



Sinau Tari Application for Strengthening Javanese Cultural Literacy of Elementary School Students

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Abstract. This study aimed to describe the Sinau Tari application and the results of product validation analysis from material experts and media experts on the Sinau Tari application product so that it can be a medium for strengthening cultural literacy for elementary school students. The type of study used was a qualitative study. The data collection techniques used by the authors in this study were documentation, interviews and product validation sheet analysis. Interactive data analysis used was data analysis. Data analysis was carried out in four stages: data collection, data reduction, data presentation, and conclusion. The validation of the data used in this study was technical triangulation and source triangulation. The results of the study following the results of reviews from experts were that the Sinau Tari application is very suitable to be used as a learning medium in elementary schools to improve cultural literacy of traditional Javanese dance with a percentage of 92% from media experts and 88% from material experts. Making android-based cultural literacy learning media aimed at elementary school students. Cultural literacy learning media usually only uses reading books; in this study, the authors made a more exciting learning media. The Sinau Tari application presents cultural literacy learning about traditional Javanese dance which is packaged attractively so that it is hoped that cultural literacy learning can take place in a fun way so that students will not get bored quickly.

Keywords: Cultural Literacy · Javanese Culture · Learning Media · Application · Traditional Dance · Elementary School

1 Introduction

In the current era, literacy is one of the problems that must receive special attention from Indonesian people. This is because Indonesia has been less competitive than other countries in recent years. Indonesia is classified as a country with a low literacy ability [1]. Literacy has three meanings: (1) literacy, (2) skills in specific fields, and (3) the ability to process information and knowledge for life competence [2]. Most Indonesians can read, but the desire to read is still relatively low and reading activities in Indonesian society have not become a daily routine. Literacy is one of the competencies that must

be possessed by every student, especially in the 21st century, which requires students to be proficient in dealing with the rapid development of technology, knowledge, and art. Few schools have a low literacy culture, where students do not have high enthusiasm and determination in literacy. In this case, educators are also authorized to raise the literacy spirit of students so that the literacy culture in schools can be sustainable again. Literacy is an essential thing in education. Students with c (numbers), digital financial literacy, and literacy in culture and citizenship [4].

In line with the low literacy level among elementary school students in Indonesia, another problem currently happening in Indonesia is the fading of local culture in Indonesia. Indonesia is famous for its diverse culture spread in every region, island, and tribe [5]. Various kinds of culture exist in Indonesia, ranging from folk songs, regional food, traditional clothes, and traditional weapons, and one of them is a traditional dance. Traditional dance is an inseparable part of Indonesian society, including the Javanese. Java is well known for its various traditional dances. Traditional dances are now fading because they are replaced by dances that come from outside. Indonesian people, especially school students, mostly prefer dances from outside compared to dances originating from Indonesia. As a result, many school students are unfamiliar with dances originating from Indonesia and introducing Javanese culture to Javanese society since school age is one of the essential things. It aims, so that generations of Indonesians especially those in Java, can get to know the various cultures that exist in Indonesia, one of which is through traditional dances.

In the art of dance, dance movements are the main elements of dance. Bringing traditional dance well, takes mastery of the basic movements of traditional dance. Knowledge of the basic movements of traditional dances is intended so that the dances performed can be carried out correctly and according to the standards that have been determined. The basic movements of Javanese dances have various kinds. The various dance movements in Java are *ngiting*, *ukel*, *seblak*, *kebyok*, *kebyak*, *ngembat*, *ulap-ulap*, *kenser*, and *srisig*.

One of the literacy bases that is not applied to learning in elementary schools is cultural literacy [6]. Cultural literacy is a person's ability to understand and apply culture as an identity and identity of the Indonesian nation [4]. So it can be concluded that cultural literacy is the ability to interpret and apply the existing culture in Indonesia as a national identity. Cultural literacy is critical to be used at the elementary school level to help preserve the various cultures that exist in Indonesia so that they are not lost, eroded by the times, and replaced by western culture. The low literacy level and the waning of traditional Javanese dance culture in Indonesia in elementary school students is a problem that needs to be addressed.

