

## Implementation of Audio Visual Learning Media in Extracurricular Dance Activities

**Nursya Fathin Nadiya\*, Herpratiwi, Dina Martha Fitri**

Faculty Of Teacher Training And Education, University of Lampung

\*Corresponding Author e-mail: [nfathinnadiya@gmail.com](mailto:nfathinnadiya@gmail.com)

**Abstract:** The implementation of audio-visual media has an important role in extracurricular activities, especially in learning that prioritizes aspects of skills and practical activities such as in extracurricular dance activities. Audio visual media can display visuals clearly and audio simultaneously so that learning becomes more real. This study aims to analyze the implementation of audio-visual learning media that can be used in extracurricular dance activities. The research method used is literature study research by collecting data from various references such as books, journals and theses, then analyzing it, then reducing the data, presenting the data in matrix form and drawing conclusions. The results of the research that has been conducted are the importance of implementing audio-visual media learning in extracurricular dance activities which include planning, implementation, and evaluation because audio-visual media in extracurricular dance activities can provide more real experience to students, besides that extracurricular dance becomes more fun, varied, not monotonous, not boring, and students are not easily bored in learning. Judging from the appreciation shown through dance video shows, students absorb more knowledge about various kinds of dances. The conclusion of the research conducted is that audio visual media provides significant benefits, both for students and teachers. especially in dance skills material because audio visual media can attract students' interest and motivation, can stimulate thoughts, feelings, can attract students' attention and affect students' emotions so that dance learning becomes more fun, varied and not monotonous.

### Article History

Received: 12-04-2025

Revised: 24-04-2025

Published: 26-04-2025

### Key Words :

Implementation, Audio Visual Learning Media, Dance Extracurricular.

**How to Cite:** Nadiya, N., Herpratiwi, H., & Fitri, D. (2025). Implementation of Audio Visual Learning Media in Extracurricular Dance Activities. *Jurnal Teknologi Pendidikan : Jurnal Penelitian dan Pengembangan Pembelajaran*, 10(2), 248-255. doi:<https://doi.org/10.33394/jtp.v10i2.15201>



<https://doi.org/10.33394/jtp.v10i2.15201>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



### Introduction

Education is physical and spiritual guidance to form the main personality, guiding physical and spiritual skills as real behavior that is beneficial to student life in society (Ahmad D. Marimba: 2012). Education is a process that aims to develop the knowledge, skills, attitudes, and values of individuals through various methods and experiences. Non-formal education plays an important role in the development of individuals and society, and can complement formal education to achieve broader learning objectives. Non-formal

education refers to the type of education that takes place outside the formal education system. It includes a variety of programs and activities designed to improve the knowledge, skills and attitudes of individuals without following the official curriculum established by formal educational institutions. Non-formal education is an educational pathway whose purpose is to replace, supplement and complement formal education. One of the activities in non-formal education that is carried out outside the school system but still has goals in the field of education is extracurricular dance activities.

Dance extracurricular activities are programs designed for students who are interested in dance. In schools, extracurricular dance activities are one of the platforms to be able to guide students who have interests and talents in the field of dance. Through extracurricular dance activities at school, students' talents will be further developed (Bandem, 1983: 1). Dance extracurricular activities are programs designed for students who are interested in dance. This activity provides opportunities for students to develop dance skills, create, and collaborate in performances. Dance learning in schools generally only uses audio media in the form of dance accompaniment music in dance practice activities by playing music when dance learning takes place using a Speaker / Sound System (Soleha, et al., 2021). During dance practice activities, the teacher demonstrates dance motifs directly and then students imitate the dance motifs, then students will dance the dances learned with the accompanying music together by imitating the movements of the extracurricular dance instructor.

Many ways are used to make learning fun, interesting, easy to understand and can be learned at any time, one of which is using learning media. Through learning media, teachers will have no difficulty repeating or giving examples of the material presented and students will be more interested and not bored in participating in learning. Using audio-visual-based learning media is an appropriate choice for extracurricular dance activities. The implementation of audio-visual learning in schools is one of the learning options that can be done by educators. According to Nurdin Usman, implementation boils down to activity, action, action or the mechanism of a system, implementation is not just an activity, but a planned activity and to achieve activity goals. implementation can be felt by examining the planning design, learning process, and the results of implementation in the process of extracurricular dance activities. The extent to which researchers can see planning and implementation can run optimally or not, that is what implementation is and of course the implementation of audio-visual learning has benefits and some obstacles felt by teachers and students.

