

GOTERA Card Media: Enhancing the Students' Creativity on the Topic of Mutual Cooperation in the Local Community

Imarda Naina Firga¹, Deasylina da Ary²

^{1,2}Department of Primary Teacher Education, Universitas Negeri Semarang, Indonesia

*Email: imarda@students.unnes.ac.id

ARTICLE INFO	ABSTRACT
<i>Keywords:</i> Creativity; Educational Media; GOTERA Cards; Dance Arts; Elementary School	Purpose - This study aims to develop, test the feasibility of, and measure the effectiveness of the GOTERA Card (Mutual Cooperation with Dance Arts) learning media in enhancing the creativity of fifth-grade elementary school students on the topic of cooperation in their local community. Methodology - This study employs a Research and Development (R&D) approach using the ADDIE model (analysis, design, development, implementation, and evaluation) and a mixed-methods approach. Data collection included pretests, posttests, expert-validation questionnaires, and teacher- or student-response questionnaires. Feasibility percentages and N-Gain calculations were used for data analysis. Findings - Validation results showed the media was in the very feasible category (content experts: 83%-89%; media expert: 93%). Practicality was rated very practical (teacher: 93.84%; students: 91.76%). Effectiveness results showed N-Gain values of 0.8324 (high category) for the small group and 0.6134 (moderate category) for the large group. The use of this medium has the potential to increase student engagement in learning, foster creativity, and help students understand the value of cooperation through concrete, meaningful learning experiences. Contribution - This research contributes an innovative integrated learning media that combines Pancasila Education content with dance arts activities in the form of concrete interactive cards. The novelty of this study lies in integrating narrative, visual, and kinesthetic approaches into a single learning medium, enabling students to actively engage in meaningful learning experiences while fostering creativity, collaboration, and a deeper understanding of the values of cooperation in Pancasila Education learning.

Received 29 May 2026; Received in revised form 07 June 2026; Accepted 12 August 2026

Jurnal Eduscience (JES) Volume 13 No. 4 (2026)

Available online 30 August 2026

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INTRODUCTION

Elementary education serves as the primary foundation for developing high-quality human resources and cannot be overlooked. This is in accordance with Law Number 20 of 2003 concerning the National Education System and Article 31 of the 1945 Constitution of the Republic of Indonesia, which guarantees every citizen's right to education. Therefore, educational implementation must be carried out optimally to produce competent and competitive generations (Supriyadin, 2024). Furthermore, every child has the right to grow and develop, receive education, and engage in activities that support their development in accordance with child protection regulations (Andriana & Ary, 2023).

The implementation of the Merdeka Curriculum represents the government's effort to address the need for more flexible, relevant, and student-centered education. This curriculum promotes a deep learning approach that adapts learning processes to the needs, characteristics, and potential of each student (Alam Slamet Barkah, 2025). According to Iswara et al. (2025), the Merdeka Curriculum provides teachers with flexibility in managing learning activities while encouraging students' creativity and innovation. The curriculum also emerged as a response to technological advancements that require human resources equipped with critical thinking, creativity, collaboration, and communication skills (Yose Indarta, 2022).

In this context, Pancasila Education plays an important role in shaping students' character and fostering national values, particularly cooperation. Pancasila Education not only emphasizes knowledge acquisition but also encourages students to develop Higher Order Thinking Skills (HOTS) needed to solve everyday problems (Cahyati, 2022; Lestari, 2021). Meanwhile, dance arts, as a form of cultural expression, have the potential to develop discipline, teamwork, self-confidence, and creativity through meaningful movement activities (Hasibuan & Khadijah, 2024).

According to Piaget's theory of cognitive development (1952), elementary school students are in the concrete operational stage, in which they learn more effectively through tangible objects, visual representations, and hands-on activities. Therefore, concrete learning media integrating visual, narrative, and physical activity elements are necessary to facilitate students' understanding of abstract concepts while fostering creativity. Creativity refers to the ability to generate new ideas, think flexibly, and develop multiple solutions to problems (Hasanah et al., 2021). Developing creativity in elementary school students is essential because it is a key 21st-century competency that supports innovative and adaptive thinking.

