Development of Art House Media Based on Microsite and Local Wisdom at SDN 1 Genengan

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Abstract— Dance learning at SDN 1 Genengan currently relies on demonstration and lecture methods, with learning still centered on LKS (student worksheets). The lack of supporting media makes it difficult for teachers to clearly explain dance material, limiting students' opportunities to explore more broadly. This study aims to determine the development stages, feasibility, practicality, and effectiveness of art house media based on microsites and local wisdom. The research follows the Research and Development (R&D) method using the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The subjects include media, material, and language experts, along with teachers and students for practicality testing. Feasibility results show 94.23% from media experts, 65.62% from material experts, and 83.3% from language experts, categorizing the media as "Very Feasible." Practicality scores were 88.24% from teachers and 88.88% from students, indicating it is "Very Practical." Effectiveness testing revealed a cognitive improvement of 58.22% (categorized as "Effective") and a psychomotor result of 68.22% (also "Effective"). In conclusion, the art house media based on microsites and local wisdom is a feasible, practical, and effective tool for enhancing dance education in elementary schools.

Keywords— House of Art, Microsite, Local Wisdom

I. Introduction

Learning is a change in behavior caused by interaction with the surrounding environment. While learning is a process of interaction between students and educators that has been deliberately carried out with a specific purpose (Adisel, 2022). This was also expressed by Junaedi (2019) learning is an activity that has been systematically arranged, both from learning devices, open materials, media, strategies, methods and assessments. The learning and teaching process is a unity that has a bond concept so that it cannot be separated, with the role of the teacher as an important component in learning.

The role of teachers in learning is very multidimensional, the presence of teachers provides a statement that teachers are versatile and multitalented. Teachers are not only tasked with explaining material to students, but must be able to carry out other important tasks, namely guiding, nurturing, directing, developing, and shaping students' personalities (Fausyia, 2024). The teacher's goal in fostering this character is none other than for students to become good people with noble morals (Latifah, 2023; Rahayu, 2023; Zulela, 2022). In addition, with the abundant cultural wealth and local wisdom in Indonesia, teachers have an important role in introducing and passing on local wisdom to students.

Local wisdom is one of the ancestral heritages that is then preserved by the local community and becomes a characteristic of the place itself. Local wisdom itself has a broad scope, so there are no limits in preserving the diversity and culture of the culture itself as time goes by (Njatrijani, 2018). Passing on local wisdom to students from an early age is important for building a strong cultural identity and character, as well as improving their social skills. It also encourages creativity and innovation, by inspiring students to combine tradition with new ideas. In addition, these efforts contribute to cultural preservation, ensuring that local values and traditions remain alive in future generations.

The importance of local wisdom is not in line with the facts on the ground. Research results show that students' knowledge of local wisdom is still low, which affects students' character (Khasanah, 2024; Maharani, 2022). Not only knowledge, students also have low skills in applying local wisdom, such as dancing (Lestari, 2024; Destrinelli, 2019). The low knowledge and skills of students in applying local wisdom are caused by several factors. The application of conventional learning models with lecture methods is the main cause because students are not involved in learning so that learning feels boring (Lestari, 2024; Herdhiana, 2019). As found in observations of dance learning at SDN 1 Genengan, teachers only use demonstration and lecture methods. Learning in class is also still based on LKS. So that teachers are still confused in explaining the material so that it is easy for students to understand and students cannot explore their knowledge widely by referring to LKS. In the context of learning in Malang, one of the dances that is a local wisdom of the region is the Topeng Malangan and Beskalan dances. The Topeng Malang dance itself has many characters, one of the characters in the Panji story in this study with the character of a brave and gallant soldier (Fajri, 2020). Beskalan dance also has two types, namely male and female beskalan. The male beskalan dance has a brave and steadfast character, while the female beskalan dance has the meaning of friendliness and respect (Lusiana, 2021; Astuti, 2019). This is because in learning, students do not know and have never been trained to demonstrate the dance movements. Of course, this is the cause of the low skills of students in demonstrating local wisdom dances. Therefore, to facilitate the delivery of learning materials, creative and innovative interactive media are needed.

