

Literature Review: Interactive Learning Media in Dance Arts to Improve Students' Dance Appreciation

Stefi Winda Pratiwi^{1*}, Elindra Yetti², Rizki Taufik Rakhman³
^{1,2,3}Master of Art Education, Universitas Negeri Jakarta, Indonesia

Email Address

stefi.winda@mhs.unj.ac.id

*Corresponding author

Keywords: Interactive Learning Media, Learning Models, Dance Education, Dance Appreciation

Abstract

Dance appreciation is one of the essential competencies in arts and culture education, which not only trains technical skills but also develops students understanding, judgment, and aesthetic sensitivity. However, the level of dance appreciation among students remains a concern in the field of education. Various learning models and media have been explored to address this challenge. This article presents a literature review aimed at mapping and analyzing effective learning models for enhancing dance appreciation, while also identifying research gaps for further innovation. The review covers several studies, such as the implementation of blended learning, the use of ICT, the snowball throwing model supported by audio visual media, the jigsaw technique, and the general use of audio-visual media. Collectively, these studies demonstrate that the integration of technology and participatory approaches significantly enhances students understanding, attitudes, and dance appreciation skills. Nevertheless, a gap remains, as previous studies have tended to emphasize learning models such as blended learning or audio visual media that are relatively passive. This study, therefore, develops interactive learning videos with reflective questioning features to encourage more active student engagement. Thus, this literature review highlights that the appropriate selection and application of learning models in dance education such as the use of interactive learning videos play a crucial role in improving students dance appreciation, while also providing direction for future research and educational practice in the arts.

Introduction

Dance is a branch of art that not only stimulates motor skills but also contains aesthetic, cultural, and self-expressive values. In an educational context, a fundamental understanding of dance learning for students is appreciation. Dance appreciation is crucial because through appreciation, students not only learn the technical aspects of movement but also understand the value, meaning, and beauty inherent in traditional dance. According to (Saragih et al., 2024), dance can be viewed as a medium of expression that provides aesthetic experiences through the harmony of movement, rhythm, and cultural symbols. Based on aesthetic theory (Dewey, 1910), the emphasis is that aesthetic experience is not merely motor skills but also the ability to perceive, assess, and interpret beauty in a work of art. However, in practice, students' levels of dance appreciation remain relatively low.

Conventional learning methods often focus on movement exercises or simply filling free time without students delving into deeper meaning. This often makes the meaning of each traditional dance movement difficult for students to grasp. As stated by (Pratiwi et al., 2025), teachers tend to emphasize technical accuracy in movement and choreographic mastery rather than encouraging interpretive and analytical engagement. This learning process focuses on the final performance rather than critical reflection, leaving students with little opportunity to connect dance to cultural, social, or personal meanings.

Constructivist theory states that students should actively construct knowledge through exploration, analysis, and reflection, rather than simply imitating movements. Therefore, arts learning should be oriented toward developing creativity, critical thinking, and cultural appreciation, rather than solely focusing on memorizing movements. This requires teachers to provide learning experiences that encourage students to think critically and discover the meaning of each dance movement in order to appreciate dance. This aligns with the goals of 21st-century education, which requires students to think critically and creatively in various subjects, including traditional dance (Idris & Suhendi, 2023).

Based on observations conducted by researchers with 36 10th-grade students in several high schools, they found that students were unable to provide logistical reasons for each movement and struggled to interpret dance movements. On the other hand, students also lack interest in dance learning, as evidenced by their lack of active participation in class and a tendency to focus solely on memorizing movements in preparation for competency tests, without any effort to understand, evaluate, or articulate the meaning of each movement. This demonstrates a low level of appreciation for dance, characterized by a lack of interest in watching, assessing quality, and communicating appreciation for dance works. This condition results in a diminished appreciation for dance and can lead to decreased motivation in the learning process (Djafar & Djafri, 2024).