However, the results of observations and preliminary assessments conducted on November 14, 2025, at SD Labschool UNNES indicated that students' creativity levels were still relatively low. This finding was supported by creativity pretest results, which showed an average score of 51.5 in the small-group trial and

47.5 in the large-group trial. Interviews with teachers also revealed that students tended to repeat existing information, had difficulty generating new ideas, and showed limited engagement in learning activities that required exploration and problem-solving. Furthermore, there was a lack of concrete learning media that integrated the values of cooperation in Pancasila Education with meaningful dance activities.

Several previous studies have developed card-based learning media and arts-based learning approaches to improve students' learning outcomes. However, most of these studies focused primarily on enhancing cognitive achievement and content understanding. At the same time, a few specifically integrated the values of cooperation in Pancasila Education with dance arts activities to foster creativity among elementary school students. In addition, limited research has combined narrative, visual, and kinesthetic approaches into a single, concrete learning medium to support creativity development. Therefore, a research gap exists regarding the development of learning media that simultaneously integrates these three dimensions within Pancasila Education learning.

To address these challenges, the GOTERA Card (Mutual Cooperation with Dance Arts) was developed as an innovative learning medium. GOTERA Card combines contextual stories about cooperation, dance floor pattern visuals, and simple movement activities that students can perform collaboratively. Theoretically, integrating narrative, visual, and kinesthetic elements can stimulate divergent thinking, increase active student engagement, and provide concrete learning experiences that

support the development of creativity. Through reading stories, interpreting floor patterns, and performing collaborative dance movements, students are encouraged to generate ideas, explore movement alternatives, and deepen their understanding of cooperation. Based on these considerations, this study aims to develop a valid, practical, and effective GOTERA Card learning medium to support Pancasila Education learning while enhancing the creativity of fifth-grade elementary school students.

METHODOLOGY

This Research and Development (R&D) study aims to produce the GOTERA Card (Mutual Cooperation with Dance Arts) learning media and to test its feasibility and effectiveness in enhancing student creativity. A mixed-methods approach integrating qualitative and quantitative analyses was employed. The qualitative approach was used from the early stages through product development, including needs analysis, student characteristics analysis, curriculum analysis, and expert validation. A quantitative approach was used to assess media effectiveness using pretest and posttest results.

This study employed the ADDIE model, consisting of analysis, design, development, implementation, and evaluation. (Adeoye, 2024; Nasution, 2025). The analysis stage involves identifying needs through observation and interviews, including analysis of materials, student needs, and the curriculum. The design stage encompasses the concept, materials, and visual design of the GOTERA Card. The development stage involves product creation and validation by material and media experts to determine its feasibility. The implementation stage involves small- and large-group trials to determine the media's practicality and effectiveness. The evaluation stage then analyzes validation results, user responses, and pretest-posttest results to refine the developed product.

Research Design

In the analysis stage, needs identification was conducted through observation and interviews, including material, student needs, and curriculum analyses. The material analysis focused on cooperation in the surrounding environment, integrated with dance. The needs analysis aimed to identify student characteristics, while the curriculum analysis examined relevant learning outcomes and objectives. The design phase includes planning learning media by determining the concept, content, and visual card design. Activities include gathering references, creating design sketches, determining themes and subthemes, and developing a learning flow that integrates with student activities. The development stage involves developing and testing the validity of the media. The designed product is validated by material and media experts using an assessment instrument based on a 1-5 Likert scale. The implementation phase involved product trials with small and large groups of students to determine the media's practicality and effectiveness. Data collection utilized both test and non-test techniques. Testing included pretests and posttests to measure student creativity, while non-testing questionnaires were used to gather data on teacher and student responses to the use of the media. The evaluation phase assessed the overall product development process and results. The evaluation included an analysis of the media's validity, practicality, and effectiveness, as well as revisions to the product based on input from experts and users. Quantitative data analysis used a feasibility percentage to measure validity and practicality, and an N-gain test to assess student creativity. Qualitative data were descriptively analyzed to inform product refinement. Therefore, by applying the ADDIE model and a mixed-methods approach, this research is expected to produce valid, practical, and effective learning media to enhance elementary school students' creativity.

