



## AI-Based Learning Media “Toori” (Dance Cartoon) to Increase Elementary School Students’ Interest in Learning Dance Arts

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### Abstrak

Pendidikan seni di era pendidikan digital menghadapi sejumlah permasalahan yang perlu diatasi untuk memastikan bahwa siswa terus mendapatkan manfaat dari pengalaman pembelajaran seni yang berkualitas dan relevan secara kontekstual. Tujuan penelitian ini yaitu mengembangkan media pembelajaran “Toori” (Kartoon Tari) berbasis AI untuk meningkatkan minat belajar seni tari siswa sekolah dasar. Jenis penelitian yang digunakan adalah *Research and Development (R&D)*. Penelitian ini menggunakan model menurut Borg dan Gall. Subjek penelitian yaitu ahli media dan ahli materi. Subjek uji coba dalam penelitian ini adalah peserta didik kelas IV SD IMAMA yang berjumlah 38 peserta didik. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, angket, dokumentasi, dan tes. Instrumen pengumpulan data menggunakan lembar kuesioner dan soal tes. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Hasil penelitian yaitu hasil penilaian dari ahli media pembelajaran yaitu 91,17% (sangat baik) dan ahli materi pembelajaran yaitu 95% (sangat baik). Hasil uji-t menunjukkan terdapat adanya perbedaan yang signifikan antara rata-rata nilai pretest dan rata-rata nilai posttest. Hasil uji N-gain menunjukkan efektivitas termasuk dalam kategori cukup efektif. Disimpulkan media pembelajaran “Toori” (Kartoon Tari) berbasis AI dapat meningkatkan minat siswa dalam belajar seni.

**Kata Kunci:** Media Pembelajaran, Toori, AI, Minat Belajar.

### Abstract

Art education in the digital era faces many issues that need to be addressed to ensure that students continue to benefit from quality and contextually relevant art learning experiences. This study aims to develop AI-based “Toori” (Kartoon Dance) learning media to increase elementary school students' interest in learning dance. The type of research used is *Research and Development (R&D)*. This study uses a model according to Borg and Gall. The subjects of the study were media experts and material experts. The trial subjects in this study were 38 students of grade IV of IMAMA Elementary School. The methods used in collecting data were observation, interviews, questionnaires, documentation, and tests. The data collection instruments used questionnaire sheets and test questions. The techniques used to analyze the data were qualitative, quantitative, descriptive analysis, and inferential statistics. The study's results were the assessment results of learning media experts, namely 91.17% (very good) and learning material experts, namely 95% (very good). The t-test results showed a significant difference between the average pretest score and the average posttest score. The results of the N-gain test showed that the effectiveness was included in the reasonably effective category. It is concluded that the AI-based learning media “Toori” (Dance Cartoon) can increase students' interest in learning art.

**Keywords:** Learning Media, Toori, AI, Interest in Learning.

## 1. INTRODUCTION

Arts and culture education has an important role in the development of elementary school students because it can stimulate creativity, imagination, and self-expression. Arts and culture education in schools not only forms students to become artists or art workers but to form attitudes, behavior, creativity, ethics and aesthetics (Arifuddin et al., 2020; Daryanti et al., 2019; Kusnulyaningsih et al., 2022). Arts and culture education is very important because