Unfavorable literacy activities in elementary schools can be caused by boring learning activities, lack of enthusiasm and student motivation and the use of learning media that are less attractive and innovative. It is possible that teachers in elementary schools have implemented a literacy culture in every school, for example by creating classroom reading corners, routine reading activities every morning and so on. The activities that have been running are already excellent if the school has implemented them, but a literacy culture can be developed through more fun activities. Reading books about culture is one way that can be done to improve cultural literacy in schools. However, the book learning media does not cause boredom for students because it is less attractive. Less

interesting learning media resulted in students not being interested in learning and being easily bored. One way that can be done to overcome these problems is to carry out cultural literacy using exciting and innovative media.

Media is the right tool to convey information in learning in the form of a solid summary. Media can also be said as a non-verbal means. Namely the media must exist, be absolute and can be used in the learning process [7]. The press presented in learning must develop imagination and increase student motivation in education [8]. Using suitable learning media can make the learning process more effective so that learning objectives can be achieved [9].

In education, engaging learning media is very effectively used to apply cultural literacy to students so that cultural literacy learning can take place in a fun and not boring way. Education is basically to implement the cultural heritage of the nation's cultural values [10]. While dancing the meaning of art is done by moving the body as a medium of expression in a rhythmic motion and has an element of beauty. Dance is an expression that is done consciously by dancers as an expression to express the surrounding natural conditions through beautiful dance movements. Dance is one of Indonesian culture that is the result of the creativity of the surrounding community [11]. Thus it can be understood that dance is a culture that can be introduced and preserved through education in schools with the intermediary of learning media so that it can be a means to improve cultural literacy in elementary schools. Engaging learning media in cultural literacy can make learning fun and not boring for students.

Cultural literacy about Javanese dance has been carried out in previous studies. Previous studies conducted discussing dance literacy in schools show that dance cultural literacy is a skill in appreciating and understanding a work of art in the form of dance as a characteristic of a particular area [12]. In this study, dance cultural literacy carried out by children would help children gain experience and gain information, understanding, and skills related to dance movements as a literacy process. In dance culture literacy, children will learn to process motion by seeing the material and doing practice. This can be used as a booster for children's creativity and expression. Creativity and expression are the hallmarks of dance. The studies related to learning media and literacy in elementary schools showed that the conventional learning process is very tedious for students [13]. The media in the form of books is less exciting and the material presented has not been conveyed optimally.

For this reason, the authors made an Android-based learning media application in this study. This application can help teachers learn, so it doesn't seem boring. With the use of information technology-based learning media, it is hoped that delivering learning materials can be more enjoyable so that students do not get bored quickly. Then, a study conducted by Darihastining et al. (2019) discusses cultural literacy, namely developing learning media that adapts local Indonesian culture, namely the Javanese language [14]. The learning media is made in the form of VCD media. The developed VCD contains local cultural literacy to strengthen character formation. The use of exciting learning media will produce effective learning. Cultural literacy learning will be more effective by using learning media that is fun and attracts students' interest. Implementing Indonesian culture in the learning process can be used as a means of cultural literacy by integrating culture into the learning process [15].

The *Sinau Tari* application is a learning media given to elementary school students in order to strengthen Javanese cultural literacy. The resulting product is a dance *sinau* application containing various kinds of traditional Javanese dance cultures, Central Java, East Java, and West Java, where this learning media application can be accessed via gadgets. A series of results of studies that previous authors have carried out discuss the development of literacy learning media in the form of VCDs but the cultural literacy presented focuses on the Javanese language. In contrast, the topic of traditional Javanese dances is not studied. In addition, several authors study the development of learning media applications regarding national heroes, while the design of application media related to Javanese traditional dance culture is not studied further. From several previous studies, the authors did not find a study on the development of learning media application products that discuss traditional Javanese dances, so this is seen as urgent and a new thing in the world of education. Considering several things, the difference between this study and the previous one lies in the content presented in the application in the form of traditional Javanese dances, both East Java, Central Java, and West Java which are used as learning media.

