in learning that can foster the spirit of creativity. Apart from that, increasing students' creativity will be the answer to the challenges of 21st century learning where high-level thinking skills are very necessary (Widiastuti et al., 2020). The Project Based Learning (PjBL) learning model is a learning model that utilizes activities (Anasi & Harjunowibowo, 2024; Chamdani et al., 2024; Maksum & Purwanto, 2022; Syawaludin et al., 2022), so the learning vehicle forms constructivist teaching tactics that focus on students. Through the form of fundamental research studies, students are able to create achievements when practicing (Agustina, 2020; Subagia et al., 2023).

The advantage of this Project Based Learning (PjBL) learning model is that it can be useful in increasing students' creativity in dancing skills. When students encounter problems or difficulties when dancing a dance, students can show their creativity by adding their own dance movement creations, so that students are able to pay attention to aspects of flexibility, speed, sensitivity and other aspects. In this PJBL model, students get greater opportunities for understanding,

student creativity certainly increases, thus providing opportunities for students to increase the creativity of dance movements. Instead of trying to practice using old models or techniques (Agustina, 2020). There is a lack of dance activity and creativity among students at SDN 1 Teluk Kulon, Jepara Regency, so the project based learning (PjBL) learning model will help create an interactive atmosphere so as to develop student creativity

One of the media that can be used for creative and expressive learning is videoscribe media (Hariani et al., 2019; Indayani et al., 2021; Zaini et al., 2022). By using videoscribe, students will easily be able to understand the movements they have not yet learned and those they have learned so that they are more familiar with the dance learning process. Videoscribe media can help students see concretely the basic dance movements that are demonstrated systematically, and can also attract students' attention because of the video. By learning SBdP, students have flexible dance skills that are in accordance with the curriculum, namely traditional dance arts (regional dance), which emphasizes that students are able or skilled at practicing regional dance movements (Mulyawati & Permana, 2021). The advantage of multimedia-based media is that it can attract students' attention and curiosity in following the learning process (Hikmah, 2017).

Research conducted by Hana Pertiwi demonstrates that the aim of the study is to enhance students' creativity in dance movements by utilizing the project-based learning model for movement activities. Focusing on the *Manuk Dadali* dance, the research concludes that the project-based learning model positively impacts the creativity of *Manuk Dadali* dance movements (Pertiwi, 2023).

Method

This research uses quantitative research using models *pre-ekperimental design* by using patterns *One Group Pretest-Posttest Design*. that pattern *One Group Pretest-Posttest Design* is a research activity that provides an initial test (pretest) before being given treatment, after being given treatment then giving a final test (posttest) (Sugiyono, 2020).

Table 1. One Group Pretest-Posttest Design

pre test	→	Experiment	→	post test
O1		X		Q2

Information :

O1 : Pre Test Value before intervention is carried out

X : intervention is carried out

Q2 : Post Test Value after intervention

This research was carried out at SDN 1 Teluk Kulon, which is located in Teluk Kulon village, Jepara Regency, Central Java. The population in the research are subjects who meet the established criteria (Sukacke et al., 2022). The population in this study were 30 students at SDN 1 Teluk Kulon, Jepara Regency, who had dance lessons starting from grade 4.

The sampling technique used is a total sampling technique (Saturated Sample), namely a sampling technique by taking the entire research population in accordance with the sample criteria determined solely by the researcher (Sugiyono, 2020) So the sample size in this study was 30 respondents.

The data collection techniques in this research are Primary and Secondary Data Techniques. The technique used by researchers to collect primary data in this research is using an instrument (questionnaire) which must be filled in directly by the respondent, for secondary data from this research obtained from documentation carried out by the school principal who contains educational staff.