Participant

The participants in this study were all fifth-grade students at Labschool Elementary School UNNES during the even semester of the 2025/2026 academic year. The selection of fifth-grade students was based on their cognitive developmental characteristics, which are at the concrete operational stage, making it easier to understand concepts through visual media, hands-on activities, and concrete learning experiences. Furthermore, fifth-grade students had studied cooperation (*gotong royong*) in Pancasila Education, which was relevant to the content developed in the GOTERA Cards.

Based on observations, teacher interviews, and initial assessments, students also demonstrated a level of creativity that still needed improvement. The creativity pretest results showed an average score of 51.5 in small groups and 47.5 in large groups. This situation indicates the need for learning media that can facilitate students' exploration of ideas, collaboration, and creative expression through meaningful activities.

The sampling technique used was saturated sampling, so all fifth-grade students were included in the study. The small group consisted of 10 students from class V-A who participated in the trial on March 3, 2026, while the large group consisted of 18 students from class V-B who participated in the trial on March 5, 2026. The study used a one-group pretest-posttest design to measure changes in students' creativity before and after using the GOTERA Card media.

Data Collection and Instrument

Research data was collected using test and non-test techniques. Test techniques were used to measure improvements in student creativity before and after using the GOTERA Card media through pretests and posttests. The test instruments were designed based on creativity indicators, including fluency, flexibility, originality, and elaboration. The pretest was administered before learning using the GOTERA Card media, and the posttest was administered after its implementation to assess improvements in student creativity. Non-test techniques were used to assess the validity and practicality of the developed media. The non-test instruments consisted of a material expert validation sheet, a media expert validation sheet, a teacher response questionnaire, and a student response questionnaire.

The material expert validation sheet was used to assess the appropriateness of the media content based on the material's suitability for learning outcomes, conceptual validity, the integration of Pancasila Education material with dance, language use, and the material's meaningfulness in supporting student creativity. A media expert validation sheet was used to assess the visual appearance, card design, readability, illustration quality, ease of use, and the media's suitability for elementary school students.

A teacher response questionnaire was used to assess the practicality of the media in terms of ease of use, suitability for learning objectives, usefulness in the learning process, and its potential to increase student engagement and creativity. Meanwhile, a student response questionnaire was used to determine student responses to the GOTERA Card media, including aspects of the attractiveness of the display, ease of use, clarity of the material, engagement in learning, and enjoyment while using the media. All validation instruments and questionnaires used a 1–5 Likert scale, with 1 indicating "strongly disagree" and 5 indicating "strongly agree". Data obtained from the test instruments were analyzed using the N-Gain test to determine improvements in student creativity. In contrast, non-test data were analyzed using percentages of media feasibility and practicality.

Data Analysis

Quantitative data analysis used feasibility percentages categories:

Table 1. The Percentages Categories

Category	Percentage
Very Feasible	81% - 100%
Feasible	61% - 80%
Moderately Feasible	41% - 60%
Not Feasible	21% - 40%
Very Infeasible	0% - 20%

N-Gain calculations assessed increases in student creativity. Data from the pretest and posttest were processed using SPSS version 27.

FINDINGS

The product developed in this research is a GOTERA Card (Mutual Cooperation with Dance)

learning media designed to help students understand the concept of cooperation more concretely and contextually. This media was developed to enhance the creativity of fifth-grade elementary school students by integrating story elements and dance activities that engage cognitive, affective, and psychomotor domains. The GOTERA Card includes a brief narrative about cooperation activities in the surrounding environment, along with illustrations of dance floor patterns, making it easier for students to understand the material and to express ideas creatively through movement, by using the ADDIE model, which consists of five stages, namely, analysis, planning, development, implementation, and evaluation.