On the other hand, most children in this era are more likely to play on mobile phones with content viewing TikTok videos rather than using cell phones as a medium for learning. As a result, knowledge about one's own culture decreases along with the rapid development of the world of technology. Therefore, it is necessary to provide understanding through literacy activities to children as early as possible so that children have a sense of belonging to the culture in Indonesia, especially Java. This activity is carried out continuously and will become a culture, and one way to improve cultural literacy in elementary schools is through exciting and interactive learning media and fully involving students. Cultural literacy learning in elementary schools can be presented compellingly through fun interactive learning media. Learning Media is an essential tool to support the ongoing learning process and assist teachers in delivering learning materials to students quickly. Nurrita (2018) argues that teaching media conveys messages or information and can be used as a source of student learning to gain knowledge [16]. Through the application-based learning media, this dance is expected to overcome the waning of Javanese traditional dance culture in Indonesia. This *Sinau Tari* application is a learning media that introduces traditional Javanese dances by carrying out cultural literacy, which is carried out during the learning process at school through exciting and interactive learning media.

Using exciting and fun learning media in the cultural literacy learning process can be a solution for students who quickly feel bored when learning takes place [17]. Following this, the author has an innovation by making an application-based Javanese cultural literacy learning media design that can be accessed via Android. The media created by the author for cultural literacy learning media in elementary schools is called *Sinau Tari*. The *Sinau Tari* application is easy to use during learning because students can access it via gadgets. In the learning media, readings are presented about the various names of traditional dances in Java, starting from Central Java, East Java and West Java. Then, various basic movements of traditional Javanese dance are presented in detail and interestingly and there are practice questions that students can do. With the implementation of this cultural literacy learning media, It is hoped that students can recognize various Java

dances and learn and imitate various basic movements of traditional Javanese dance. The Sinau Tari application is expected to improve students' cultural literacy and through this application, students can participate in preserving Indonesian culture in the form of traditional Javanese dances. This study aims to describe the Sinau Tari application and the results of the analysis of material experts and media experts on the Sinau Tari application learning media products so that they can be a medium for strengthening cultural literacy for elementary school students. Students can participate in preserving Indonesian culture in the form of traditional Javanese dances. This study aims to describe the Sinau Tari application and the results of the analysis of material experts and media experts on the Sinau Tari application learning media products so that they can be a medium for strengthening cultural literacy for elementary school students. Students can participate in preserving Indonesian culture in the form of traditional Javanese dances. This study aims to describe the Sinau Tari application and the results of the analysis of material experts and media experts on the Sinau Tari application learning media products so that they can be a medium for strengthening cultural literacy for elementary school students.

2 Method

Type and Design

This study used qualitative research. Qualitative study method occurs because of the emergence and change in the way of looking at an event [18]. In a qualitative study, data analysis must be carried out carefully so that the data obtained can be narrated appropriately and become a proper study result [19].

Data and Data Sources

The data taken in this study was information contained in the media, namely cultural literacy about traditional Javanese dances in Indonesia. The data sources in this study were the learning media for the Sinau Tari application, media experts and material experts at the same time dance teacher in elementary school. The source of data in this study was taken to strengthen the data taken by the author, so it is hoped that the data can be a reinforcement of the data taken.

Data Collection Technique

The data collection techniques used by the authors in this study were documentation, interviews, and product validation sheet analysis. The method of collecting documentation data was in the form of a media product for the Sinau Tari application. The interview conducted in this study was free, that is the author did not have a structured interview guide that was systematically structured. The guidelines in free consultations only contain an outline of the problems that be asked of the informants [18]. The authors conducted this interview with media experts and material experts. The author interviewed media and content experts on the developed product, the Sinau Tari application. Product validation analysis was conducted by analyzing the validation results from media experts

and material experts on the Sinau Tari application product. Analysis of the product validation sheet was given to the expert to determine the feasibility of the media product that was made in the form of learning media based on the Sinau Tari application.