#### History:

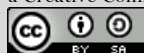
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in its learning there is a connection with community life which raises a lot of local content material so that art can be preserved. Arts and culture is a subject that can provide opportunities for students to have creative experiences to produce products in the form of real objects that are useful for students' lives (Hanifa et al., 2021; Nugraheni & Pamungkas, 2022; Ramdani & Simamora, 2022). Art learning, students learn to appreciate cultural diversity and traditions, which helps them understand and respect differences. In addition, art education also supports the development of fine motor skills, critical thinking skills, and teamwork (Nugraheni & Pamungkas, 2022; Rama & Antara, 2022). Art activities, such as drawing, singing, or dancing, provide a space for students to express their feelings and ideas, which can increase self-confidence. Thus, art and culture education not only enriches students' knowledge of art and culture, but also shapes their overall character and personality (Arifuddin et al., 2020; Lawe et al., 2020; Wastap, 2017). However, the current problem is that students are less interested in participating in learning, they cannot observe real learning events and it is difficult to understand the material being explained (Hajar et al., 2023; Hidayaty et al., 2022). The lack of use of learning media makes students less interested in learning so that interest in learning will be difficult to achieve (Elfiani et al., 2019; Kristiyanto & Rahayu, 2020; Syawaluddin et al., 2020). The results of observations and interviews conducted with grade IV teachers at Imama Elementary School showed that many students were not interested in learning dance. Data from 38 students in grade IV showed that 18 students were not interested in learning dance so they could not follow other students. In addition, the media used were limited and monotonous while the tools in the classroom were quite good and complete. The difficulties experienced by students were caused by the less than optimal use of learning media. The use of learning media was limited to text and images in books. The lack of varied learning media made students passive and bored quickly.

Based on the existing problems, to support student learning, appropriate media must be prepared. Media is a tool used by teachers in delivering material or the learning process (Agustina & Elan, 2021; Murtiyasa et al., 2021). Media that can be used to increase interest in learning dance is by using AI-based animated video media. This media can be used in learning to create practical learning (Agustina & Elan, 2021; Murtiyasa et al., 2021; Primadewi & Agustika, 2022). Interesting media in learning can trigger students' sense of knowledge and interest, stimulate students to increase learning activities so that learning objectives can be achieved well (Dahlia et al., 2022; Rahmat et al., 2019). Cartoon animation videos are a medium that can be used to clarify the learning understanding process if supported by media that can attract students' interest so that the learning environment is more effective, adaptive and varied (Putri et al., 2020). Cartoon animation videos can make learning effective and allow students to develop according to their respective abilities.

Previous research findings state that animated videos can have a positive influence on learning, as evidenced by increased learning outcomes and student interest after using animated videos as a learning medium (Kusnulyaningsih et al., 2022; Sukarini & Manuaba, 2021). Other findings also reveal that video media can represent an object that can move and also have sound, and can realize a simple concept so as to accelerate student understanding (Agustien et al., 2018; Lia et al., 2023; Naila Muna & Wardhana, 2022). It can be concluded that the AI-based learning media "*Toori*" (Dance Cartoon) can increase elementary school students' interest in learning dance. However, there has been no study on the AI-based learning media "*Toori*" (Dance Cartoon) to increase elementary school students' interest in learning dance. The advantages of this media are that the attractive and colorful visualization in cartoon format can attract children's attention, making them more involved and enthusiastic in learning. Based on this, the purpose of this study is to develop an AI-based learning media "*Toori*" (Dance Cartoon) to increase elementary school students' interest in learning dance.

## 2. METHOD

The type of research used is Research and Development (R&D). This research uses a model according to Borg and Gall which consists of 10 steps, namely (1) potential and problems; (2) data/information collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; (8) usage test; (9) product revision; (10) mass product manufacturing (Sugiono, 2015). The development of AI-based dance cartoon media uses Sugiyono's development up to development step 8 because it only reaches the effectiveness and feasibility of the media due to time and cost constraints to carry out mass production. The 8 development steps are potential and problems; data collection; product design; design validation; design revision; product trial; product revision; and usage test. The potential and problem stage is carried out to determine the potential and problems that exist in schools. The data collection stage can be obtained from educators and students related to the lack of media in learning through questionnaires given to students and educators. The animated cartoon design stage will be created starting with finding a suitable theme, compiling an initial design, creating a cartoon design that is in accordance with the educator and student questionnaire. The design of the animated cartoon video media product that has been created is then assessed or validated by experts. The design revision stage is used to revise the product that is given advice by experts. The product trial stage is carried out in small groups to determine the results of the use of animated cartoon video media for floor pattern material in regional creative dance, as well as the responses of educators and students to the media. The animated cartoon video media that has been tested and revised again if there are still shortcomings or suggestions in the trial process can be revised again.