Interactive media is a communication tool that can be seen in real time and produces interaction in learning (Indartiwi, 2020). Interactive media is currently very much needed by teachers in presenting learning content, with the help of interactive media it is hoped that the learning process will be more interesting for students and teaching and learning activities will become active. It is also hoped that interactive media can be used by students widely by connecting to the internet network and can be accessed via laptops or cellphones (Azzahra, 2024). One of the media that can be used is a microsite. Microsites excel as interactive learning media because of their ability to present focused and well-organized content, making it easier for users to access relevant information. In addition, microsites allow the integration of multimedia elements, such as videos, animations, and quizzes, which can increase student engagement and learning experiences in a more interesting and interactive way. In addition, the use of microsites can also increase student interest and motivation (Safitri, 2024).

Based on the results of observations, interviews in October 2024 at SDN 1 Genengan, with one of the teachers at the school, said that the application of learning media in the classroom has begun to be implemented, facilities are also adequate such as LCD projectors even though there is only one unit in the school and it is used alternately. The learning method applied to art learning uses demonstrations and lectures, but teachers tend to lean more towards demonstration methods or examples. Art learning in the independent curriculum in schools based on the results of interviews there are three such as music, dance and fine arts. Learning music, dance and fine arts at the school is also experiencing a development, where previously non-existent music arts are now starting to be developed, namely music using angklung. This development is not evenly distributed as a whole, such as in dance subjects, where teachers are still confused about explaining the material so that it is easily understood by students. During the teaching and learning process, teachers still rely on the demonstration method and when students finish learning, the material learned is forgotten, this also hinders the development of this learning. Learning in the classroom is also still based only on LKS, so students cannot explore their knowledge widely. The lack of art teachers for music, dance and visual arts is one of the problems in the school. The teacher's great hope is that students can learn independently or outside school hours but still in the context of the material that the teacher has delivered when teaching.

Supported by previous studies that have implemented microsites in several materials and subjects in Elementary Schools, for example Pancasila (Hayu, 2024; Sarbunan, 2024), rights and obligations material (Astuti, 2024), and the subject of Social Sciences Harmony in Ecosystems (Safitri, 2024). In this study, the development and implementation of art house media based on microsites and local wisdom that have never been applied in teaching the Topeng Malangan and Beskalan dances by previous researchers. Because the focus of this study is to teach dance to elementary school students, the media developed is then referred to as "Art House Media". This research is new because it focuses on things that have never been done by previous researchers and is expected to provide an important contribution to the treasury of knowledge, especially learning at the elementary school level.

II. METHODOLOGY

This development research uses the Research and Development (R&D) method with the ADDIE model, namely analysis, design, development, implementation and evaluation. This study aims to determine the stages of development, feasibility, practicality and effectiveness of the development of art house media based on microsites and local wisdom. The assessment instruments consist of a validation questionnaire to assess the feasibility of the media, a practicality test questionnaire, test instruments in pre-test and post-test activities, and a questionnaire to assess psychomotor learning outcomes. The analysis stage is carried out to see the needs of teachers and students in the teaching and learning process by identifying problems that exist in