Data Validity

Validation of the data used in this study involves technical and source triangulation. Technical triangulation means the authors test the study's credibility by checking the data from the same start using different techniques. The data obtained is then described and categorized, which views are the same and specific from the source. The data that has been analyzed produces a conclusion which was then asked for an agreement with some of these sources [18]. Data collection techniques used documentation, interviews, and analysis of product validation sheets. Source triangulation means testing data from various sources of informants from which data will be taken. Source triangulation was done by comparing the data from the expert validation instrument with the data from interviews with experts related to the product that has been made. Source triangulation was carried out with media experts and material experts.

Data Analysis

The data analysis used in this study was interactive. The data of the assessment results were presented qualitatively. The interactive data analysis used was a data analysis proposed by Miles & Huberman (2009). The data analysis process was carried out in four stages. The first was data collection. The data collected was data obtained from the results of documentation and interviews with media experts and material experts, as well as analysis of product validation sheets. The second was data reduction. Data reduction was carried out after the data was collected, then the author summarizes the results of the interviews, analyzes the effects of product validation from experts and concludes the data from the documentation. The third was the presentation of the data—the display of data in writing, pictures and tables. The purpose of the data presentation was to combine information so that it can describe the situation that occurs. The fourth was concluding. Conclusions were drawn by ending the results of the study process.

3 Result and Discussion

3.1 Sinau Tari Application

The result of this study was an applied learning media called Sinau Tari. Since the context of the sentence comes from Javanese. Based on the Javanese dictionary has the meaning of learning [20]. While dancing, art's purpose is to move the body as a medium of expression in a rhythmic motion and has an element of beauty. Dance is an expression that is done consciously by dancers as an expression to express the surrounding natural conditions through beautiful dance movements. Dance is one of Indonesian culture that is the result of the creativity of the surrounding community [11].

Sinau Tari Learning Media is a learning media created to be an exciting and innovative learning medium and can increase the interest in cultural literacy for elementary school students, especially in traditional Javanese dance culture. Students and teachers can easily access Sinau Tari media through android-based devices. The Sinau Tari media,

which can be accessed via gadgets, aims to make it easier for students because it can be used anywhere. Sinau Tari media was designed attractively, innovatively, and simply so that it can be used easily by elementary school students.

Sinau Tari learning media has several features, including a description of the general meaning of the dance and traditional Javanese dance. Then contains a variety of traditional dances in Java ranging from East Java, Central Java and West Java. Media Sinau Tari also has various basic movements of Javanese dance. When using this Sinau Tari media, students not only get the theory, but students will also be able to practice directly various basic movements of traditional Javanese dance with teacher guidance. The kinds of basic dance movements that exist in Java contained in the Sinau Tari application are:

a. *Ngiting*

Ngiting is the basic movement of traditional Javanese dance in which the palms of the hands point forward, then the fingertips are glued together with the thumbs and form a circle. Meanwhile, the other fingers form a semicircle.

b. *Nyempurit*

Nyempurit is a fundamental movement of traditional Javanese dance in which the tip of the thumb sticks to the end of the index finger to form a circle. Then the other fingers follow the direction of the middle finger.

c. *Seblak*

Seblak is the basic movement of traditional Javanese dance whose activities use a shawl. This seblak movement is done by throwing the mantle away from the end of the tie so that it stretches straight to the side of the body. Seblak movement can be done to the right and the left.

d. *Ngembat*

The basic movements of the *Ngembat* dance are carried out using a shawl. Then, the hand holding the shawl with the behavior of the fingers *ngiting*.

e. *Ngrayung*

The basic movement of the *ngrayung* dance is done with the thumb position affixed to the palm. Then, the other finger stands with the fingers together and facing forward.

f. *Mbaya mangap*

Mbaya mangap is done with the hand position almost the same as the *ngrayung* movement, but the work of the thumb opens straight ahead.

g. *Ulap-ulap*

The *ulap-ulap* movement is a hand movement with a respectful position, but the middle finger is slightly curved inward, with the finger position parallel to the eyebrow.

h. *Kenser*

Kenser is the basic movement of traditional dance using the feet. *Kenser* is a movement done with the legs suddenly (knees bent) then shifts open and close to the right and left.

i. *Srisig*

Srisig is a foot movement with a tiptoe and mendak position (knees bent) then do a slight jog.