The location of the study was IMAMA Elementary School, Semarang City. The subjects of the study were media experts and material experts. The subjects of the trial in this study were 38 students in grade IV of IMAMA Elementary School. The methods used in collecting data were observation, interviews, questionnaires, documentation, and tests. Observation in this study, the researcher observed the learning process that took place in grade four to identify problems that occurred. The interview method was used to obtain in-depth information from respondents. The questionnaires used in this study were questionnaires on the needs of educators and students, expert validation questionnaires, and questionnaires on responses from educators and students. The documentation in this study was in the form of a list of student names, a list of student grades, and photos during learning activities in grade IV of IMAMA Elementary School. The test method was used to measure the effectiveness of the product on students' learning interests. The data collection instrument used a questionnaire sheet and test questions. The instrument grid is presented in Table 1.

**Table 1.** The Research Instrument Grid

No	Expert Validation	Aspect
1	Learning Media Expert	<ol style="list-style-type: none"> <li>1. Visual</li> <li>2. Audio</li> <li>3. Typography</li> <li>4. Presentation</li> </ol>
2	Learning Material Expert	<ol style="list-style-type: none"> <li>1. Suitability of thinking levels</li> <li>2. Material according to CP</li> <li>3. Suitability to student development level</li> <li>4. Communicative</li> </ol>

The techniques used to analyze the data are qualitative descriptive analysis, quantitative analysis, and inferential statistics. Qualitative descriptive analysis is used to

manage data in the form of input provided by experts regarding AI-based learning media "Toori" (Dance Cartoon). Quantitative descriptive analysis is used to manage data in the form of scores given by experts regarding the AI-based learning media "Toori" (Dance Cartoon). Inferential statistical analysis is used to test the effectiveness of the AI-based learning media "Toori" (Dance Cartoon) on elementary school students' interest in learning dance.

### 3. RESULTS AND DISCUSSION

#### Results

This study aims to develop AI-based learning media "Toori" (Kartoon Dance) using the following 8 stages. First, potential and problems. The potential and problems that researchers found in class IV of Imama Elementary School were the low interest in learning dance, especially in male students, as shown by the number of 38 students, 4 students had scores above average while 34 students had scores below the class average. The results showed that the media in supporting learning was not maximized, learning was not maximized in its use, such as LCD projector media. Second, data collection. The recapitulation results show that students have difficulty in understanding the basic material of dance art. Teachers have used media in learning but have not been able to attract attention and motivate students to learn. The learning resources used are limited, the learning media used in schools have not met the needs of dance art material.. Teachers need additional learning media to increase students' insight into the material of basic dance floor patterns. Animated video learning media can be developed interestingly through the selection of colors in the video and the use of animation. Many students are interested in dance but have difficulty in learning dance. Students need more interesting learning media so that their interest in learning dance increases. Many students agree that learning media using animated videos is very interesting. Third, product design. At this stage, the development of AI-based learning media "Toori" (Kartoon Dance) was carried out. The visual suitability aspect indicator consists of several descriptions, namely image clarity, suitability of image capture, attractiveness of color, background, image, and animation, image movement speed, suitability of title to video. The size of the audio aspect consists of several descriptions, namely voice clarity, sound rhythm, music suitability. The next indicator is typography which includes 4 descriptions, namely the selection of text types, and the accuracy of text size. The results of the development are presented in [Figure 1](#).

Fourth, design validation. The AI-based "Toori" (Dance Cartoon) Learning Media that has been developed was then validated by experts. The results of the assessment by learning media experts showed that the animated video media got a score of 62 out of 68. Overall, the AI-based animated video media got a percentage of 91.17% with a very good category, which means that this media can be used without revision. The results of the assessment by learning material experts were obtained. The animated video media got a score of 38 out of 40. Overall, the animated video media got a percentage of 95% with a very good category, which means that the animated video media can be used with revision. Based on the results of the data analysis, it was concluded that the animated video media can be used in learning. Fifth, design revision. The AI-based "Toori" (Dance Cartoon) Learning Media that was developed was then revised according to the input given by the experts. Sixth, product trial. The revised animated video according to the suggestions of media experts and material experts can be tested for product and usage trials.

