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# Development of Ecosystem Dance Audiobook Media to Enhance the Creativity of Elementary School Students

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**ABSTRACT**

**Purpose-** This study aimed to develop, determine the feasibility, and measure the effectiveness of ecosystem dance audiobook media in improving the creativity of fourth-grade elementary school students in dance learning.

**Methodology-** The study employed a Research and Development (R&D) approach using the ADDIE model, comprising Analysis, Design, Development, Implementation, and Evaluation stages. The research was conducted at SDN 2 Pagergunung, Kendal Regency, Central Java, involving 14 fourth-grade students, one classroom teacher, and expert validators. Data were collected through observations, interviews, questionnaires, validation sheets, documentation, and pretest-posttest assessments. Qualitative data were analyzed descriptively, while quantitative data were analyzed using the Shapiro–Wilk normality test, paired sample t-test, and N-gain test with the assistance of SPSS version 29.

**Findings-** The validation results showed that the media was categorized as highly feasible, with scores of 95.7% from material experts and 94% from media experts. These findings are supported by teacher and student responses, which were highly positive at 93% and 92.6%, respectively. The paired-samples t-test showed a p-value of 0.000 (<0.05), indicating a significant improvement in learning outcomes. This result is further supported by the N-gain score of 0.58, which indicates a moderate level of effectiveness. Therefore, the ecosystem dance audiobook media was proven to be feasible, practical, and effective in enhancing students' creativity in dance learning.

**Contribution-** This research contributes to the development of dance-learning media that encourage student activity through an audio and book approach for grade 4 materials. It integrates dance and science maps, strengthening students' psychomotor skills. In addition, this research offers teachers an alternative literacy learning media that is creative, interesting, and aligned with students' learning characteristics.

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## INTRODUCTION

Currently, education in the elementary school environment tends to indoctrinate the community into viewing students' intelligence solely through intellectual achievements in specific subjects such as mathematics, science, and social studies, while art subjects are treated as mere complements (Nurhayati, 2024). In fact, art plays an equally important role in developing students' creativity, cultural identity, and holistic skills, which is no less important than other subjects. However, today, education in Indonesia strongly emphasizes the development of students' character and creativity in line with the values of Pancasila (Ary & Art-edu, 2019). According to Cutikawati (2025), 8 graduation profiles serve as the main foundation for preparing the nation's next generation, who are not only intellectually intelligent but also well-behaved and able to innovate. 8 graduation profiles include skills and character traits developed through students' daily activities in the school learning process (Mulyana et al., 2025). The 8-Graduation Profile Project has been implemented since the introduction of the Merdeka Curriculum, with a deep learning approach.

The rapid development of the curriculum has made creativity one of the basic skills every child must possess. Creativity is an important element in the learning process because it can help learners develop their cognitive, emotional, and social abilities (Naharia et al., 2024). Through project activities, students' creativity can be honed, enabling them to generate new ideas and innovative solutions. It also supports the development of students' critical thinking skills and creativity. According to Ni'mah & Sukartono (2022), creativity is one of the demands in education, enabling students to recognize their potential and abilities. Therefore, according to Syata et al. (2023), it is important for students to think creatively to solve problems that arise in the learning process with innovative solutions, because not all problems can be solved the same way as before. This ability also encourages students in their daily lives, training them to think creatively and to solve problems in society. The aspect of creativity can be found in learning dance arts, which can encourage student activity.

Several problems in dance art learning were identified through interviews and observations conducted by the researchers. The interviews showed that students' interest in dance arts subjects was very low, as evidenced by their low engagement in learning. This aligns with the creativity of students who do not develop and are only inclined to a few. This is because of several factors that affect students' learning.