Learning media is any form that can help learning to winnow knowledge, change attitudes, and teach skills (Sanjaya, 2014). Learning media is divided into several types of media. The main types of media are divided into three, namely visual media, audio media and audio-visual media. (Wijaya, et al., 2016), according to his research, the media used in learning and believed to have a positive effect on students is audio-visual media. The benefits of using audio-visual media can increase student appreciation, student creativity and better learning outcomes, besides that using audio-visual media in classroom learning does not

cause boredom for students and the delivery of material becomes more creative. (Magdalena, et al., 2021) in her research, suggested that audio-visual media can also make it easier for students to learn to dance because it is able to display motion, namely displaying dance movements clearly with the accompanying music, can display the sequence and steps of dance movements in detail. Another benefit is that video media can increase student learning motivation, can attract student attention, make it easier for students to understand the content of the material, clarify the meaning of the material taught and provide a variety of learning (Mahadewi, 2006).

Application of audio visual media in learning. Dance has an important role, especially in skill aspects and practical activities. Activities that prioritize skill aspects and practical activities are extracurricular dance activities. Where dance extracurricular activities can be carried out directly by practicing dance movements given by the dance extracurricular supervisor through audio-visual media as a medium for learning sources or references to find dance movements. The advantages and disadvantages of video media are as follows: The advantages of video media are that it has Motion which means that it can display moving visuals clearly, can display Process which can display the steps of the motion sequence effectively, and Skill learning because videos can be played repeatedly to train physical skills, while the disadvantages of video media are that it requires quite expensive production costs (Kusumawardani, 2015).

Several studies have been conducted, including a study entitled Learning Dance by Using Audio-Visual Media in Cultural Arts Class Xi at Sma Negeri 1 Boja, Kendal Regency. The results of this study reveal that SMA Negeri 1 Boja in its learning uses the demonstration method, namely the teacher gives an explanation to his students in front of the class and then practices basic dance movements or attitudes. In addition to using the demonstration method, the teacher also uses the lecture method, where the students are taught the basic dance movements or attitudes. The teacher presents the material according to the textbook and conveys it to the students in front of the students. Teachers also use textbooks from school, where students are invited to imagine first, but the method has a less than maximum impact on student learning outcomes, appreciation and creativity. The results in the study are that the use of audio-visual media in the learning process can have a positive effect on student learning outcomes, student appreciation and student creativity, the problem can be formulated as follows: How is dance learning using audio-visual media and what are the benefits of using audio-visual media (Wijaya, et al., 2016).

Another study entitled Audio Visual Media in Dance Learning also revealed that the results of the research conducted were that audio-visual media can be used in learning dance in high school, especially in dance skills material because audio-visual media can attract students' interest and motivation, can stimulate thoughts, feelings, attract students' attention and affect students' emotions so that students' enthusiasm in learning dance becomes more increased. The use of audio-visual media in dance learning can provide more real experiences for students, besides that dance learning becomes more fun, varied, not monotonous, not

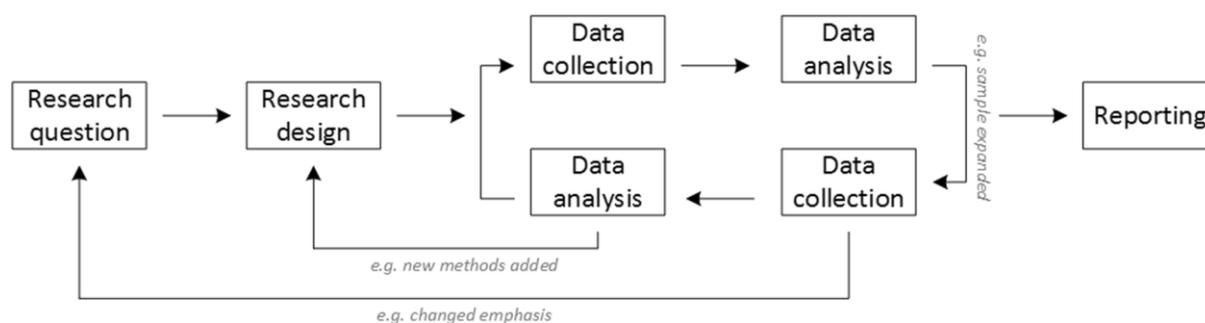
boring, and students are not easily bored in learning. Audio-visual media also provides many benefits for teachers if used in dance learning, namely the delivery of material becomes more structured, saves learning time and teachers do not easily run out of energy in explaining dance material (Magdalena, et al., 2021).