Sinau Tari application can be accessed using a gadget or mobile phone. Here's how to use the Sinau Tari application learning media:

- a. Download the Sinau Tari application. Sinau Tari application used by students can be obtained by the teacher sending the Sinau Tari application file, then students can download and install it on their respective cellphones.
- b. After the application is successfully installed on the device, open the Sinau Tari application learning media.
- c. On the main media display, there is a 'login' button. Click the login button to proceed to the start menu page.
- d. On the start menu page, there are two choices of buttons, namely the 'yuk membaca' button and the 'yuk berlatih' control.
- e. On the 'yuk membaca' page, there are three choices of buttons, namely 'apa itu tarian', 'macam-macam tari tradisional jawa' and the button 'macam gerak dasar tarian tradisional Jawa'.
- f. On the 'apa itu tarian' page, there is an understanding of dance in general and traditional dance that media users can read.
- g. Then on the page 'macam-macam tari tradisional jawa', different dances originating from East Java, Central Java and West Java are presented.
- h. On the page 'macam-macam gerak dasar tarian tradisional Jawa', examples of fundamental activities of traditional Javanese dances are presented. So that media users can imitate these basic movements directly.
- i. Then return to the initial menu page of the Sinau Tari application and click the 'yuk berlatih' button.
- j. On the 'yuk berlatih' page, several choices of practice questions are presented that media users can do. Read the questions carefully then click on the most appropriate answer.

In making the Sinau Tari application, the author makes a design for learning media. The method of the Sinau Tari application can be seen in Fig. 1.

a. Problems and Potential

This study was conducted to overcome the existing problems. The problem that occurs is the low level of literacy in elementary school students and the waning of local culture in Indonesia, especially the traditional Javanese dance culture which has begun to be eroded by foreign cultures. Therefore, a solution is needed to overcome the problems that occur. Cultural literacy learning is required in elementary schools. Cultural literacy carried out is about traditional Javanese dance culture which is presented in exciting learning media.

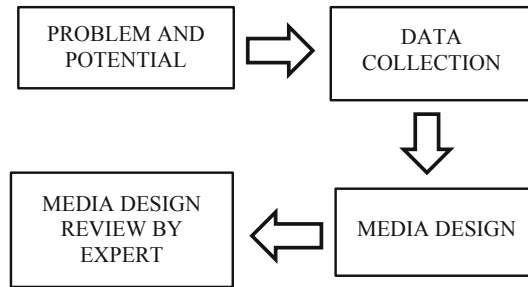


Fig. 1. Learning Media Design

b. Data Collection

The author collects data using documentation and interview techniques. The technique of collecting documentation data is done by collecting data on the assessment results from instrument validation by media experts and material experts related to the product that has been developed, namely the Sinau Tari media. The author interviewed media and material experts during the validation instrument assessment process. The author conducted interviews with media experts and content experts regarding the assessment that had been carried out on the developed product, namely the Sinau Tari media. Then, the instrument was given to the expert to determine the feasibility of assessing the effect produced in the form of learning media for the Sinau Tari application.

c. Media Design

The design of the learning media product for the Sinau Tari application is made attractive using PowerPoint and Canva by providing pictures and animations as well as a mix of pretty colors. The background chosen for creating this Media is a background with the theme of Indonesian nature so that it can reflect the richness of Indonesia where dance culture is also included. Then the font chosen in the Sinau Tari media is “Aksara Sastrajendra”. This font was chosen because the writing style of the font has a Javanese nuance and is similar to the Javanese script. Another font used in the Sinau Tari application is Comic Sans MS. This font was chosen because of its bold and clear writing. In the Sinau Tari application some pictures match the dance material and there are exciting animations. The color selection in this application is also very diverse. The results of the finished media design using PowerPoint are then converted using an iSpring Free application. iSpring Free software is a free application that can be combined with PowerPoint to be presented on the device [21]. Using the iSpring Free application, PowerPoint learning media can be accessed using an Android device.