Findings from previous research show that students' enthusiasm for learning dance arts has decreased because learning is limited to illustrations in students' books and has not been integrated with technology due to a lack of infrastructure (Ariyanti, 2020). Further research indicates that the lack of student participation in dance demonstrations is driven by the teacher's approach, which still relies on conventional media such as YouTube videos rather than comprehensive movement demonstrations (Andriana & Ary, 2023). The study also found that dance learning is rarely incorporated into the elementary school curriculum; the majority of the curriculum focuses on the fine arts, which is supported by teachers' lack of confidence in their ability to teach dance (Rahayu & Da Ary, 2025). Consistent with this, the pre-research conducted through observation and interviews at SDN 2 Pagergunung Kendal revealed the main problem in learning dance art in floor pattern material: low student involvement due to the limitations of unattractive learning media, such as textbooks. This causes boredom, student chatting, and, as a result, decreased understanding of the material.

Various researchers are working to overcome learning problems to improve the quality of the teaching and learning process. These findings strengthen the researchers' confidence in applying audiobook media, as shown by Nadia Sastabila et al.'s 2024 study, "Development of Audiobook Media for Reading and Watching Learning in Phase B Students." The study proved the effectiveness of audiobooks in increasing students' motivation and understanding, with media validation achieving a very decent score. In addition, the results of the product trial showed that the media had high quality, as evidenced by increased viewing among phase B students (Sastabila & Dwija Iswara, 2024). Another similar study adopting audiobooks is by Rivan Sugiharto et al in 2024, entitled "The Use of Audiobooks in Indonesian Language Learning to Improve Fairy Tale Reading Skills in Elementary School Students". This study aims to observe the use of audiobooks to develop elementary school students' ability to read fairy tales, and to analyze their advantages and disadvantages in depth in the context of learning to read fairy tales (Sugiharto & Susanto, 2024). The similarity in the study is the use of

audiobook media for learning Bahasa Indonesia, with differences in the materials and student levels. The lack of media integration prevents other learning, such as art, from being incorporated into the learning media.

In response to these problems, the researcher chose to develop learning media in the form of audiobooks as an intermediary to increase creativity in dance arts. An audiobook is a book with audio that the user can listen to while doing other activities (Okuno et al., 2020). Audio can stimulate and encourage students' creativity by avoiding fixation on a visible movement. Ecosystem dance is a dance that creates movements resembling animals in an ecosystem, guided by students' creativity and in accordance with the audio music available in the book or audiobook. This update is effective because its ability is integrated into the learning process, namely dance arts and science subjects. Previous studies have also shown that there is limited specialized research examining the use of audiobooks to enhance students' creativity and learning outcomes in floor pattern materials in dance subjects.

Based on the updates implemented, the development of the ecosystem dance audiobook media was chosen as a solution to overcome these problems. Thus, to prove this, the researcher intends to conduct a study titled "Development of Ecosystem Dance Audiobook Media to Increase the Creativity of Elementary School Students". This research specifically aims to develop audiobook learning media that are tailored to the characteristics of grade IV elementary school students to increase their creativity. In addition, the research tested the feasibility, practicality, and effectiveness of the media, making it easier for students to develop creativity in floor patterns with materials to better understand the environment through dance in dance subjects.

## METHODOLOGY

### Research Design

This study employed a Research and Development (R&D) approach aimed at developing and evaluating an ecosystem dance audiobook as an interactive learning medium to enhance elementary school students' creativity in dance learning. The development procedure used the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation (Syahfitri et al., 2023).

#### *Analysis*

Researchers identified learning problems, student needs, and teacher needs through classroom observations and interviews conducted at SDN 2 Pagergunung, Kendal Regency, Central Java. The findings indicated that students showed low interest and limited creativity in dance learning, particularly in floor pattern materials, due to the lack of engaging learning media.

#### *Design*

In this stage, the researchers designed the ecosystem dance audiobook by integrating dance floor pattern materials with ecosystem concepts from science subjects. The media was designed using attractive audio, visual illustrations, and QR-code-based audio access suitable for fourth-grade elementary school students.