elementary schools, such as curriculum development, student characteristics and media needs in learning. The design stage is carried out by designing a prototype of art house media based on microsites and local wisdom by paying attention to learning materials, learning resources, and paying attention to components in the display of learning media, namely profiles, text, images, links, and videos. This stage involves 3 lecturers who act as validators to assess the feasibility of the media, by media experts, material experts and language experts. The validation carried out aims to assess the feasibility of the media by media experts, material experts, and language experts. The instrument used by media experts is a questionnaire that measures 5 aspects, namely software, media components, design, appearance, and overall function. These aspects were then developed into 13 statements. The instrument used by the material expert was a questionnaire that measured 3 aspects, namely the feasibility of the material, the feasibility of the content, and the currency of the material. These aspects were then developed into 9 statements. The instrument used by the linguist was a questionnaire that measured 6 aspects, namely the suitability of the level of development of students, communicative, straightforward, accuracy of the material, suitability with Indonesian language rules, and the use of terms and symbols. These aspects were then developed into 6 statements. The development stage was carried out by developing a prototype of the learning media design into an original product and conducting a feasibility validation test. This stage involved 1 teacher and 18 students as research subjects. Teachers and students acted as respondents who filled out the questionnaire to assess the practicality of the media. The implementation stage was carried out through a trial of the application of product results in learning activities by directly involving teachers and students. At this stage, students are the research subjects to see the effectiveness of the media in implementing learning in the classroom that will be given a questionnaire. The questionnaire was used to see the practicality of the media, where teachers assessed aspects of the components of the formulation of learning objectives, material coverage, material accuracy, language components, motivation and design, while students assessed aspects of interest, material and language. The pre-test and post-test instruments consisted of 10 multiple-choice questions that measured cognitive learning outcomes in the Malangan dance art material. Finally, the assessment of students' psychomotor learning outcomes was carried out by assessing students' skills in demonstrating dance. The aspects measured include wiraga, wirasa, and wirama. Finally, the evaluation stage was carried out at the end after the implementation of the product results to see the advantages of the media and several development opportunities for future research.
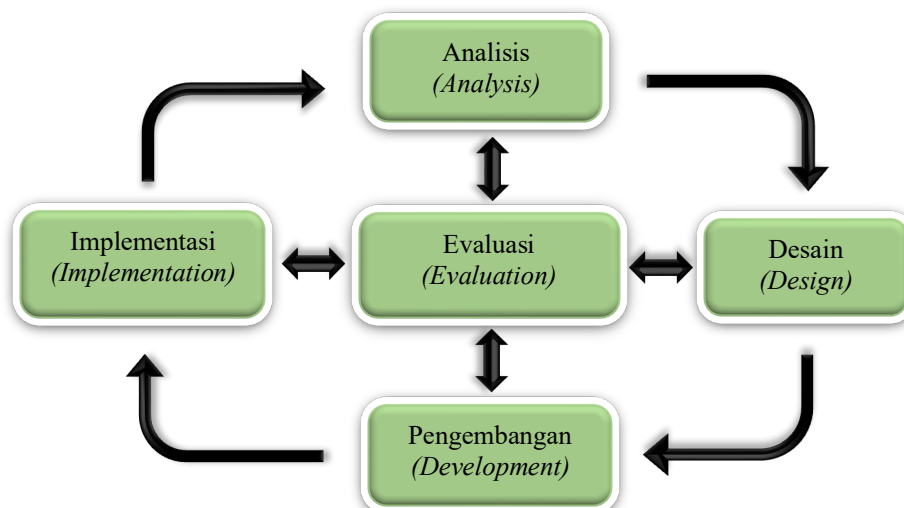

Figure I. ADDIE Model Development Stages (Cahyadi 2019)

Data analysis was carried out by calculating the percentage of scores and then categorizing the scores obtained based on criteria that had been developed by previous researchers.

Table I. Percentage of eligibility

Presentation	Criteria
76% - 100%	Very Worth It
56% - 75%	Worthy
40% - 55%	Not Worth It
0% - 39%	Not feasible

Source: (Badriyah, 2022)

$$\text{Presentation} = \frac{\sum x \,(\textit{Total score of Respondents' Answers})}{\sum xi \,(\textit{Highest Total Score})} \times 100\%$$

Table II. Percentage of Practicality

Presentation	Criteria
76% - 100%	Very Practical
51% - 75%	Practical
26% - 50%	Less Practical
≤ 25%	Not Practical

Source: (Sahida, 2018)

$$\text{Presentation} = \frac{\textit{Score obtained}}{\textit{Expected score}} \times 100\%$$

Table III. Percentage of Effectiveness

Presentation	Criteria
76% - 100%	Very Effective
56% - 75%	Effective
40% - 55%	Less Effective
0% - 39%	Not Effective

Source: (Sahida, 2018)

$$\text{Presentation} = \frac{\textit{Score posttest} - \textit{score pretest}}{\textit{Score maks} - \textit{score pretest}} \times 100\%$$

$$\text{Presentation} = \frac{\sum X \,(\textit{Sum of scores obtained from all respondents})}{\sum X \,(\textit{Maximum possible score obtained})} \times 100\%$$

III. RESULTS AND DISCUSSION

The ADDIE Research and Development Model goes through the stages of analysis, design, development, implementation, and evaluation. In the analysis stage, there are three stages carried out, namely analysis of curriculum development, analysis of student characteristics, and media needs and their use in learning. In the analysis stage of curriculum development used in the school is the Independent Curriculum. In the analysis of student characteristics, students have great enthusiasm for art learning, especially in dance learning. However, this is a challenge for teachers, because so far learning has only focused on books so that students get bored easily. In the analysis of media needs and their use, the use of learning media is very minimal during the teaching and learning process. This is because teachers only rely on teacher books and student books. Supporting facilities for technology-based learning media such as projectors are also not always used. The design in the art house media is made with the content of traditional Malang dance in the form of links. The contents of the art house media include: initial appearance, cp and tp, history of Malang mask dance, history of Beskalan dance, Malang mask dance video, Beskalan dance video, Malang mask dance properties, Beskalan dance properties, and student worksheets.

