

## ABSTRAK

**Sri Wahyuni, 1222090190, 2026. ” Penggunaan Media Video Animasi Pembelajaran pada Mata Pelajaran SBdP Materi Seni Tari untuk Meningkatkan Kemampuan Kreativitas Gerak Tari Peserta Didik Kelas VI Sekolah Dasar ” (Penelitian Kuasi Eksperimen di MI Negeri 1 Kota Bandung).**

Rendahnya kemampuan kreativitas gerak peserta didik pada mata pelajaran Seni Budaya dan Prakarya (SBdP) materi seni tari disebabkan oleh penggunaan media pembelajaran yang masih terbatas, sehingga peserta didik cenderung hanya meniru gerakan yang dicontohkan guru dan belum mampu mengeksplorasi gerak secara kreatif. Padahal, kemampuan kreativitas gerak merupakan salah satu kompetensi penting yang perlu dikembangkan agar peserta didik mampu mengekspresikan ide, imajinasi, dan menghasilkan variasi gerak tari yang orisinal. Penelitian ini bertujuan untuk mengetahui (1) proses pembelajaran menggunakan media video animasi pembelajaran dan media audio, (2) kemampuan kreativitas gerak peserta didik yang menggunakan media video animasi pembelajaran, (3) kemampuan kreativitas gerak peserta didik yang menggunakan media audio, dan (4) perbedaan rata-rata peningkatan kemampuan kreativitas gerak peserta didik yang menggunakan media video animasi pembelajaran dengan media audio. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan *desain Nonequivalent Control Group Design*. Populasi penelitian adalah peserta didik kelas VI MI Negeri 1 Kota Bandung yang terdiri atas kelas eksperimen dan kelas kontrol. Kelas eksperimen diberikan perlakuan menggunakan media video animasi pembelajaran, sedangkan kelas kontrol menggunakan media audio. Teknik pengumpulan data dilakukan melalui observasi, tes *pretest-posttest*, dan dokumentasi. Analisis data menggunakan uji normalitas, uji homogenitas, *Welch's t-test*, dan analisis *N-Gain*. Hasil penelitian menunjukkan bahwa rata-rata nilai *pretest* kelas eksperimen dan kelas kontrol sama, yaitu 41. Setelah diberikan perlakuan, rata-rata nilai *posttest* kelas eksperimen meningkat menjadi 89, sedangkan kelas kontrol menjadi 53. Hasil analisis *N-Gain* menunjukkan kelas eksperimen memperoleh peningkatan sebesar 81,18% dengan kategori efektif, sedangkan kelas kontrol memperoleh 20,23% dengan kategori tidak efektif. Berdasarkan hasil *Welch's t-test*, diperoleh nilai signifikansi  $0,001 < 0,05$ , sehingga  $H_0$  ditolak dan  $H_a$  diterima. Artinya, terdapat perbedaan peningkatan kemampuan kreativitas gerak peserta didik yang signifikan antara kelas yang menggunakan media video animasi pembelajaran dan kelas yang menggunakan media audio. Dengan demikian, media video animasi pembelajaran lebih efektif dalam meningkatkan kemampuan kreativitas gerak peserta didik pada mata pelajaran SBdP materi seni tari kelas VI.

**Kata kunci:** media video animasi pembelajaran, media audio, kreativitas gerak, seni tari, SBdP.

## ABSTRACT

**Sri Wahyuni, 1222090190, 2026. “The Application of Animated Video Learning Media in the Arts, Culture, and Crafts (SBdP) Subject Dance Module to Enhance the Creative Movement Skills of Sixth-Grade Elementary School Students” (A Quasi-Experimental Study at State Islamic Elementary School 1, Bandung City).**

The low level of students' creative movement skills in the Arts, Culture, and Crafts (SBdP) subject, specifically in the dance art module, is caused by the limited use of learning media, resulting in students tending to merely imitate the movements demonstrated by the teacher and being unable to explore movement creatively. In fact, creative movement ability is one of the key competencies that needs to be developed so that students can express their ideas and imagination and produce original variations in dance movements. This study aims to determine (1) the learning process using animated instructional videos and audio media, (2) the movement creativity skills of students using animated instructional videos, (3) the movement creativity skills of students using audio media, and (4) the difference in the average improvement in movement creativity skills between students using animated instructional videos and those using audio media. This study employed a quantitative approach using a quasi-experimental method and a nonequivalent control group design. The study population consisted of sixth-grade students at State Islamic Elementary School 1 in Bandung, comprising an experimental class and a control class. The experimental class was treated with animated educational videos, while the control class used audio materials. Data were collected through observation, *pretest-posttest* assessments, and documentation. Data analysis involved normality tests, homogeneity tests, Welch's t-test, and N-Gain analysis. The results showed that the mean *pretest* scores for the experimental and control classes were the same, at 41. After the intervention, the mean *posttest* score for the experimental class increased to 89, while that of the control class rose to 53. The results of the N-Gain analysis showed that the experimental class achieved an 81.18% increase, classified as “effective,” while the control class achieved a 20.23% increase, classified as “ineffective.” Based on the results of Welch's t-test, a significance value of  $0.001 < 0.05$  was obtained, so  $H_0$  was rejected and  $H_1$  was accepted. This means that there is a significant difference in the improvement of students' movement creativity between the class that used animated educational videos and the class that used audio media. Thus, animated instructional videos are more effective in enhancing students' creative movement skills in the SBdP subject, specifically in the dance art module for sixth grade.

**Keywords:** animated instructional videos, audio media, creative movement, dance art, SBdP.