Based on this explanation, this study aims to analyze extracurricular dance learning using the concept of audio-visual learning media that can have a positive effect on student learning outcomes, student appreciation and student creativity. There are several benefits to using audio-visual media in learning, namely that it does not cause boredom for students and in delivering material to be more creative. audio-visual media can also make it easier for students to learn to dance because it is able to display motion, namely displaying dance movements clearly with the accompanying music, can display the sequence and steps of dance movements in detail. Through this process, there is an implementation of audio visual learning media which includes planning, implementation, and evaluation of audio visual learning. So on this basis, researchers know how the implementation of audio visual learning media in extracurricular dance activities.

### **Research Method**

This study uses a library research method with a qualitative approach. The library research method is a study whose data collection method is not from direct field research but through data obtained based on library sources by reading and recording and processing research materials from library sources (Zed, 2004: 2-3). This qualitative approach is often referred to as a naturalistic approach, which means a research approach that in answering problems requires a deep and comprehensive understanding of an object being studied in order to provide research conclusions in the context of time and the situation concerned. With qualitative data we can follow and understand the flow of events chronologically, assess cause and effect in the minds of people around or locally and can gain a lot of understanding and is very useful (Miles and Huberman in Rohedi, 1992: 1-2). This study aims to determine and prove the implementation of audio-visual learning media in the learning process for students. The research data sources used are scientific journals, theses and dissertations that are in accordance with the research variables, namely audio-visual media, dance learning, and dance extracurricular activities. Other important data sources used are physical books on educational media, audio-visual media, dance learning, and dance extracurricular activities.

The steps for collecting data carried out in this study according to Hamzah (2020) are as follows:



Data analysis is carried out by reducing data, namely summarizing and selecting important data related to audio-visual media, dance learning, and dance extracurricular activities, then presenting the data in the form of a matrix, then drawing conclusions or verifying the validity of the data so that new findings can be obtained from the results of the research conducted.

## Result and Discussion

One element of technology that can support teaching and learning activities is media or learning aids. Media in the teaching and learning process has an important role as a support (tool) for teachers in carrying out the teaching and learning process so that students can have experience and understand the material to be conveyed by the teacher. Media is everything that can be sensed that functions as an intermediary / tool for the communication process of the teaching and learning process (Rohani, 1997: 2). The results of the research that has been conducted are the implementation of audio visual media in dance extracurricular activities which include planning, implementation, and evaluation of dance extracurricular activities using audio visual media. Planning the use of audio visual media in dance extracurricular activities begins with introducing teachers to the importance of using audio, visual and audiovisual media in dance extracurricular activities, conducting socialization to teachers to use media in dance extracurricular activities, providing opportunities for teachers to implement the results of the socialization that has been carried out. From the results of socialization to teachers, it can be seen that not all teachers can operate audio visual media and the limited facilities and infrastructure in schools are less supportive. Teachers use more visual media that is easily obtained and affordable in the learning process.

Learning media is a supporting tool in learning activities. The use of audio visual media is more effective in helping students understand dance movements and techniques. The presence of visual examples allows students to directly practice movements, improving their understanding and skills. (Wijaya & Hasan, 2016). In the implementation of the use of audio-visual media in dance extracurricular activities, teachers use audio-visual media as a reference or model to train students in dancing. The use of this media helps students understand dance movements and techniques better. This shows an effort to improve the quality of learning even with limited human resources. The use of audio-visual media in dance extracurricular activities can provide students with a more real experience, in addition, dance extracurricular activities become more fun, varied, not monotonous, not boring, and students do not get bored easily in learning.