At the development stage, researchers conducted revisions to experts from validated product designs. In this case, to determine the feasibility of microsite-based art house media and local wisdom. Researchers conducted media experts, material experts and language experts to obtain the following results.
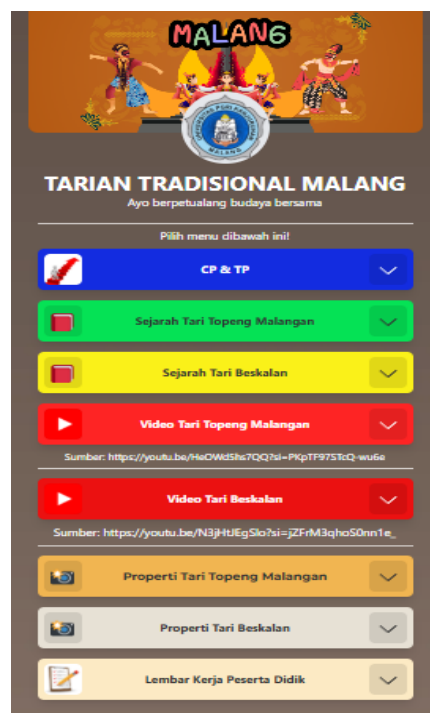
Table IV. Results of the Expert Validator's Assessment of Media, Material, Language

No.	Validator	Percentage	Description
1.	Ahli Media	94,23%	Very Worthy
2.	Ahli Materi	65,62%	Worthy
3.	Ahli Bahasa	83,3%	Very Worthy
	Overall percentage average	81,05%	Very Worthy

Based on table 4, the art house media obtained product validation results from media experts, material experts and language experts to determine the feasibility of the art house media developed by researchers. Based on the results of the art house media validation, the results of the media expert validation obtained data of 94.23%, so the art house media is included in the "Very Eligible" category. The results of the material expert validation obtained data of 65.62% in the "Eligible" category. The results of the language expert validation obtained data of 83.3% in the "Very Eligible" category. There are suggestions and criticisms for improving the art house media that is being developed. One of the improvements is in the appearance and turning off the art house media. Presented in the following image:

(a) View before revision   (b) View after revision

Personal Source

The implementation stage was carried out by conducting a practicality test on 18 fourth-grade teachers and 18 fourth-grade students at SDN 1 Genengan as research subjects. At this stage, fourth-grade teachers and fourth-grade students were asked to see the art house media that had been developed by the researcher, then a practicality questionnaire was given to teachers and students to be filled out after the product trial was carried out according to the instructions in the practicality assessment questionnaire. The practicality questionnaire was given to see the opinions of teachers and students about the practicality of the content and presentation of the art house media. The media effectiveness test was carried out with 18 fourth-grade students of SDN 1 Genengan as research subjects. Before carrying out the product trial, students were given a pre-test in the form of 10 multiple-choice questions to determine students' knowledge of traditional Malang dance. Then display and explain the art house media to students and teachers when teaching. Teaching activities were also carried out using the demonstration method on the Malang mask dance and explaining the elements of dance. The next stage used an assessment questionnaire to determine students' psychomotor aspects when practicing again individually. The assessment criteria for the psychomotor aspect include the wiraga (movement), wirasa (expression) and wirama (rhythm) aspects. The wiraga aspect includes the assessment of movement accuracy, balance, flexibility, and body position accuracy. The wirasa aspect includes the assessment of facial expressions, soul, harmony of movement and feeling. And the wirama aspect includes the assessment of harmony with music, accuracy of tempo and dynamics of movement. Then at the end of the learning process, students are given the same post-test questions as during the pre-test to determine the differences before and after using microsite-based art house media. Based on the results of the practicality test given to teachers and grade IV students at SDN 1 Genengan, the teacher's response obtained a percentage of 88.24% in the "Very Practical" category and the student's response obtained a percentage of 88.88% in the "Very Practical" category. Based on the results of the effectiveness

test with the pre-test and post-test conducted by students, a percentage of 58.22% was obtained in the "Effective" category and the student psychomotor assessment questionnaire obtained a percentage of 68.22% in the "Effective" category. The following are the results of the student's practicality and effectiveness test.