#### *Development*

The development stage focused on producing and validating the audiobook media prototype. Product validation was carried out by material experts and media experts from Universitas Negeri Semarang to evaluate the appropriateness, clarity, and effectiveness of the developed media. Suggestions and feedback from validators were used to revise and improve the product before implementation.

#### *Implementation*

The implementation stage involved applying the developed media in classroom learning activities. Students participated in learning activities using the ecosystem dance audiobook media, followed by pretest and posttest assessments to measure improvements in creativity and learning outcomes.

*Evaluation*

The final stage aimed to assess the feasibility, practicality, and effectiveness of the developed media. The evaluation process included analyzing validation results, teacher and student response questionnaires, and statistical analysis of pretest and posttest scores.


**Figure 1.** ADDIE Flowchart

**Participants**

The study was conducted at SDN 2 Pagergunung, Pageruyung District, Kendal Regency, Central Java. The research subjects consisted of 14 fourth-grade students and one classroom teacher. In addition, material experts and media experts were involved in validating the developed product.

**Instruments**

The feasibility of the product was assessed through a questionnaire with a Likert scale. Validation was carried out by competent experts from Semarang State University, namely validators of material and media experts. This assessment aims to obtain suggestions, inputs, and scores to improve the products that have been developed. To measure effectiveness, data was analyzed from a questionnaire of teachers' and students' responses to the development of ecosystem dance audiobook media in dance learning (material to know the environment through dance). This study specifically revealed the level of acceptance of teachers and students to the effectiveness and practicality of products in supporting the learning process.

**Data Collection**

This study employed both qualitative and quantitative data collection techniques to obtain comprehensive information regarding the development and effectiveness of the ecosystem dance audiobook media. Qualitative data were collected to identify learning problems, student needs, and teacher needs in dance learning. The techniques included (1) Classroom observations examined students' participation, learning conditions, and the use of learning media during dance learning activities. (2) Interviews with the fourth-grade classroom teacher gathered information on difficulties in teaching dance materials, students' creativity, and the need for interactive learning media. (3) Documentation collected supporting data on the learning process, school conditions, and research implementation activities. (4) Suggestions and comments from material experts and media experts were collected during validation to improve the developed product.

Quantitative data were collected to measure the feasibility, practicality, and effectiveness of the developed media. The techniques included: (1) Validation sheets were completed by material experts and media experts to assess the appropriateness and quality of the ecosystem dance audiobook media, as a learning medium that combines ecosystem content, dance materials, and audiobook features. (2) Teacher and student

response questionnaires were distributed to evaluate the practicality and attractiveness of the developed media. The questionnaires used a Likert scale, and the media is a learning medium that combines ecosystem content, dance materials, and audiobook features. (3) Pretest and posttest assessments were administered to measure students' creativity and learning outcomes before and after using the ecosystem dance audiobook media, a learning medium that combines ecosystem content, dance materials, and audiobook features.

### Data Analysis

The data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to interpret validation results and questionnaire responses. Inferential statistical analysis was conducted using SPSS version 29. The statistical analyses included: (1) Shapiro–Wilk normality test to determine whether the data were normally distributed, (2) Paired sample t-test to examine differences between pretest and posttest scores, and (3) N-gain test to measure the effectiveness of the developed learning media in improving students' creativity.

## FINDINGS

### Analysis

The analysis stage was conducted through observations and interviews with fourth-grade teachers at SDN 2 Pagergunung. The findings revealed several problems in dance learning, particularly in floor pattern materials. Teachers still relied on textbooks and lecture methods, resulting in low student engagement, limited creativity, and decreased motivation during learning activities. Students also struggled to understand floor patterns because the learning process lacked interactive media and concrete demonstrations. Therefore, there was a need for innovative and engaging learning media that could improve students' creativity and participation in dance learning.