Audio-visual media also provides many benefits for teachers when used in dance learning, namely the delivery of material becomes more structured, saving learning time and teachers do not easily run out of energy in explaining dance material. Since the use of audio-visual media in learning, students have become more enthusiastic about participating in extracurricular dance activities, with increasing student appreciation, the results of students' creative work are much better. Judging from the appreciation shown through dance video shows, students absorb more knowledge about various types of dances in the Lampung, Java, Sumatra, Kalimantan, and Irian Jaya areas. So that students no longer imagine what dances from other areas are like. The results of observations carried out, it is known that several teachers have started using audio, visual, and audiovisual media, and most others have not used these media optimally.

Audio-visual media also has various features that can be used to display various dance movements in detail. These features are pause (frozen), speed up and slow down (slow motion), and can be played repeatedly. Audio-visual media in the form of dance tutorial videos can also be used to make it easier for students to practice each type of dance movement because they can display the process and steps of each dance movement technique correctly, which are arranged in a step-by-step format.

Although there are many benefits, there are several obstacles in the implementation of audio-visual learning media, namely the operational use of audio-visual media by students who are not careful, causing damage and requiring the school to spend funds to purchase new audio-visual media. Problems that arise from the students themselves, namely in using the audio-visual media, students are less careful and do as they please, students who enjoy playing, if the teacher is careless in supervising, or the teacher asks for permission for a short time, sometimes students have various actions, including looking for game programs, opening other applications other than the required programs. In addition to these general problems, there are several other minor obstacles, namely, if the electricity at the school goes out, the use of audio-visual media in classroom learning can also be disrupted, for example when students have to watch video shows and analyze regional dances, so that this can hinder the progress of learning activities. Sometimes, in addition to electricity problems, because the length of use of audio-visual media that exceeds the hours of use will also cause damage.

## **Conclusion**

Based on the results of research conducted through a literature study on the implementation of audio-visual learning media in extracurricular dance activities, it can be concluded that the use of audio-visual learning in extracurricular dance activities has a very positive impact on the dance learning process in extracurricular activities. Audio visual media is able to present dance material in a more real and concrete manner, so that students get a deeper learning experience and are easy to understand. It can make the atmosphere more fun, varied, not monotonous, and reduce student boredom in doing dance practices such as understanding dance movements in detail through visualization of movements and sequences of steps that can be repeated as needed. This can increase students' interest, motivation, attention, and emotions in learning dance, which in turn has an impact on increasing students'

appreciation, creativity, and learning outcomes in performing dance movements. In addition, audio-visual media can also make it easier for teachers to deliver material in a structured manner, save time, and reduce fatigue in the learning process. Although there are obstacles that need to be overcome, with the right strategy, audio visual learning can be an effective tool in developing students' dance skills. Through this innovation, we can create a generation of dancers who are not only skilled, but also inspired to explore dance more deeply. Thus, the implementation of audio-visual learning media is highly recommended in extracurricular dance activities because it has proven to be effective in improving the quality of learning, both in terms of students and teachers, especially in developing dance skills.

### **Recommendation**

Based on the findings of this study regarding the implementation of audio-visual learning media in extracurricular dance activities, the following recommendations are proposed to enhance the effectiveness and sustainability of this approach:

1. **Integration of Audio-Visual Media in Lesson Planning**  
Dance instructors and extracurricular coordinators should systematically integrate audio-visual media into their lesson plans. This includes selecting videos that demonstrate proper techniques, choreography breakdowns, and cultural context relevant to the dance being taught. Doing so can help students visualize movement, timing, and expression more clearly.
2. **Regular Updating of Media Content**  
It is essential to update the audio-visual content regularly to maintain student engagement and ensure relevance. New dance trends, styles, and culturally significant performances can be introduced through updated media, allowing students to stay current and inspired.
3. **Technical Support and Infrastructure Enhancement**  
Schools should invest in proper infrastructure to support the use of audio-visual learning tools, such as projectors, sound systems, and stable internet connections. Additionally, training for teachers and facilitators on how to effectively use these tools is crucial to maximize their impact.
4. **Student-Centered Media Projects**  
Encourage students to create their own dance videos or analyze performances as a part of the learning process. This not only deepens their understanding of the art form but also enhances creativity, collaboration, and critical thinking skills.