Along with the development of modern pedagogy, various learning models have been implemented to address students' low appreciation of dance. Several models have been proven to improve knowledge, attitudes, and skills in art appreciation, while encouraging active student participation in the learning process (Yanti & Masunah, 2021). Furthermore, approaches that integrate local culture into dance learning also play a crucial role in fostering a love of culture, building creativity, and fostering student self-confidence (Pujiyanti, 2023)

On the other hand, the use of technology in dance learning is also growing. Visual-based media and the application of information technology have been proven to help students better understand the meaning of dance movements, increase classroom engagement, and strengthen appreciative attitudes (Aziz, 2021; Song et al., 2022). This demonstrates that innovation in the use of learning models and technology plays a crucial role in developing a more comprehensive appreciation of dance in students.

However, although several studies have demonstrated the effectiveness of various learning models, studies specifically reviewing and comparing these models in the context of improving students' dance appreciation are still limited. Therefore, a literature review is needed that comprehensively examines the findings of previous research on dance learning models to map their impacts, similarities, differences, and opportunities for further development.

Through this literature review, it is hoped that a comprehensive picture of effective learning models for enhancing student appreciation will be obtained, while also providing a theoretical and practical basis for developing strategies.

Method

This research employed a literature review method. A literature review focuses on a specific topic through a critical analysis of various relevant studies. In this study, the literature review focused on the use of learning models in dance to enhance student dance appreciation. The literature sources used were five previous research articles obtained through a Google Scholar search and from scientific journals.

The stages of this literature review included identification (initial analysis of the topic and relevance of the articles), screening (selecting the content for suitability to the study's focus), and feasibility testing (determining articles that align with the study's objectives). Based on this process, five research articles were selected that highlight various types of instructional media in arts learning and their relationship to student dance appreciation. These five articles were then analyzed to identify contributions, similarities, differences, and research gaps, thus obtaining a comprehensive overview of the novelty of developing interactive learning videos based on traditional Indonesian dance.

Results and Discussion

Table 1. Literature Search Synthesis Analysis

No.	Author & Year	Title	Method	Research Findings
1	(Yanti & Masunah, 2021)	Peningkatan Apresiasi Tari Nusantara Melalui Model <i>Blended Learning</i> di Sekolah Menengah Pertama	Blended Learning Model Learning	The blended learning model is effective in increasing students' appreciation of Indonesian dance arts.
2	(Aziz, 2021)	Peningkatan Apresiasi Konsep Karya Tari Berbantuan Media Rekaman Audio Visual Pada Siswa Kelas IX Semester 2 SMPN 1 Pecalungan Tahun Pelajaran 2019/2020	Problem Based Learning (PBL) learning model assisted by audio visual recording media	The application of ICT in art appreciation learning outside of school is a promising approach to strengthening aesthetic education in a sustainable manner.
3	(Widati, 2015)	Pembelajaran Teknik Jigsaw untuk Meningkatkan Aktivitas dan Hasil Belajar Apresiasi Tari Kelompok Daerah Setempat di SMP 1 Wiradesa	Jigsaw Technique Learning	Learning using the Jigsaw technique can improve students' learning outcomes in the basic competency of dance appreciation.
4	(Song et al., 2022)	<i>Research on Open Practice Teaching of Off-Campus Art Appreciation Based on ICT</i>	Learning using information and communication technology (ICT)	The application of ICT in art appreciation learning outside of school is a promising approach to strengthening art appreciation and aesthetic education in a sustainable manner.
5	(Pujiyanti, 2023)	Peningkatan Aktivitas Dan Hasil Belajar Mengapresiasi Karya Seni Tari Mancanegara Luar Asia Dengan Model <i>Snowball Throwing</i> Berbantuan Audio-Visual	Learning with the snowball throwing model assisted by audio-visuals	Learning using the snowball throwing model assisted by audio-visuals can improve students' learning activities in the competence of appreciating foreign dances.

