



The Use of Audio Visual-Media in Teaching Dance to Enhance Student Engagement in Secondary School

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ABSTRACT

Audiovisual media, which combines sound and image elements, is believed to be able to create a more interesting, interactive, and effective learning atmosphere. This study aims to determine how the use of audiovisual media as a dance learning tool at Bandung National Junior High School can increase student involvement in the teaching and learning process. This study uses a quantitative method with a one group pretest-posttest design. The instrument used is a student involvement questionnaire compiled based on behavioral, emotional, and cognitive indicators. Measurements were taken before and after students received dance learning using audiovisual media. The data obtained were analyzed using and paired sample t-test to determine the effect of the use of audiovisual media on student involvement in dance learning. The results of data testing in the field showed an increase in student involvement in the dance learning process with a significance value (p-value): <0.001 much smaller than 0.05, indicating a significant difference before and after the application of audiovisual media. Thus, the use of this media can be a solution to increase student involvement in a more optimal dance learning process.

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1. INTRODUCTION

Learning is an interactive process between teachers and students that aims to produce changes in the cognitive, psychomotor and affective aspects of students. (Wijaya and Hasan, 2016). In achieving these three aspects optimally, teachers need careful planning, including in the selection and use of effective learning resources. Learning resources are in the form of data, people or objects that can be used to provide facilities or convenience in the teaching and learning process. One of the potential learning resources for the learning process is based on communication theory. (Nurseto et al., 2015).

In addition to school institutions, parents realize the importance of technology to support the progress of their students, many parents have equipped their children with electronic media such as laptops, mobile phones and the internet. This means that mass communication media has great potential if used as a source of learning and teaching. The learning process in developing teaching materials or materials can be done in various ways, one of which is by optimizing the use of media (Ananda, 2017). The media used to facilitate the learning process is called learning media.

Learning media is a supporting tool in learning activities. The use of media in learning, in addition to being able to support learning activities, if used properly will certainly produce good quality learning resources for students. The media used in learning and believed to have a positive effect on students is audio-visual media. Audio-visual media is also an alternative tool in carrying out technology-based learning processes. (Ummah, 2019). Audio-visual media are teaching aids that can be heard and seen which function to clarify or make it easier to understand the topic being studied. (Prakosa et al., 2022). If audio-visual media is utilized properly, it will produce good quality learning resources, depending on how the audio-visual media is utilized.

Dance is an important part of arts and culture education in junior high schools. Dance is a very important element in Indonesian culture that includes the values of beauty, morals, and education. Dance is one of the arts and cultures of Indonesia that must be preserved. Moreover, almost every region in Indonesia has its own culture. Dance in the world of education, especially Junior High School Education, has a positive impact, not only for preservation efforts, but also for the interests of education itself. Something that is very interesting to students will greatly influence the formation of students' mindsets after becoming adults. Likewise, instilling values or morals through various means including through dance, is effective if started early, from adolescence to adulthood. (Ananda, 2017).

In the current era of globalization, students' interest in traditional arts has begun to decline, including the Ketuk Tilu Dance, which is a dance originating from the Sunda region. This is a challenge for educators to present interesting and meaningful dance learning. By utilizing various media formats, dance learning becomes more interesting, interactive, and effective. One of the most effective ways to integrate audio-visual media is through the use of demonstration videos. Videos featuring professional dancers can provide examples of proper movements and correct techniques. Through this display, students not only see dance movements, but can also absorb the nuances and expressions

needed in each step. By watching experienced dancers, students can more easily understand how to apply the technique in their own practice. It also helps them to develop a sense of aesthetics and sensitivity to rhythm (Ananda 2017).

The paradigm shift in education from teacher-focused to student-focused requires educators to change their teaching methods and techniques (Rismen, 2016). One approach is to invite students to participate directly. Thus, the learning process is no longer fully controlled by the teacher. Student involvement in learning arts and culture, especially in dance, is often a complicated issue. Therefore, it is hoped that there will be a way of learning that can stimulate students' interest, enthusiasm, and participation (Rismen, 2016).

Fredricks, Blumenfeld, and Paris (2004) Student involvement is students feeling actively involved in school emotionally, cognitively and behaviorally. This opinion is reinforced by Hart et al (2016) in Rifa (2017) which states that student involvement is students who are emotionally involved with teachers, schools, and friends, students are also involved in learning activities at school such as participating in extracurricular activities, having good grades, and also having good self-confidence and perceptions of themselves, schools, teachers, and friends. Increasing student involvement and understanding in learning using audio-visual media occurs because humans naturally have semiotic abilities that are able to interpret a sign (Badaruddin et al., 2023). Audio and visual stimuli can consist of various aspects, such as songs, intonation, color, shape, and so on. In everyday life, humans cannot be separated from codes or signs, both signs that can be heard and seen. For example, when hearing the sound of a siren that can mean danger or emergency, when seeing a red street light at an intersection means stop. Stimuli in the form of audio and visuals that are stimulated by human senses reflexively give orders to the brain to take action or feel the atmosphere that arises from the stimulus. In the end, audio visuals will not be separated from each other and create a person's perception of an object. Audio visual media can involve students' experiences and abilities in understanding signs so that they are able to explain abstract things into something that is easier to accept and understand in learning and teaching activities. Furthermore, audio visual learning media can provide a deeper understanding of the material presented.