Analyze

The first stage is to analyze. This stage is carried out to develop learning media and to determine the competency outcomes to be achieved. Based on observations and interviews with fifth-grade teachers at Labschool Elementary School, UNNES, it was found that the learning process is still dominated by conventional methods, with limited use of media. This condition tends to make learning monotonous and is unable to encourage active student involvement optimally. Three types of analysis were conducted: material, needs, and curriculum. Material analysis focused on selecting topics related to

cooperation in the surrounding environment that are relevant to students' daily lives. A needs analysis was conducted to determine students' characteristics across cognitive, affective, and psychomotor domains. Meanwhile, curriculum analysis was conducted by examining learning objectives and outcomes. The results of this stage served as the basis for developing the GOTERA Card learning media to enhance students' creativity. The development of creativity in education reflects the urgency of fostering exploratory attitudes and expressive abilities in each student (Nur Ardiana Fariza, 2024).

Design

The second stage undertaken by the researchers was the planning design stage. In this second stage, the GOTERA Card media concept was developed, integrating cooperative material with dance elements as a learning activity. The media design included determining the card's content structure, compiling the material, and creating an attractive visual design that suited the characteristics of elementary school students. Activities at this stage included gathering relevant references, creating initial sketches of the card design, and determining the media's main components.



Figure 1. GOTERA Card Prototype

Activities at this stage include gathering relevant references, creating initial sketches of the card design, and determining the main media components, including the title, contextual narrative, dance floor pattern illustrations, and activity instructions. Next, a flowchart for media use in learning is developed to encourage active student engagement and foster creativity. Effective learning should provide space for students to develop their potential and actively participate in the learning process (Yafuza & Ary, 2021).

Development

The third stage is the development stage, which involves product development and validity testing of the designed media. At this stage, the GOTERA Card media is created according to the established design, followed by feasibility testing through validation by subject matter and media experts.



Figure 2. GOTERA Card Cover and Example of Material Display in the Media

The elements contained in the GOTERA Card are designed with the characteristics and cognitive and emotional developmental stages of elementary school students in mind. Therefore, the language used is simple, communicative, and appropriate to students' level of understanding, making it easy to understand without confusion. Furthermore, the images are selected to be engaging, contextual, and relevant to students' daily lives, making it easier for them to convey the material through real-life experiences. The card's visual design also uses a combination of bright, complementary colors to attract students' attention from the beginning of the lesson. The arrangement of elements on the card is not too dense so that information can be absorbed gradually and does not burden students' thinking processes. The design is expected to create a fun, interactive, and non-monotonous learning atmosphere.

Furthermore, the GOTERA Card is designed to encourage student engagement through exploration, discussion, and simple games that involve student interaction. This way, students are not merely recipients of information but also actively participate in constructing their own understanding. This approach aligns with the principles of student-centered learning.

In addition to increasing interest in learning, the use of GOTERA Cards is expected to develop students' critical thinking, creativity, and social skills. The engaging visual design will spark curiosity, encouraging students to participate more actively in the ongoing learning process. Thus, GOTERA Cards serve not only as a learning aid but also as a means of creating a more meaningful, in-depth learning experience. The following table presents validation results for materials that support the development of GOTERA.

Table 2. Content Validation Result

Aspect	Content Expert 1	Content Expert 2
Curriculum Alignment	8	10
Accuracy of Content	12	15
Content Presentation	20	18
Suitability for Students	8	10
Learning Benefits	14	14
Total Score	62	67
Maximum Score (SM)	75	75
Feasibility Percentage (NP)	83%	89%
Feasibility Qualification	Very Feasible	Very Feasible

The results of the material validation show that the GOTERA Card media achieved feasibility percentages of 83% from the first material expert and 89% from the second, both of which fall within the very feasible category. The high assessments from both validators indicate that the material presented has a good fit with the learning outcomes and learning objectives of Pancasila Education, and meets

the aspects of conceptual truth, material presentation, suitability to the characteristics of elementary school students, and learning benefits. Although there are differences in scores between the two validators, they are relatively small, indicating consistency in assessing the quality of the developed material. These results indicate that integrating contextual stories of cooperation and dance activities into the GOTERA Card media has appropriately represented the substance of the material and supported the achievement of learning objectives. Thus, the developed media is not only suitable in terms of material content but also has the potential to facilitate a more meaningful, contextual learning experience in accordance with the developmental characteristics of elementary school students.