The aforementioned studies attempt to analyze learning models that can help students appreciate works of art. These studies utilize various learning methods supported by technology-

based learning media such as ICT and audiovisual materials. A study (Yanti & Masunah, 2021), entitled "Improving Appreciation of Indonesian Dance Through the Blended Learning Model in Junior High Schools," demonstrates that knowledge of Indonesian dance appreciation can be effectively enhanced through the implementation of a blended learning model. This study used two cycles to analyze the effectiveness of blended learning. In cycle 1, the focus was on knowledge of Indonesian dance appreciation, specifically Sundanese dance (Merak, Jaipong) and Malay dance (Zapin). While in cycle 2, the focus was on Papuan dance and a review of Malay dance and Zapin material. Blended learning was implemented in these two cycles, combining face-to-face learning models with digital technologies such as YouTube.

A study conducted by (Aziz, 2021) entitled "Improving Appreciation of Dance Work Concepts Assisted by Audio-Visual Recording Media in Grade IX Students of Semester 2 of SMPN 1 Pecalungan in the 2019/2020 Academic Year" demonstrated a significant increase in the appreciation of dance work concepts assisted by audio-visual recording media using the PBL learning model, which focuses on improving students' critical thinking skills. This study emphasized the use of Problem-Based Learning (PBL) to improve students' competencies in understanding and demonstrating creative dance movements based on supporting dance elements. The Problem-Based Learning (PBL) model can increase students' activeness in discussing and exploring art, thereby enhancing their critical thinking skills. However, its implementation faces obstacles in the form of a lack of student learning resources due to limited internet access.

A study by (Widati, 2015) titled "Jigsaw Technique Learning to Improve Activities and Learning Outcomes in Local Group Dance Appreciation at SMP 1 Wiradesa" demonstrated that Jigsaw Technique Learning can improve student learning activities and outcomes in dance lessons, focusing on the basic competency of group dance appreciation. The technique focused on dividing the material into sections and then dividing it into groups to study them. This technique enabled students to collaborate in groups and improved communication between students and teachers, resulting in more effective learning. This study did not include visual media to provide students with an overview of dance movements, focusing solely on the impact of the jigsaw technique on improving student activity and learning outcomes related to local group dance appreciation.

A study by (Song et al., 2022) titled "Research on Open Practice Teaching of Off-Campus Art Appreciation Based on ICT" demonstrated that ICT support can support student participation in art appreciation and aesthetic education on an ongoing basis. In this study, students were directed to visit art venues to view performances or exhibitions of their choice. ICT was used to track student-selected locations, check in, complete pre- and post-tests, and check out. This process can help analyze students' preferred arts activities and their level of satisfaction with them. This study demonstrated that satisfaction with art appreciation activities directly influenced students' artistic interests, and that satisfaction correlated with psychological expectations and art information. Furthermore, this study provided additional value to students, encouraging them to more seriously understand the background and content of performances/exhibitions before participating in art appreciation activities, and thus engage more seriously in the appreciation process. However, this method has the disadvantage of requiring students to leave the classroom and incur additional costs to attend arts activities. Therefore, in the Indonesian learning context, media can be developed to help students understand art and develop appreciation through in-class learning.

The latest research (Pujiyanti, 2023) entitled "Improving Activities and Learning Outcomes in Appreciating Foreign Dance Works Outside Asia Using the Audio-Visual Assisted Snowball Throwing Model" proves that learning using the audio-visual assisted snowball throwing model can improve students' learning activities in the competence of appreciating foreign dance. This research uses the snowball throwing technique by passing questions related to the material according to the teacher's instructions so that students are active in reading the material and learning so they can ask questions, on the other hand students are trained to work together to solve questions in groups so as to increase activity and discussion between students. On the other hand, audio-visual media is used to provide students with an overview of international dance arts, namely Cha-Cha Dance and Flamenco Dance using an LCD projector.