### Design

At the design stage, the researchers created the initial design of the ecosystem dance audiobook media by integrating ecosystem materials with dance floor pattern concepts. The media was designed to include attractive illustrations, QR-code-based audio access, learning instructions, worksheets, and dance movement demonstrations. The following is an image of the ecosystem dance audiobook media in figures 2 and 3.


**Figure 2**. Page of Pre-Content of Ecosystem Dance Audiobook Media

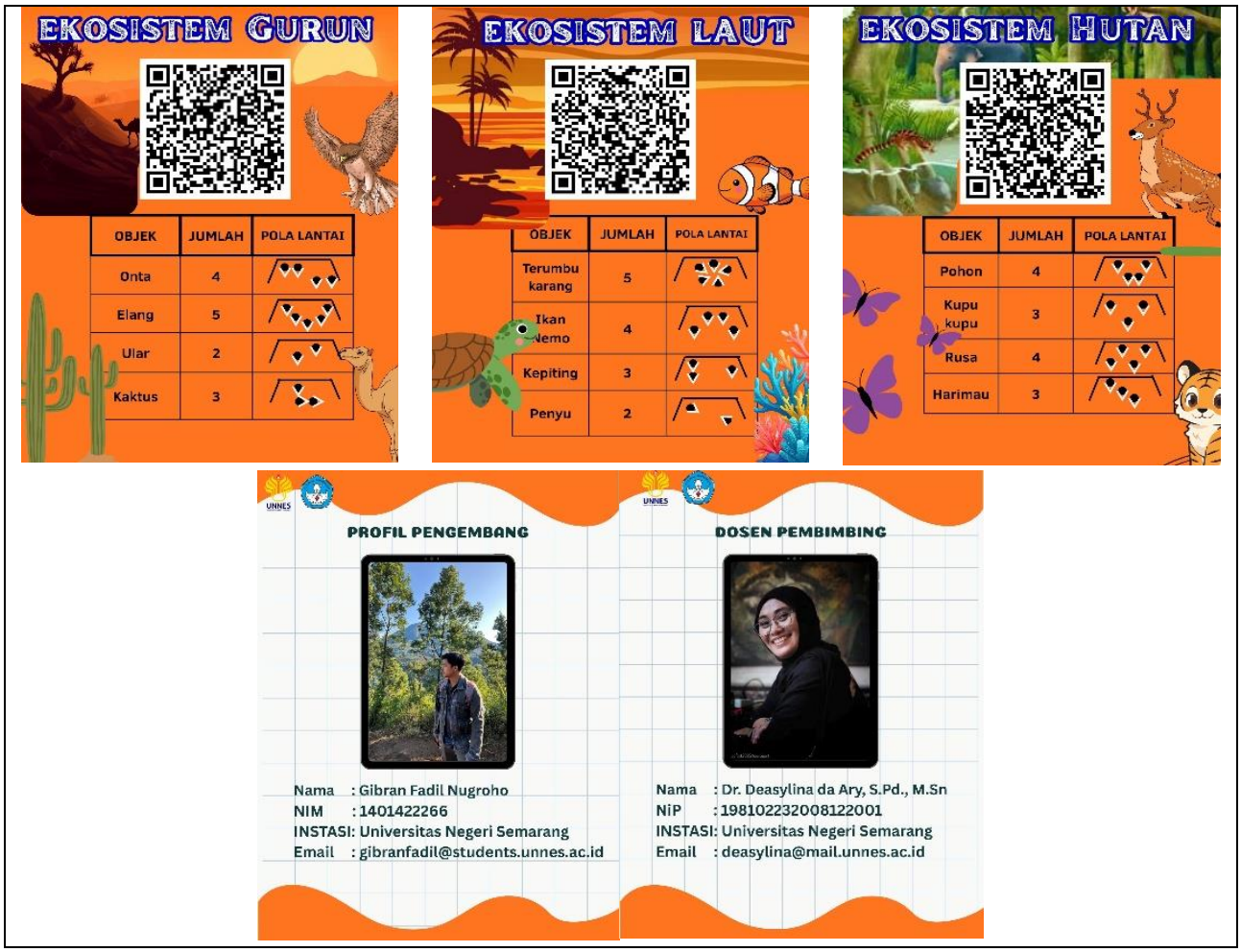


**Figure 3**. Pages and Post the Content of the Ecosystem Dance Audiobook Media

**Development**

The development stage focused on producing and validating the ecosystem dance audiobook media. The product was validated by material experts and media experts from Universitas Negeri Semarang.