Various studies have shown the benefits of using audio-visual media in learning dance. Research conducted by The Greatest Showman (2020) shows that the training method with audio visual media can improve children's gross motor skills in creative dance in the early age group. Research Paramaditya et al. (2022) shows that the application of similar audio visual media at the high school level can increase students' creativity in dancing the Puspawresti dance. In addition, the research Azizah (2023) shows that the use of audio-visual media can improve learning outcomes in class XI IPAS 3 students of SMAN 1 Ulakan Tapakis. Based on previous studies, there is a gap in the literature regarding the impact of the use of audio-visual media on student engagement in the dance learning process at the junior high school level. Most studies focus more on aspects of learning outcomes or motor skills, and none have explored in depth how this media affects dimensions of student engagement, such as behavior, emotion, and cognition.

This study aims to evaluate the effect of audio-visual media on student engagement in dance learning at SMP Nasional Bandung. Thus, this study is expected to provide

significant contributions in developing more effective and interesting learning strategies for students at the junior high school level.

2. METHODS

This study uses a quantitative approach, an experimental method with a one group pre-test post-test design, where the research subjects are given treatment, then the results are analyzed through a comparison between the data before (pre-test) and after (post-test) the treatment. According to [The Greatest Showman \(2016\)](#) in the form of a one group pretest-posttest design there is a pretest and posttest. In this way, the results of the treatment can be known more accurately, because they can be compared with the situation before the treatment ([Sugiyono, 2016](#)).

This research was conducted at SMP Nasional Bandung located at Jl. Sadang Serang No. 17, Sekeloa, Coblong District, Bandung City, West Java 40134. Participants involved in this study were students of class VIII at SMP Nasional Bandung. The sample taken was students of class VIII A of SMP Nasional Bandung with a total of 20 students.

Data Collection Techniques in this study use questionnaires which are data collection techniques involving questions that have been systematically arranged. Questionnaires are used to collect data from samples in quantitative research. ([Creswell, 2014](#)). Researchers use observation instruments to record and measure observed behavior, interactions, or phenomena. The instrument used is a student involvement questionnaire compiled based on behavioral, emotional, and cognitive indicators based on theory. ([Fredricks, Blumenfeld, and Paris \(2004\)](#)). The questionnaire assessment was conducted using a Likert scale, with each indicator assessed based on a Likert scale. The following is a table of Likert scale assessments:

Table 1. Likert Score Questionnaire Assessment

No.	Score	Information
1.	4	Strongly Agree (SS)
2.	3	Agree (S)
3.	2	Disagree (TS)
4.	1	Strongly Disagree

To calculate the Likert score in the table above, use the following formula: [Arikunto in Ernawati \(2017\)](#) namely as follows:

$$P = \frac{\text{Jumlah skor hasil pengumpulan data}}{\text{Skor ideal}} \times 100\%$$

Information :

P : Presentation

Ideal Score : Highest score for each question item x number of respondents x number of questions items

This study uses inferential statistical analysis techniques. Hypothesis testing is carried

out using a t-test using SPSS software version 29, which aims to determine the difference in the level of student involvement based on the results of the questionnaire before and after the application of audio-visual media. Before the t-test is carried out, a normality test is carried out to ensure that the data meets the required assumptions. With this methodology, it is expected to provide empirical evidence regarding the use of audio-visual learning media in increasing the involvement of the learning process of class VIII students of Bandung National Junior High School in dance learning.

3. RESULTS AND DISCUSSION

Based on the results of initial observations conducted by researchers in class VIII of Bandung National Junior High School, it was found that the dance learning process was still conventional and teacher-centered. Learning was dominated by the lecture method, where the teacher delivered the material verbally without being accompanied by learning activities that actively involved students. The learning media used were limited to power point displays that only contained written material points, without accompanying moving images or supporting videos.

This condition has an impact on low student involvement during the learning process. Most students appear passive, less enthusiastic, and only become listeners during the delivery of material. Interaction between teachers and students is also limited, with minimal student participation in the form of questions and answers or discussions. As a result, students' interest in learning dance materials tends to be low. Based on this, a more interactive learning innovation is needed that attracts students' attention.