### **Acknowledgment**

Thank you to myself who has been enthusiastic in making this article. Thank you also to the lecturers who have helped.

## References

- Ahmad D. Marimba. (2012). Pengantar Filsafat Pendidikan. Bandung: PT Remaja Rosdakarya.
- Anggraini Mila, Mahmudah Istiyati. 2024. Penggunaan Media Audio Visual Pada Ekstrakurikuler Seni Tari Di Min 3 Kota Palangka Raya. *Tandik: Jurnal Seni Dan Pendidikan Seni*.
- Effendi, R. (2021). Pengaruh Media Audio Visual Terhadap Keterampilan Gerak Tari Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*.
- Gunawan, D., et al. (2018). Penggunaan Media Audio Visual dalam Pembelajaran Seni Tari. *Jurnal Pendidikan Seni Tari*.
- Hamzah, B. Uno. (2020). Metode Penelitian Pendidikan. Jakarta: Bumi Aksara.
- Humardani, F. T., Miyono, N., Artharina, F. P., & Mujilah. (2023). Implementasi Media Pembelajaran Audio Visual Pada Pembelajaran Pendidikan Pancasila Materi Gotong Royong di Kelas I SDN Sambirejo 02 Semarang. *Innovative Journal*.
- Kusumawardani, D. (2015). Pengembangan Media Video Pembelajaran Tari Kreasi Daerah. *Jurnal Pendidikan Seni*.
- Lestari Iis Dewi, Diah Halimatusha, Lestari Fibria Anggraini Puji. 2018. Penggunaan Media Audio, Visual, Dan Audiovisual Dalam Meningkatkan Pembelajaran Kepada Guru-Guru. *Jurnal PKM: Pengabdian kepada Masyarakat*.
- Magdalena, I.G.A.A., et al. (2021). Media Audio Visual dalam Pembelajaran Seni Tari. *Jurnal Pendidikan Kesenian Indonesia*.
- Magdalena Maria, Triana Dinny Devi, dan Sari Kartika Mutiara. 2021. Media Audio Visual Dalam Pembelajaran Seni Tari. *Journal of Dance and Dance Education Studies*.
- Mahadewi, N. L. P. S. (2006). Penggunaan Media Video dalam Pembelajaran Tari. *Jurnal Pendidikan Seni*.
- Marlinda, L. (2016). Pemanfaatan Media Audio Visual dalam Pembelajaran Seni Tari untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Seni*.
- Nurdin Usman. (2016). Kontekstualisasi Implementasi Kurikulum. Jakarta: Raja Grafindo Persada.
- Rohedi. (1992). Pendekatan Kualitatif dalam Penelitian Pendidikan. *Jurnal Pendidikan*.
- Sanjaya, Wina. (2014). Media Pembelajaran: Pengembangan dan Pemanfaatannya. Jakarta: Kencana.
- Soleha, et al. (2021). Pembelajaran Seni Tari dengan Media Audio Visual di SMA Negeri 1 Boja. *Jurnal Pendidikan Seni*.
- Suwitri, R., Novitasari, A., & Effendi, R. (2021). Pengaruh Media Audio Visual Terhadap Keterampilan Gerak Tari Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*.
- Wijaya, R., et al. (2016). Efektivitas Media Audio Visual dalam Pembelajaran Seni Tari. *Jurnal Seni dan Pendidikan*.
- Wijaya Kartika Ade, Hassan Moh. B, S.Sn., M.Sn. 2016. Pembelajaran Seni Tari Dengan Menggunakan Media Audio-Visual Dalam Mata Pelajaran Seni Budaya Kelas Xi Di Sma Negeri 1 Boja Kabupaten Kendal. *Jurnal Seni Tari*.
- Zed, M. (2004). Metode Penelitian Kepustakaan. Jakarta: Yayasan Obor Indonesia.