**Table 2**. Expert Validators

| Validator | Validation device | percent | Results |
|---|---|---|---|
| Dr. Deasylina Da Ary S.Pd., M.Sn | Material | 95.7 % | Highly feasible |
| Dr. Moh Fathurahman S.Pd., M.Sn | Media | 94 % | Highly feasible |

The material expert evaluation obtained a percentage score of 95.7%, while the media expert evaluation obtained 94%. Both results were categorized as "highly feasible," indicating that the developed media was suitable for implementation in dance learning activities.Several revisions were made based on validators' suggestions, including improving audio clarity, adjusting visual layouts, and refining learning instructions.The media design was adjusted to the learning outcomes and characteristics of fourth-grade elementary school students to create an interactive and meaningful learning experience.

**Implementation**

Implementation, was carried out by applying ecosystem dance audiobook media to dance learning in Class IV of SD Negeri 2 Pagergunung, involving 14 students as research subjects. This activity was carried out on February 11, 2026, focusing on the element of Making in dance subjects. Previously, the researcher prepared infrastructure facilities, arranged the classroom to be conducive, and then applied the media to floor pattern material about getting to know the environment through dance. Learning began by dividing students into

three groups to increase interaction and collaboration in understanding floor patterns, followed by a pre-test to measure initial understanding. Furthermore, ecosystem dance audiobook media was used as the main tool to convey concepts in an interactive and interesting manner, ending with a post-test to assess the improvement of students' understanding. To measure the effectiveness and appropriateness of the media, the researcher distributed a response questionnaire to teachers and students, the results of which will be analyzed to evaluate the improvement of learning quality and identify further improvements.

**Evaluation**

The evaluation stage analyzed the effectiveness of the ecosystem dance audiobook media through statistical testing using SPSS version 29. The normality test showed that the pretest and posttest data were normally distributed, with significance values greater than 0.05. Therefore, the paired sample t-test could be conducted.The paired sample t-test showed a significance value of 0.000 (<0.05), indicating a significant difference between pretest and posttest scores. The average student score increased from 32.00 in the pretest to 87.00 in the posttest. Furthermore, the N-gain test obtained a score of 0.58, categorized as moderate improvement. These results indicate that the ecosystem dance audiobook media was effective in improving students' creativity and psychomotor skills in dance learning. The response table of teachers and students can be seen in table 3.

**Table 3.** Teacher and Student Response

| No | Response | Score earned | Maximum score | percentage | Category |
|---|---|---|---|---|---|
| 1. | Teacher | 41 | 44 | 93 % | Highly feasible |
| 2. | Students | 571 | 616 | 92.6 % | Highly feasible |

The questionnaire on teacher and student responses was administered in the final stage of the research. This questionnaire was used to assess the practicality of using the ecosystem dance audiobook media designed and developed during the learning process. The assessment of teacher responses was conducted on February 12, 2026, by grade IV teachers at SD Negeri 2 Pagergunung, involving 14 grade IV students as the sample. Based on the results of the calculation in Table 3, 93% of teachers' responses were in the "very appropriate" category, while 92.6% of students' responses were also in this category. These results show that both teachers and students provide very appropriate responses, so that the ecosystem dance audiobook media is considered appropriate to be used as a means of learning dance for grade IV students, especially in the material of getting to know the environment through dance, especially in the aspect of floor patterns.