Media experts then conducted a validation process to assess the feasibility of the developed media. Validation of the media instrument encompassed several assessment aspects, including visual design and media presentation, practicality of use, and the appropriateness of the learning media.

Table 3. Media Validation Result

Aspect	Result
Design and Media Appearance	27
Ease of Use	20
Media Feasibility	23
Total Score	70
Maximum Score (SM)	75
Feasibility Percentage (NP)	93%
Media Feasibility Qualification	Very Feasible

Based on the media expert's assessment, the GOTERA Card received a score of 93%, categorized as very suitable. These results indicate that the developed media meet the criteria for appropriate learning media, including visual appearance, illustration quality, readability, ease of use, and suitability for elementary school students. The use of dance floor pattern illustrations combined with contextual stories about cooperation is considered to present the material more concretely and engagingly, making it easier for students to grasp the concepts being learned.

The high suitability score also indicates that the media design is appropriate for students at the concrete operational stage, where learning is more effective when supported by visual media and activities that involve direct experience. Furthermore, the integration of narrative, visual, and kinesthetic elements in the GOTERA Card provides opportunities for students to engage actively in learning, not only cognitively understanding the material but also exploring it through movement activities. This finding is consistent with research by Rohmah and Zuliana (2025) and Rahmawati (2025), which shows that picture card media can help students connect material to real-world situations, increase participation in learning, and encourage motivation in the learning process.

Implementation

The fourth stage is implementation. The GOTERA Card learning media was tested directly with fifth-grade students at Labschool Elementary School, UNNES, to determine its practicality and effectiveness in learning. Prior to implementation, researchers provided teachers and students with an explanation of the learning objectives and procedures for using the media.

A small group trial was conducted on March 3, 2026, involving 10 fifth-grade (A) students selected as initial users of the media. At this stage, students were explained how to use the GOTERA Card media, then asked to observe the card's contents, study the material in groups, and practice movements

based on the story and the floor patterns on the cards.

Next, a large group trial was conducted on March 5, 2026, involving 18 fifth-grade (B) students in broader learning activities. The learning implementation procedure was carried out systematically, from conveying learning objectives to using the GOTERA Card media in group activities and collaborative dance movement practice. At this stage, data collection was carried out using test and non-test techniques, namely pretests and posttests to measure increases in student creativity, as well as response questionnaires to assess the media's practicality.

Table 4. Teacher and Student Responses to Media Use

Respondent	Feasibility Percentage	Category
Teacher Response (1 Person)	93.84%	Very Practical
Student Response (18 Students)	91.76%	Very Practical

Based on the data in the table, the GOTERA card learning media is highly practical. Teacher responses were 93.84% in the very practical category, while student responses were 91.76%. These results indicate that the media is easy to apply, engaging, and capable of supporting a smooth learning process. This high level of practicality also indicates that the developed media aligns with usability and visual appeal, making it effective at creating an interactive and meaningful learning experience for elementary school students. Students show enthusiasm and a high level of focus during the learning process. Positive feedback was also given by the homeroom teacher involved in the trial. The GOTERA card media is stated to be in accordance with the learning objectives, with its high appeal stemming from the movement and narrative of the story, which are new and interesting for students.

Evaluation

The final or fifth stage is the evaluation stage. This is the final stage, which aims to assess the overall process and outcomes of learning media development. To assess the effectiveness of media use in learning, researchers collected data through pretests and posttests. The data obtained were then processed and analyzed using SPSS version 27. These results were used to identify improvements in students' creativity abilities and to assess the effectiveness of the GOTERA Card media in supporting the learning process. The effectiveness of the GOTERA Card media was assessed using students' creativity before and after its use. This data was obtained from the direct implementation of the GOTERA Card media in the learning activities of fifth-grade students at Labschool Elementary School, UNNES.