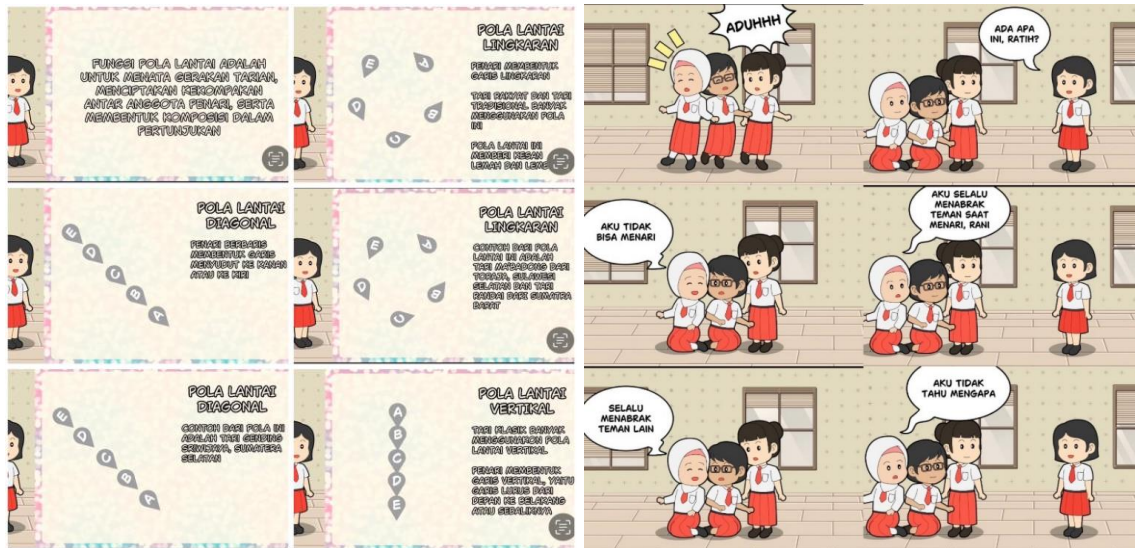


Figure 1. AI-Based Learning Media "Toori" (Dance Cartoon)

The trial was conducted in class IV and teachers. The results of the student response questionnaire during the product trial obtained a percentage of 100% so that it obtained a very good qualification. The results of the teacher response questionnaire during the product trial obtained a percentage of 100% so that it obtained a very good qualification. Seventh, product revision. The AI-based "Toori" (Dance Cartoon) Learning Media that was developed was then revised according to the input given by teachers and students. Eighth, usage test. At this stage, the effectiveness of the AI-based "Toori" (Kartoon Dance) learning media is tested on the interest in learning dance arts of elementary school students. Based on the results of data analysis, it is known that the cognitive value of grade IV students of Imama Elementary School during the pretest and posttest can be seen that the average pretest is 10.52% while the posttest is 97.36%. It is concluded that the cognitive abilities of grade IV of Imama Elementary School are different before and after using AI-based animated video media. After obtaining the data, a normality test was carried out on the results of the cognitive values on the pretest and posttest values. This test aims to determine whether the data is normal or not. The normality test in this study uses SPSS. The results of the data analysis are presented in Table 2.

Table 2. The Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Large Scale Pre-test	0.125	40	0.114	0.953	40	0.097
Large Scale Post-test	0.115	40	0.196	0.946	40	0.056

a. Lilliefors Significance Correction

Based on the results in Table 2, it can be concluded that the data of the pretest and posttest results on a small scale are normally distributed with a pretest significance value of  $0.097 > 0.05$  and a posttest significance value of  $0.056 > 0.05$ . So it can proceed to the next testing stage. In this Paired Sample T-Test, the researcher used SPSS version 27. Based on the results in Table 3, the sig. significance value (2-tailed) shows 0.000 which means  $< 0.05$ .

So it can be seen that there is a significant difference between the average pretest value and the average posttest value.

**Table 3.** t-Test Results

Pair		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Large Scale Pretest - Large Scale Posttest	-36.75	5.610	,887	-38.544	-34.956	-41.42	39	0.000

In the N-Gain test using SPSS version 27. Based on the results of data analysis, the results of the N-Gain test of pretest and posttest values were obtained which can be seen in the mean/average section. In the N-Gain score, the mean value obtained was 0.74 which is included in the high criteria. Then in the N-Gain percent, the mean value obtained was 74.35 which in the effectiveness interpretation criteria is included in the fairly effective category.