**Effectiveness of Ecosystem Dance Audiobook for Enhance Creativity**

The data analysis in this study focuses on increasing students' creativity in floor pattern material in dance learning at the elementary school level. To measure the effectiveness of the ecosystem dance audiobook media in developing students' psychomotor skills, a pretest-posttest design was used. After the data were collected, a series of statistical tests was conducted, including a normality test to assess whether the data were normally distributed. If the data are found to be normal, further analysis can be carried out using parametric statistics. The normality test in this study was calculated using SPSS version 29. Based on the pretest and posttest results, significance values of 0.677 (> 0.05) for the pretest and 0.115 (>0.05) for the posttest were obtained, indicating that the data are normally distributed. Therefore, the next analysis can use a parametric t-test. The results of the normality test are presented in Table 4.

**Table 4**. Normality Test Results

| | Kolmogorov-Smirnov | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistics | df | Sig. | Statistics | df | Sig. |
| Pretest | 140 | 14 | 200 | 957 | 14 | 0.677 |
| Posttest | 203 | 14 | 122 | 901 | 14 | 0.115 |

When the data are normally distributed, a paired t-test, also known as a paired-samples t-test, is a statistical method used to compare the averages of two related samples. Assuming that the data is normally distributed, this test is performed using a parametric approach. The t-test calculation serves as the basis for determining the results, with the decision made by comparing the calculated t-value with the t-table value. The hypothesis is accepted if the calculated t-value is smaller than the t-table value; otherwise, it is rejected. The results of the t-test are shown in Table 5.

**Table 5**. Test Paired sample T-Test

| | | Paired Differences 95% Confidence Interval of the Difference | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Pair 1 | Pretest - Postest | -50.223 | -21.419 | 13 | 0.000 |

This is shown by the two-way significance value (Sig) of 0.000 in Table 5, which indicates a statistically significant difference. This finding is further strengthened by the smaller Sig value, which falls below the commonly used significance level (<0.05). On the other hand, if the Sig value is greater than 0.05, then there is no significant difference. The results of the t-test showed a significant increase in the learning outcomes of grade IV students at SD Negeri 2 Pagergunung, especially in the creativity aspect, after using the ecosystem dance audiobook media on floor pattern materials. The average student score also increased by 55% from the pretest to the posttest.

After the t-test is conducted, an N-gain test is conducted to determine the level of improvement in students' learning outcomes, especially in creativity, as reflected in the difference between pretest and posttest scores. The gain index is used to assess the effectiveness of the ecosystem dance audiobook media in increasing students' creativity, based on the learning outcomes achieved. The N-gain value criteria are divided into three categories: N-gain < 0.3 (low improvement); 0.3 ≤ N-gain < 0.7 (medium improvement); and N-gain ≥ 0.7 (great improvement). The following is a table of the results of the N-gain test in Table 6.

**Table 6**. Recap of N-Gain Test Pretest and Posttest Product Trial Results

| | N | Min | Max | Red | Std. Deviaton |
|---|---|---|---|---|---|
| Snoop Doggy | 14 | 0.58 | 1.00 | 0.8208 | 0.11843 |
| Valid N (Listwise) | 14 | | | | |

The N-gain test yielded a score of 0.58, indicating that the improvement in students' learning outcomes falls in the "moderate" category. The average increase indicates that using ecosystem dance audiobook materials in the classroom to help students learn about the environment through dance, especially floor patterns, is quite effective in improving students' psychomotor skills.

## DISCUSSION

The findings indicate that the ecosystem dance audiobook media successfully improved students' creativity and engagement in dance learning activities. The integration of ecosystem concepts, dance movements, music, and interactive audio features created a more enjoyable and meaningful learning experience for elementary school students. The high validation scores from material and media experts demonstrate that the developed media is highly feasible for classroom implementation. Positive responses from teachers and students further confirm the practicality and attractiveness of the media. The statistical results also support the effectiveness of the developed product. The significant increase in posttest scores and moderate N-gain results indicate that the ecosystem dance audiobook media contributed positively to students' creativity and psychomotor development. These findings are consistent with previous studies stating that interactive multimedia and technology-based learning media can improve students' creativity, motivation, and active participation in learning activities (Carolin & Ary, 2025). Therefore, the ecosystem

dance audiobook media can serve as an innovative alternative learning medium for elementary school dance education.