The Sinau Tari application has several menu display features. Pictures and explanations of the display features in the Sinau Tari application are:

- 1) When you first open the Sinau Tari application, you will be directed to the main screen. The main screen has a button that says ‘masuk’ to continue using the application. The design of the leading media display can be seen in Fig. 2.
- 2) Then after pressing the ‘masuk’ button, the user will be directed to the start menu page. On the initial menu page there is a reading feature that says ‘yuk membaca’

and a feature for practice questions that says 'yuk berlatih'. The initial menu page design can be seen in Fig. 3.

- 3) Next up is the advanced menu page. This page will appear when the user selects the button that says 'yuk membaca'. On this advanced menu are several features of reading material, namely about the meaning of dance, various types of traditional Javanese dances, and examples of basic Javanese dance movements. The advanced menu page design can be seen in Fig. 4.
- 4) When the user selects a material feature about the dance's meaning, a page containing readings about traditional dances will appear. The design of the dance understanding material page can be seen in Fig. 5.
- 5) Then, when the user selects the reading feature 'macam-macam tari tradisional Jawa', the user will be directed to a page containing multiple types of traditional Javanese dances. The kinds of dances presented are from Central Java, East Java and West Java. The page design of various traditional Javanese dances can be seen in Fig. 6.
- 6) Furthermore, when the user selects the reading feature of 'macam-macam gerak dasar tari tradisional', the user will be directed to a page that contains multiple basic movements of traditional Javanese dance. On this page nine features include the basic activities of traditional dances that the user can unlock. The page design of various basic movements of traditional Javanese dance can be seen in Fig. 7 and the page design for the sample material for the basic activities of traditional Javanese dance can be seen in Fig. 8.
- 7) Then if we return to the initial menu page of the *Sinau Tari* application and select the feature that says 'yuk berlatih'. Then the user will be directed to the practice question menu page. On this page are presented five practice questions that can be done. Users can choose the number of questions when they want to work. The design of the practice question menu page can be seen in Fig. 9.
- 8) After selecting one by one from several question numbers, the user will be directed to the question page that has been chosen. The design of the practice questions page can be seen in Fig. 10.

d. Media design reviews by experts

The finished media was then continued with a media design review for the experts. The finished media product was then given to the expert for assessment. Media design reviews were conducted to determine whether the products made are valid and feasible to use and apply. The media review for the *Sinau Tari* application was carried out by two media experts and material experts. A study by media experts of the *Sinau Tari* application learning media was carried out by a Lecturer at the Muhammadiyah University of Surakarta. The validation instrument given to media experts is in the form of media use and media display. Aspects of media use there were 8 points of assessment, namely ease of operation of media, smoothness of media installation, how to operate media, the practicality of using media, security of using media, completeness of media, lightness of media file.

The results of the design review by media experts, there were 20 items of assessment instruments with a total score of 92 out of a maximum score of 100. The total score is included in the very valid category. Then, the percentage of the results of the review by



Fig. 2. Main Display of Sinau Tari Application



Fig. 3. Home Menu Page Media Sinau Tari Application

media experts is 92% which is included in the superb category and is feasible to use based on the assessment of media experts. Based on the results of interviews conducted on October 18, 2022 with media experts, it was stated that the Sinau Tari application was suitable for use as a medium for strengthening students' abilities and understanding of traditional Javanese dance cultural literacy in elementary schools. Then, on the validation instrument given to media experts, several inputs and suggestions from media experts are assigned to the author through the interview process. The advice given by the expert to the author regarding the shortcomings of the Sinau Tari application is in the aspect of media use where the Sinau Tari application cannot be accessed and used through non-Android devices. Then suggestions are also given on the element of the media display, namely the selection of a media background that is too pale and the choice of colors that are not bright enough. The results of the media design review by media experts can be seen in Table 1.