Table 4. Media Effectiveness Results

Small Group			
N	Average Pretest	Average Posttest	Average N-Gain
10	51.5	92	0.8324
Large Group			
N	Average Pretest	Average Posttest	Average N-Gain
18	47.5	80	0.6134

Table 4 shows that the small group (n=10) achieved a pretest average of 51.5, increasing to 92 in the posttest, with an N-Gain of 0.8324 (high/effective category). The large group (n=18) achieved a pretest average of 47.5, increasing to 80 in the posttest, with an N-Gain of 0.6134 (moderate/effective category). Both results confirm that the GOTERA Card media is effective in enhancing student creativity, consistent with Nurhakim et al. (2024) on the positive effects of the card relay application.

DISCUSSION

The development of the GOTERA Card learning media was undertaken to meet the needs of elementary school students for media that help them understand learning concepts through real-life experiences, particularly the topic of cooperation in the surrounding environment. Unlike previous

studies that tended to use separate learning media, the GOTERA Card's advantage lies in combining contextual stories about cooperation activities with visualizations of dance floor patterns into a single integrated medium. This combination enables the creation of an interactive learning process that is more concrete and engaging and involves aspects of the student learning experience. (Mustakimah, 2022) stated that the use of Flashcard media can increase student activity during learning activities and facilitate students' understanding of learning materials. The development of the GOTERA Card media not only focused on fulfilling product feasibility aspects but also aimed to address various problems encountered. These problems include low student creativity and active involvement, as well as limited media that provide concrete, contextual learning experiences. Essentially, the learning process aims to foster student activity and creativity through various forms of interaction and learning experiences (Setyowati, 2021). The results of this study indicate that the GOTERA Card media is effective in enhancing student creativity. This is evident in students' ability to develop ideas, vary movements, and express collaborative activities through dance. Interactive learning media can be considered if they encourage active involvement of both teachers and students in the process (Rihani, Maksun, & Nurhasanah, 2022).

The innovation of the GOTERA Card media lies in the multidimensional integration of Pancasila Education material with dance elements, packaged as interactive cards. This media not only presents information textually but also combines contextual narratives, visualization of dance floor patterns, and kinesthetic activities involving students' body movements. This approach provides a learning experience that focuses not only on cognitive aspects but also accommodates the affective and psychomotor domains well. Students show enthusiasm for learning media that foster a sense of togetherness and interaction with peers during the learning process (Anggara, Fakhri, & Prabekti, 2025). Furthermore, the innovation of the GOTERA media is evident in its efforts to concretize abstract concepts, such as the value of cooperation, through direct activities that students can engage in. This differs from conventional learning media, which tend to be one-way and provide less space for exploration. Thus, this media presents a more contextual, participatory form of learning that is appropriate to the characteristics of elementary school students at the concrete operational stage. Another innovation lies in combining a contextual learning approach with aesthetic and movement elements, thus not only enhancing conceptual understanding but also encouraging students' creativity, imagination, and emotional engagement in the learning process. Through this design, GOTERA media functions not only as an open-ended tool but also as an innovative tool that transforms learning into something more interactive and meaningful.

The GOTERA Card media was deemed suitable for learning based on validation results from material and media experts. In terms of advantages, the GOTERA Card media integrates Pancasila Education learning with dance, so it not only presents material in a theoretical manner but also encourages active student involvement through movement activities and cooperation. The high percentages of validation results from material experts (83%–89%) and media experts (93%) indicate that the GOTERA Card media has met the eligibility criteria for both content and presentation design. From a material perspective, this value indicates that the content presented aligns with learning achievements, is accurate, and is relevant to the characteristics of elementary school students, especially because it is packaged in a contextual narrative of cooperation that is close to everyday life, thus facilitating students' understanding. Meanwhile, from a media perspective, the high assessment indicates that the visual appearance, language use, and ease of use have been optimally designed, as supported by dance floor pattern illustrations that clarify concepts and enhance the appeal of learning. Positive responses from teachers (93.84%) and students (91.76%) further confirm that this media is practical and effective, as it is easy to implement in learning without requiring complex tools and has a clear flow of use. Furthermore, the media's effectiveness is also evident in its ability to increase student engagement through varied activities such as reading, discussion, and movement practice, thus creating a more interactive and meaningful learning experience. Student involvement in the learning process encompasses not only the cognitive domain but also the affective and psychomotor dimensions (Akyuna, Wahyuni, & Mintasih, 2025). This can encourage creativity and optimal

student cooperation.