## Discussion

The results of the data analysis show that the AI-based "Toori" (Dance Cartoon) Learning Media has received very good qualifications from experts, teachers, and students due to several factors. First, the AI-based "Toori" (Dance Cartoon) Learning Media is worthy of use because it can facilitate students in learning. Learning media provides convenience and effectiveness in the learning process (Agustien et al., 2018; Lia et al., 2023; Vidayanti et al., 2020). One of its advantages is the ability to present interactive and interesting content through cartoon animation. This is in accordance with the findings that state that animated videos are able to attract students' attention and make them more motivated to learn (Agustien et al., 2018; Lia et al., 2023; Maryanti & Kurniawan, 2018; Vidayanti et al., 2020).

With dynamic and colorful visuals, students can easily follow the dance movements taught, making it easier for them to imitate and internalize the movements. In addition, the AI technology underlying "Toori" allows this media to provide direct feedback and adjust the material according to the individual needs of students. Animation can make students learn at a pace that suits their respective abilities (Efendi et al., 2020; Maryanti & Kurniawan, 2018; Permatasari et al., 2019). Second, the AI-based "Toori" (Dance Cartoon) Learning Media is worthy of use because it can increase students' interest in learning. AI-based learning media "Toori" (Dance Cartoon) is worth using because it has a unique ability to increase students' interest in learning, especially in dance. The combination of interesting and interactive animation elements makes learning fun and entertaining (Apriansyah et al., 2020; Widiyasanti & Ayriza, 2018). Bright visuals and adorable cartoon characters can attract attention, so they feel more involved in the learning process (Rindawati et al., 2022; Untari & Purnomo, 2016). Students can learn in a way that they enjoy, they tend to be more motivated to actively participate, explore dance movements, and develop their creativity.

In addition, "Toori" provides an opportunity for students to practice in a safe and comfortable environment. By providing constructive and supportive feedback, this medium helps students increase their interest in learning. Third, the AI-based "Toori" (Dance Cartoon) Learning Media is worthy of use because it can create a learning atmosphere. The AI-based learning media "Toori" (Kartoon Dance) is worth using because it is able to create a fun and interactive learning atmosphere, thereby improving students' learning experience.

The atmosphere created by the animated media encourages students to actively participate (Agustien et al., 2018; Lia et al., 2023; Maryanti & Kurniawan, 2018; Vidayanti et al., 2020). Dynamic interactions, such as quizzes, challenges, and direct feedback, further strengthen the positive learning atmosphere, students feel valued and encouraged to continue to develop (Ibrahim et al., 2023; Putri et al., 2020). Thus, "Toori" not only provides educational content, but also builds an engaging environment. With this fun and supportive atmosphere, students are more likely to enjoy the learning process, making dance learning a valuable experience. Previous findings also revealed that animation can increase enthusiasm for learning (Inangil et al., 2022; Megawati & Utami, 2020). Other studies also state that animation gets a positive response from students (Ho et al., 2019; Shuo, 2021). The limitation of this study is that this study only tests students' interest after using the AI-Based Learning Media "Toori" (Dance Cartoon). It is hoped that other studies can examine other variables such as students' interesting skills. The implication of this study is that the AI-Based Learning Media "Toori" (Dance Cartoon) developed increases fun and innovative learning activities. The "Toori" learning media not only enriches students' learning experiences, but also helps them develop motor skills, creativity, and self-confidence in creating through dance. Thus, the use of this media is an effective and efficient solution to improve students' understanding and skills in dance.

#### 4. CONCLUSION

The results of the data analysis show that the AI-based "Toori" (Dance Cartoon) Learning Media has received very good qualifications from experts, teachers, and students. The t-test results show there is a significant difference between the average pretest score and the average posttest score. The results of the N-gain test show that the effectiveness interpretation is included in the fairly effective category. It is concluded that the AI-Based "Toori" (Dance Cartoon) Learning Media can increase students' interest in learning.

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