The data analysis technique in this research is validity and reliability testing, then for data processing and analysis techniques, for data processing techniques. According to Subandi (2017) there are five stages so that the analysis produces correct information, namely:

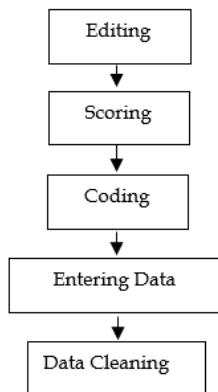


Figure 1. Data analysis techniques

The data analysis technique for research goes through a gradual process, including: Univariate Analysis and Bivariate Analysis. Univariate analysis aims to explain or describe the characteristics of each research variable. For numerical data, the mean or average value is used. In general, this analysis only produces the frequency and percentage distribution of each variable (Subandi, 2017). The bivariate analysis carried out in this research was to determine the influence of the Project Based Learning (Pjbl) learning model and Videoscribe media on the creativity of

learning dance at SDN 1 Teluk Kulon, Jepara District. In the bivariate analysis, tests will be carried out which are processed statistically using the Spss computer program in the following order: normality test and Paired Sample T test.

The normality test is test to determine that the data that has been collected is normally distributed. Normal data is a requirement for parametric statistical tests (paired sample t test and independent sample t test).

The Wilcoxon test is non-parametric statistical tests which is used to compare two related or paired samples. Conditions that must be met include: sample data is not normally distributed, two sample groups are paired, sample data has an ordinal, interval or ratio measurement scale.

Result and Discussion

Results

Pretest Score Implementation of the PJBL Model Assisted by Videoscribe Media

Table 2. Frequency Distribution of Respondents Based on Pretest Scores for Implementing the PJBL Model Assisted by Videoscribe Media

Pretest Score	Frequency	Percent	Valid Percent	Cumulative Percent
45	2	6.7	6.7	6.7
48	4	13.3	13.3	20.0
50	3	10.0	10.0	30.0
55	3	10.0	10.0	40.0
60	4	13.3	13.3	53.3
63	4	13.3	13.3	66.7
70	2	6.7	6.7	73.3
75	3	10.0	10.0	83.3
80	4	13.3	13.3	96.7
85	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on Table 2, it shows that the frequency distribution of respondents is based on the pre-test scores for creativity in learning dance were 48 with 4 respondents (13.3%), 60 with 4 respondents (13.3%), 63 with 4 respondents (13.3%), 80 with 4 respondents (13.3%), 50 with a total of 3 respondents (10.0%), 55 with a total of 3 respondents (10.0%), 75 with a total of 3 respondents (10.0%), 45 with a total of 2 respondents (6.7%), 70 with a total of 2 respondents (6.7%), and 85 with 2 respondents (6.7%).

Posttest Score Creativity in learning dance

Based on Table 3, it shows that the frequency distribution of respondents is based on post test scores creativity in learning dance was 70 totaling 8 respondents (26.7%), 80 totaling 6 respondents (20.0%), 75 totaling 4 respondents (13.3%), 88 totaling 4

respondents (13.3%), 95 totaling 4 respondents (13.3%), 85 amounted to 3 respondents (10.0%), and 98 amounted to 1 respondent (3.3%).

Table 3. Frequency Distribution of Respondents Based on Post Test Scores for Implementing the PJBL Model Assisted by Videoscribe Media

Posttest Score	Frequency	Percent	Valid Percent	Cumulative Percent
70	8	26.7	26.7	26.7
75	4	13.3	13.3	40.0
80	6	20.0	20.0	60.0
85	3	10.0	10.0	70.0
88	4	13.3	13.3	83.3
95	4	13.3	13.3	96.7
98	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Normality Test

Table 4. Normality Test Data Pretest - Posttest Implementation of the PJBL Model Assisted by Videoscribe Media

Test	Shapiro-Wilk		
	Statistic	df	Say.
Pretest	0.92	30	0.02
Posttest	0.89	30	0.00

Based on Table 4, the results show that the creativity data before (pretest) and after (posttest) creativity in learning dance is not normally distributed, this can be seen from p (0.000) < 0.05 .