The data analysis results confirmed the research findings. A comparison of pretest and posttest scores revealed a significant improvement after using the GOTERA Cards for learning. Furthermore, the N-Gain calculations were 0.8324 (effective category) and 0.6134 (moderately effective category). These findings align with previous research confirming that the use of the make-a-match learning model, supported by flashcards, can increase student engagement and develop creative thinking skills (Septiani, Sutoyo, & Ngazizah, 2021). In this case, the GOTERA Cards, as a medium integrating stories and dance activities, provide a more meaningful learning experience, particularly by helping students concretely understand the concept of cooperation through movement and visual activities. Therefore, the use of learning media that combine visual and kinesthetic elements, such as the GOTERA Cards, can be an innovative alternative in elementary school learning. Interactive learning media acts as a tool that helps students understand abstract concepts more concretely and enjoyably (Maulidia & Muthi, 2025).

In the context of integration into an established knowledge framework, the results of this study strengthen constructivist theory, which emphasizes that students actively construct knowledge through learning experiences. The constructivist approach is an important foundation of modern learning, placing students at the center of the learning process (Julia, Fitriani, & Setiawan, 2024). The GOTERA Card media allows students not only to receive information but also to construct understanding through movement activities, discussions, and interpretations of the situations presented on the cards. Furthermore, these findings are relevant to Piaget's theory of cognitive development, which posits that elementary school-aged students are at the concrete operational stage, characterized by understanding grounded in concrete knowledge obtained through experience that can be demonstrated in real life (Pitriani, Faslah, & Masitoh, 2023). Furthermore, this study contributes by modifying the contextual learning approach, particularly by integrating dance into Pancasila Education. While previous contextual learning focused more on connecting material to everyday life, this study's findings demonstrate that incorporating kinesthetic elements enriches the learning experience and strengthens students' emotional engagement. Therefore, it can be concluded that arts-integrated contextual learning has greater potential to develop creativity than conventional, one-way approaches.

The results of this study also encourage strengthening teachers' roles as facilitators in designing adaptive, student-oriented learning. The application of the GOTERA Card media shows that learning involving collaborative activities and interactions among students can improve the overall quality of the learning process, not only in creativity but also in cooperation and communication skills. The active learning approach has been shown to reduce boredom in the learning process while encouraging the development of social and critical-thinking skills among students (Ariga, 2025). From an institutional perspective, the results of this study encourage schools to support the use of innovative learning media further to improve the quality of learning. Furthermore, this research opens opportunities for further studies on learning media integrating art and character values, thereby enriching learning models that are relevant to curriculum demands and students' future needs.

CONCLUSION

Based on the research and development results, it can be concluded that the GOTERA Card (Mutual Cooperation with Dance) learning media was successfully developed through a systematic ADDIE model, encompassing analysis, design, development, implementation, and evaluation. This media was designed by integrating narrative, visual, and kinesthetic elements, enabling learning to be more concrete, contextual, and tailored to the characteristics of elementary school students.

In terms of feasibility, the GOTERA Card media was deemed highly suitable for learning, as evidenced by expert validation. This demonstrates that the developed media aligns with the material needs, student characteristics, and the principles of effective learning media design. Furthermore, this media is considered practical because it is easy for teachers and students to use and supports a more interactive and engaging learning process.

The use of GOTERA Card media has proven effective in enhancing student creativity in learning. This media encourages active student involvement through activities that combine conceptual understanding with direct experience, enabling students not only to receive information but also to develop ideas and to share their understanding creatively. Therefore, the GOTERA Card media can be used as an innovative alternative for learning oriented towards developing the creativity of elementary school students.

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