Conclusions

Based on the previously discussed studies, attempts to utilize innovative learning models with the aid of technology and visual media can improve students' appreciation of dance. The models developed serve to foster interaction, cooperation, and student activeness, while technological media strengthens understanding through visual experiences and broader access to information. The combination of these two factors can improve student learning activities, learning outcomes, and a more engaging learning experience. However, these studies tend to focus on utilizing innovative learning models (such as PBL, blended learning, outdoor learning, jigsaw techniques, and snowball throwing) rather than innovative learning media. This is reflected in the visual media used, which tend to be passive or require observation outside the classroom, which adds to the burden on students. Therefore, further research on this theme can begin to focus on interactive audiovisual learning media to support existing innovative learning models, so that dance appreciation learning is more effective. On the other hand, dance appreciation as measured in previous studies tends to only focus on learning outcomes according to competencies, focusing more on the level of dance knowledge and memorization of dance movements, without analyzing its impact on specific indicators of dance appreciation. So that the next research paradigm can be directed at the impact of classroom learning on dance appreciation based on actual conditions, not only on the aspects of knowledge of dance appreciation and memorization of dance movements.

References

- Aziz, A. (2021). Peningkatan Apresiasi Konsep Karya Tari Berbantuan Media Rekaman Audio Visual Pada Siswa Kelas Ix Semester 2 Smpn 1 Pecalongan Tahun Pelajaran 2019/2020. *PAEDAGOGY: Jurnal Ilmu Pendidikan Dan Psikologi*, 1(1), 1–15. <https://doi.org/10.51878/paedagogy.v1i1.333>
- Dewey, J. (1910). Science as Subject-Matter and as Method. *Science*, 31(787), 121–127.
- Djafar, N., & Djafri, N. (2024). Penanaman Literasi Budaya dan Kreativitas Melalui Pembelajaran Tari Tradisional Di SMP 1 Kabila Bone Sebagai Bentuk Objek Pemajuan Kebudayaan Daerah Kawasan Teluk Tomini. *Prosiding Seminar Nasional Ilmu Pendidikan*, 1(2), 08–22. <https://doi.org/10.62951/prosemnasipi.v1i2.27>
- Idris, S. F., & Suhendi, H. Y. (2023). Pengembangan Media Pembelajaran Interaktif GEMBI untuk Meningkatkan Keterampilan Berpikir Kritis Siswa. *DIFFRACTION*, 5(1), 24–36. <https://doi.org/10.37058/diffraction.v5i1.7460>
- Pratiwi, S. W., Yetti, E., & Rakhman, R. T. (2025). Interactive Dance Learning : Enhancing High School Students' Critical Thinking Skills. *International Journal of Educational Development*, 2(3), 74–79. <https://doi.org/10.61132/ijed.v2i3.326>
- Pujiyanti, N. (2023). Peningkatan Aktivitas Dan Hasil Belajar Mengapresiasi Karya Seni Tari Mancanegara Luar Asia Dengan Model Snowball Trhrowing Berbantuan Audio- Visual. *Jurnal Pendidikan Widyatama*, 20(1), 66–80.
- Saragih, N. H., Manalu, R. I., Andira, A., Sinaga, S., Hasibuan, M. D. I., & Dalimunthe, S. F. (2024). Analisis Pengaruh Ekspresi Dalam Meningkatkan Estetika Dan Dinamika Seni Tari Kontemporer. *Jiic: Jurnal Intelek Insan Cendikia*, 1(4), 436–442. <https://jicnusantara.com/index.php/jiic>
- Song, B., He, B., Wang, Z., Lin, R., Yang, J., Zhou, R., & Cai, Y. (2022). Research on Open Practice Teaching of Off-Campus Art Appreciation Based on ICT. *Sustainability (Switzerland)*, 14(7), 1–14. <https://doi.org/10.3390/su14074274>
- Widati, S. (2015). Pembelajaran Teknik Jigsaw untuk Meningkatkan Aktivitas dan Hasil Belajar Apresiasi Tari Kelompok Daerah Setempat di SMP 1 Wiradesa. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 5(1), 1–8.
- Yanti, R., & Masunah, J. (2021). Peningkatan Apresiasi Tari Nusantara Melalui Model Blended Learning di Sekolah Menengah Pertama. *Gondang: Jurnal Seni Dan Budaya*, 5(1), 1. <https://doi.org/10.24114/gondang.v5i1.19323>