Table V. Results of practicality test

Aspect	Teacher	Limited Students	Broad Student
Value	88,24%	90,5%	88,88%
Category	Very Practical	Very Practical	Very Practical

Table VI. Results of the effectiveness test

Aspect	*Pre test-Post test*	Questionnaire
Value	58,22%	68,22%
Category	Effective	Effective

In the development stage, researchers developed microsite-based art house media using the ADDIE model with the stages of analysis, design, development, implementation, and evaluation. This stage begins with an analysis of curriculum development, the curriculum used is the independent curriculum adjusted to learning outcomes, namely students observe the form of dance presentation based on the background and explore the main elements of dance according to the level of movement, changes in direction, and floor design. Learning outcomes are developed by researchers into several learning objectives, including through the activity of observing microsite media, students are able to learn about traditional Malang dances, such as the Malang mask dance and the Beskalan dance (C2). Students are able to describe the history, characteristics and meaning of dance (C2). Students are able to demonstrate the basic movements of the Malang mask dance individually or in groups (P3). Students are able to integrate the basic movements of the Malang mask dance individually (P4). The next stage is the analysis of student characteristics, students have great learning motivation towards art learning, especially dance learning. This is because learning only focuses on books so that students get bored easily. The stage of analyzing media needs and their utilization, teachers do not use media during dance learning. However, teachers only refer to teacher books and student books. Therefore, art house media is an alternative for packaging learning materials. After going through the evaluation and refinement process, art house media is given to media, material and language experts to test its validity. Validation is carried out by experts by providing art house media along with a validity sheet questionnaire containing question points. The results of the validity scores given by the experts in the form of suggestions, criticisms and input become improvements to perfect the art house media.

Rumah Seni Media has gone through a product validation stage by experts to determine the feasibility of the media developed by researchers. Validation tests were carried out on media expert lecturers, material experts and language experts. Based on the validation of media experts, 94.23% data was obtained, so Rumah Seni Media is included in the "Very Feasible" category. This is because the media is effective and easy to use, can be accessed on all computer devices and mobile phones, the visual design of the microsite is attractive and creates a pleasant learning atmosphere. The results of the validation of material experts obtained data of 65.62% in the "Feasible" category. This is because the material is according to the cognitive level, supports the achievement of dance learning objectives based on local wisdom and is in accordance with the applied curriculum. The results of the validation of language experts obtained data of 83.3% in the "Very Feasible" category. This is because the language is appropriate to the cognitive level of students, sentences are arranged briefly and concisely and the terms used are in accordance with local wisdom and are familiar to students. The use of media becomes easy and efficient when used during learning (Rosyada, 2023).

The results of the practicality percentage of the application of art house media in limited field trials were 90.5%, while in extensive field trials it was 88.88%, so from both field tests it was included in the "Very Practical" category. Furthermore, the results of the practicality test conducted by the fourth grade teacher were 88.24% with the "Very Practical" category. It can be concluded that the application of microsite-based art house media is very practical in dance subjects, Malang traditional dance material in class IV SDN 1 Genengan. The application of media in the field using microsites also makes it easier for the presenters (Titingganur, 2025).

The results of the students' pre-test and post-test showed that the pre-test was conducted before learning by giving students multiple-choice questions about knowledge of traditional Malang dance, while the post-test was conducted after learning using the Rumah Seni media. In the implementation of the students' pre-test, the results obtained were still low because they had not implemented the Rumah Seni media. After the post-test was conducted using the Rumah Seni media, the scores obtained by the students increased significantly. The results obtained were 58.22% with the "Effective" category. The results of the questionnaire scores obtained by students to measure the psychomotor aspect were 68.22% with the "Effective" category. This is stated in the results of Shafa's research (2022) that students' knowledge and motivation to learn increased.

IV. CONCLUSION

This study developed a microsite-based art house media and local wisdom. The application of this media was declared feasible, practical and effective when applied at SDN 1 Genengan. This is supported by the results of the media expert validation with 94.23% data obtained, so the art house media is included in the "Very Feasible" category. The results of the material expert validation obtained 65.62% data in the "Feasible" category. The results of the language expert validation obtained 83.3% data in the "Very Feasible" category. In addition, the practicality test on teachers obtained a percentage of 88.24% in the "Very Practical" category and students obtained a percentage of 88.88% in the "Very Practical" category. Furthermore, the effectiveness test was carried out with a pre-test and post-test by students by obtaining a percentage of 58.22% in the "Effective" category and the student psychomotor assessment questionnaire obtained a percentage of 68.22% in the "Effective" category. Suggestions for teachers, especially in elementary schools, can use microsite-based art house media as an alternative in packaging materials to make them more practical. Suggestions for further researchers can expand the scope of the material and implementation in several other schools with various art backgrounds, including fine arts, music and other arts to see its effectiveness.

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