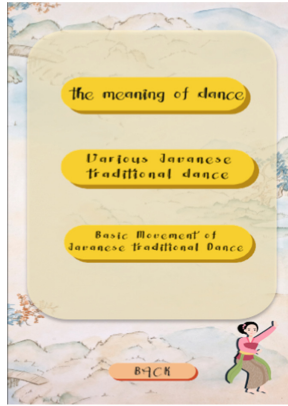


Fig. 4. Sinau Tari Application Advanced Menu Page



Fig. 5. Material Page Meaning Dance Application Sinau Tari



Fig. 6. Miscellaneous Javanese Traditional Dance Pages Sinau Tari Application

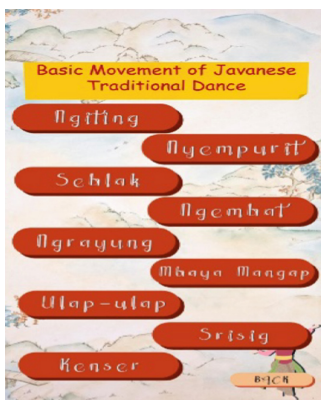


Fig. 7. Page Various Basic Movement of Javanese Traditional Dance Sinau Tari Application



Fig. 8. Page Examples of Basic Movement of Traditional Javanese Dance Sinau Tari Application

Then, a media design review by material experts on the Sinau Tari application learning media was carried out by a dance teacher at SD Negeri 1 Kismoyoso (Public Elementary School Kismoyoso 1), Indriani, S. Pd. The validation instrument given to the material expert has two aspects of assessment: the material aspect and the motivational aspect. Aspects of the material there are 8 points of evaluation, namely the clarity of the presentation of the material, the attractiveness of the material, the clarity of the examples given, the accuracy of images and animations, the suitability of photos and illustrations, the usefulness of the evaluation with the material, the suitability of text and pictures and the breadth of the material. Then the motivation aspect has 2 points of assessment, namely the growth of learning motivation and increasing students' enthusiasm and interest in learning.

The results of the design review by material experts, there are 10 items of assessment with a total score of 44 out of a maximum score of 50, and the percentage of the results of the review by material experts is 88% which is included in the very valid category and deserves to be used. The validation instrument given to the material expert has

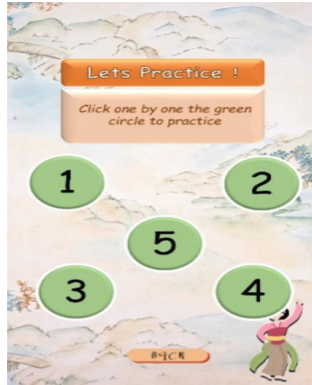


Fig. 9. Menu Page Practice Questions for the Sinau Tari Application



Fig. 10. Sinau Tari Application Practice Questions page

Table 1. Design Review Results by Media Experts

Aspect	Score	Maximum Score	Total Score	Percentage	Information
Aspect of Media Use	37				
Aspect of Media Display	55	100	92	92%	Very Valid

several inputs and suggestions on the material aspect, namely the lack of suitability of the evaluation with the material. The practice questions in the Sinau Tari application learning media must also be reproduced. Then the breadth of the material contained in the Sinau Tari application learning media is less widespread and readings about traditional dances and examples of traditional Javanese dances need to be reproduced. The total value is included in the excellent category. Based on the results of an interview

Table 2. Design Review Results by Material Experts

Aspect	Score	Maximum Score	Total Score	Percentage	Information
Material Aspect	35				
Motivation Aspect	9	50	44	88%	Very Valid

conducted on October 18, 2022 with a material expert as well as a dance teacher at SD Negeri 1 Kismoyoso, he stated that the Sinau Tari application was appropriate to be used to improve students' abilities and understanding of traditional Javanese dance cultural literacy in elementary schools. The results of the media design review by material experts can be seen in Table 2.

The Sinau Tari application has several aspects in the assessment listed in the validation instrument given to the expert. Aspects contained in the assessment instrument by media experts are media use and media display aspects. The use of learning media through gadgets is considered essential to do during learning [22]. Learning media using devices is considered more flexible and effective. This study is used as a reference for making instrument validation in this study. According to media experts, the Sinau Tari application learning media that can be accessed through devices is more flexible and effective. In addition, media that can be accessed through gadgets can increase students' interest and enthusiasm in learning because learning media are presented attractively by providing various images and animations so that they are not dull. Following the Sinau Tari application that gives an attractive display of images, animations and colors for students. In addition, according to media experts, with the creation of the Sinau Tari application learning media.