Table 6. Test N-gain Score

Parameters	N	Minimum	Maximum	Mean	Std. Deviation
N_Gain_Score	30	0.40	0.87	0.52	0.12
N_Gain_Percentage	30	40.00	86.67	52.8984	12.4363
Valid N (listwise)	30				

Discussion

Schools that have dance arts are needed to create student creativity. At first it started with creativity in carrying out dance activities during performances. secondly, equipping students to use creativity, respect new views and uphold the creation of different individuals in various forms of dance (Yolanda et al., 2019). In supporting the development of students' creativity, teachers need to create models and media in learning that can foster the spirit of creativity. Apart from that, increasing students' creativity will be the answer to the challenges of 21st century learning where high-level thinking skills are very necessary (Widiastuti et al., 2020).

In this study, researchers used quantitative research using a quasi-experimental method, so that there was data regarding student creativity before and after

Test Wilcoxon

Based on Table 5. showing the results of the Wilcoxon test, the sig value is obtained. (2-tailed) 0.000, the value is <0.05 . This can be concluded that there is a difference in the average results of the Pretest and Posttest for creativity in learning dance. For 4th grade students at SDN 1 Teluk Kulon, Jepara Regency.

Table 5. Test Wilcoxon

Parameters	Posttest - Pretest
WITH	-4.80 ^b
Asymp. Sig. (2-tailed)	0.00

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

Test N Gain Score

Based on Table 6, it shows the calculated value of the N-gain Score test above, showing that the average N-gain score is 52.89%. These results are included in the less effective category.

From the results of this research, it can be concluded that there is an influence of the Learning Model *Project Based Learning* (Pjbl) Media Assisted Videoscribe Regarding the Creativity of Learning Dance in Grade 4 Students at SDN 1 Teluk Kulon, Jepara Regency in the less effective category.

implementing the Videoscribe Media-Assisted PJBL model (Anas & Hartono, 2024). To describe the data and test the influence between the independent and dependent variables, in this section a description is presented based on the data obtained. The research sample was 30 students of SDN 1 Teluk Kulon, Jepara Regency who had dance lessons starting from grade 4.

The results of this research data analysis show that there is influence Learning model *Project Based Learning* (Pjbl) Media Assisted Videoscribe Regarding the creativity of learning dance among students at SDN 1 Teluk Kulon, Jepara Regency in the less effective category, this can be seen in The results of the Wilcoxon test obtained a sig value. (2-tailed) 0.000, the value is <0.05 , and N-gain calculation results shows that the average N-gain score is 52.89%.

The results of this study align with the research conducted by Delia & Yeni (2020) which showed an improvement in the creativity of choreographed dances. Project-Based Learning was found to enhance students' creativity in choreographed dances. In the first cycle, there were several obstacles in the learning process, such as students being confused about finding inspiration for ideas and dance properties, a lack of confidence in performing dance movements, and insufficient group cohesion. However, in the second cycle, the results were relatively better, as students' creative ideas and participation improved significantly. Students appeared more confident in demonstrating choreographed dance movements, communication among students improved, and group cohesion was clearly visible in their performances (Delia & Yeni, 2020).

Additionally, research conducted (Afianti et al., 2019) demonstrated that SBdP (Art, Culture, and Craft Education) learning, particularly in dance education, can help students understand and become more interested in the learning process when using Videoscribe media. This medium not only provides dance material on basic movements but also includes animations that make students more enthusiastic about learning.

Conclusion

Before implementing the project based learning (Pjbl) learning model assisted by Videoscribe Media, the results of creativity in learning dance obtained an average score of 62.72, but after implementing the project based learning (Pjbl) learning model assisted by Videoscribe Media, the results of creativity in learning dance obtained an average score. -average is 81.75. Based on these results, it can be concluded that there is an influence of the project based learning (PjBL) learning model and Videoscribe Media on the creativity of learning dance among students at SDN 1 Teluk Kulon, Jepara Regency. The results of this research can be concluded that the Pjbl learning model can influence student learning outcomes.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article

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