The development of the ecosystem dance audiobook media involves creating an audio track that integrates floor patterns with ecosystem materials from Science Lessons. This media is designed to present floor pattern material that aligns with learning outcomes, so students can develop dance movements that include main elements, levels, changes in direction, and set learning objectives. In addition, this media is equipped with a QR code that makes it easy to access audio, floor pattern images, the number of dancers, and interactive features, helping create a more targeted and easy-to-use learning experience. Ecosystem dance audiobook media can be accessed on various devices, such as IFPs and smartphones, allowing students to learn flexibly anytime, anywhere. Based on the analysis, this media is highly effective at supporting floor pattern learning and increasing students' creativity. The use of this media also makes the learning process more interactive and fun, thereby increasing students' engagement and motivation in understanding dance floor pattern material. Thus, grade IV elementary school students can use this media to master the concept of floor patterns and understand ecosystem materials in an integrated manner, making it a suitable alternative for learning activities. This aligns with research on floor patterns among elementary school students (Rahmawati & da Ary, 2025).

Ecosystem dance audiobook media was deemed very feasible for dance learning based on expert validation: the material experts' score was 95.7%, and the media experts' score was 94%. Experts and the questionnaire results show the advantages of this media, including integrating dance art with IPAS, making it easier to explain floor patterns, and encouraging student activity and creativity. The questionnaire response was also positive: 93% of teachers and 92.6% of students rated this media as practical and effective. Development recommendations suggest expanding integration to digital platforms and simplifying usage flows to make them more efficient. These findings are in line with previous studies by Rahmatullah et al. (2020) that showed that interactive multimedia.

The study's findings show that ecosystem dance audiobooks combined with animal movements are an effective, innovative learning strategy for increasing grade IV students' creativity. Teachers are encouraged to use creative and fun learning media to create a more engaging and meaningful learning experience (Krisnani & Pamungkas, 2022). This finding aligns with other researchers who support the development of media that aligns with the characteristics of elementary school students' learning through play, singing, and exploration (Putri & da Ary, 2024). The limitations of the research include the use of media that is still limited to certain devices and has not been integrated with a wider range of digital platforms, and the failure to examine the long-term impact on students' creativity. Recommendations: test on a larger sample, develop app/web versions to be more flexible, and consider integrating technologies such as AR/VR to enhance the learning experience.

## CONCLUSION

The results of the study show that the development of ecosystem dance audiobook media that combines elements of songs and animal movements in dance instruction has great potential to improve learning quality. This media not only encourages students' creativity but also makes the learning process more interesting, interactive, and fun. Feasibility assessments by material and media experts indicate that this media has excellent quality and has received positive responses from teachers and students. In addition, the effectiveness of the ecosystem dance audiobook media in improving student competence is evident from a significant increase in understanding and skills after its use. The results of statistical tests also confirm that this media is quite effective in improving students' psychomotor skills with floor pattern materials and in optimizing the development of their creativity. The Ecosystem Dance Audiobook Media provides convenience for teachers, especially those who lack confidence in demonstrating dance movements, as the audio offers guidance and descriptions of movements. In addition, this media serves as a learning differentiation tool, allowing teachers to adjust the variety of movements to students' abilities, making learning more interesting and active. The

implication of learning using this media is that students adopt a new learning style and, in the process, understand 2 integrated subjects. The implementation of this media should be carried out in schools that already have adequate facilities and have enough time. The limitations of this study include a sample consisting only of grade IV students, so the results cannot be generalized to other schools. In addition, the evaluation is focused on the short term.

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