Aspects contained in the assessment instrument by material experts are material aspects and motivational aspects. Materials in learning delivered with learning media can increase student motivation in learning [23]. This opinion is used as a reference for making instruments in this study. According to material experts, The material contained in the Sinau Tari application is evident and exciting and several examples are presented to support the explanation of the material. The media's selection of images and animations is in accordance with the material presented. The Sinau Tari application is also expected to help increase student enthusiasm and learning and foster motivation in knowledge.

Based on the results of the reviews of media experts and material experts, the Sinau Tari application has several suggestions for improvement, namely in using the Sinau Tari application. The Sinau Tari application can only be used through android-based devices. So that non-android device users cannot install this Sinau Tari application. They are then based on suggestions from material experts, namely the need to increase practice questions in the Sinau Tari application. The breadth of the material in the Sinau Tari application learning media must also be expanded.

The advantage of this Sinau Tari application is that by making this media it is hoped that it can help improve cultural literacy regarding traditional javanese dance for elementary school students. Because the Sinau Tari application provides features containing appropriate materials following traditional javanese dance culture, starting from the meaning of dance, various types of traditional javanese dances, various basic movements

of traditional Javanese dance and providing practice questions to support the material. Which has been submitted. Learning media must have appropriate content and follow the material presented [17].

Attractive designs such as providing images and animations that match the dance material, the condition of various colors in the media and the use of mobile or android based press can make the learning process more enjoyable. Android-based learning media with interesting visualizations can make learning more fun [24]. Learning literacy using gadgets will be more practical and can be done anywhere and anytime to make it easier for students to learn and receive lessons and can help increase student Learning motivation [25].

Cultural literacy learning is usually done at the time of learning at school and uses book media to improve cultural literacy. The use of books as a medium of learning in elementary schools makes students easily bored and learning can take place less effectively [13]. The update in this study is the creation of android-based cultural literacy learning media aimed at elementary school students. The Sinau Tari application is a cultural literacy learning media that can be accessed using an android-based device. The Sinau Tari application presents features regarding cultural literacy learning About traditional Javanese dance that is packaged attractively, so it is hoped that cultural literacy learning can take place in a fun way so that students will not get bored quickly.

4 Conclusion

Sinau Tari application is very suitable to be used as a medium of learning in elementary schools to improve the literacy of traditional Javanese dance culture. The results of input from media and material experts stated that the Sinau Tari application was suitable for learning. The validation results from the two experts got the "Very Valid" category. Sinau Tari is a cultural literacy learning media that can be accessed using an Android-based device. The Sinau Tari application has several features that contain material about dance cultural literacy such as understanding dance, various types of traditional Javanese dance, various basic movements of traditional Javanese dance and several practice questions that can be used to practice. The features in the Sinau Tari application have an advantage, namely that there are examples of basic Javanese traditional dance movements that are presented clearly and attractively so that students can imitate and apply these movements directly. Then the provision of images and animations that match the material and the condition of various colors and android-based media so that it is more interesting.

Sinau Tari application was created to be a medium for strengthening the literacy of Javanese traditional dance culture for elementary school students. Through the Sinau Tari application, cultural literacy learning in elementary schools is expected to take place in a fun way because this learning media can be accessed through Android-based devices so it is more effective and exciting. Then, by using the application media Sinau Tari in learning cultural literacy, students can get to know various dances that exist in Java and can learn and imitate various basic movements of traditional Javanese dance. In addition to learning that can take place in a fun way, by using the Sinau Tari application as a media, it is hoped that students can improve cultural literacy and can participate in preserving Indonesian culture in the form of traditional Javanese dances through learning media.

Through learning cultural literacy of traditional Javanese dances based on Android, students will be able to know, apply, and improve cultural literacy skills in the school, family and community environment so that this Media will be able to become a medium for strengthening cultural literacy for elementary school student.

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