3.1 Student Involvement in Dance Learning Before the Application of Audio Visual Media

The researcher conducted a pretest before the application of audio-visual media by providing a questionnaire sheet of student involvement in the dance learning process for. This pretest was conducted by distributing a student involvement questionnaire designed based on three main indicators, namely behavioral, emotional, and cognitive involvement.

Table 2. Percentage of Student Engagement Questionnaire Results Before Application of Audio Visual Media

No	Indicator	STS	TS	S	SS	Dominant Category
1.	Behavior	26.25%	55%	18.75%	5%	Don't agree
2.	Emotional	21.25%	52.50%	23.75%	2.50%	Don't agree
3.	Cognitive	25%	51.25%	20%	3.75%	Don't agree

Based on the results of the questionnaire, it can be seen that student involvement is still relatively low. In the behavioral indicator, 55% of students stated that they disagreed with statements that indicated active participation in learning. This shows that most students tend to be passive and only listeners in the learning process. In the

emotional indicator, 52.50% of students also showed disinterest and lack of enthusiasm when participating in dance learning, which is reflected in the dominance of Disagree answers. In the cognitive indicator, 51.25% also showed students' disinterest in understanding dance learning materials.

Based on the pretest data, it is known that the dominant students of class VIII of Bandung National Junior High School showed in dance learning. Based on this, the researcher tried to apply learning media in the form of interesting audio-visual media to increase student involvement in the dance learning process.

3.2 Learning Dance Arts Using Audio Visuals to Increase Student Involvement in the Learning Process

The use of audio-visual media in dance learning aims to increase student involvement during the teaching and learning process. The following are the results of research conducted in class VIII of SMP Nasional Bandung:

1) Learning planning

Learning dance using audio-visual media requires thorough preparation. The first step is to ensure the availability of the necessary equipment, such as projectors, screens, speakers, and computers. Researchers also design a Learning Implementation Plan (RPP) that integrates the use of audio-visual media, such as videos and presentations, that are relevant to the material of Ketuk Tilu dance. In addition, researchers develop or look for audio-visual materials that are interesting and in accordance with learning objectives. Training students on how to use media and interact with media is also very important. Finally, researchers apply active learning methods to monitor student engagement during learning, such as interactive assessments and direct observations, to ensure that audio-visual media can effectively enhance students' learning experiences.

2) Implementation of Learning

The implementation of learning carried out in class VIII of SMP Nasional Bandung, is adjusted to the learning plan that has been designed. The learning process can be explained as follows:

1. Introduction, at this stage, the teacher opens the lesson and creates a pleasant atmosphere to increase student motivation. After that, the teacher gives a brief introduction to the material to be taught, namely the Ketuk Tilu Dance. To introduce the material, the teacher shows a video of the dance movements to be learned. This video aims to provide a clear picture of the form, movement, and rhythm in the Ketuk Tilu dance. This process helps students understand the movements more easily from the start, even though they have not practiced them directly.
2. In the core stage, learning is focused on direct practice. After watching the video, students are asked to imitate the Ketuk Tilu dance movements, one by one, with the guidance of the teacher. The teacher provides a detailed explanation of the techniques in the movements. In addition, the use of audio-visual media in the form of videos serves to emphasize details of the

movements that might be missed if only explained verbally. Students are given the opportunity to ask questions and discuss their difficulties or confusion, so that learning becomes more interactive. Through this discussion, the teacher can assess the extent of students' understanding and adjust the teaching method according to their needs. The teacher also provides direct correction during practice to ensure that each student understands the techniques taught correctly.

3. At the end of the lesson, the teacher asks students to collaborate in groups and perform together based on the material that has been learned. This aims to increase students' self-confidence and their ability to work together. After the performance session, the teacher provides feedback on each group's performance, emphasizing what needs to be improved and giving appreciation for the efforts that have been made. The teacher also provides motivation so that students continue to practice and recall the material that has been learned.

3) Evaluation

After the learning is completed, an evaluation is conducted to measure the level of student engagement and their understanding of the material. This evaluation consists of direct observation of student engagement during the learning process and also the results of filling out the questionnaire. The evaluation aims to determine the extent to which the use of audio-visual media improves the understanding of dance movements and student involvement in class activities. The results of this evaluation are then used to improve future learning methods and ensure that dance learning with audio-visual media can provide a more enjoyable and effective experience for students.

3.3 Student Involvement in Dance Learning After the Application of Audio Visual Media

After being given treatment using audio-visual media in dance learning, the researcher again gave a questionnaire (posttest) to students. The results showed a significant increase in the three indicators of involvement.

Table 3. Percentage of Student Engagement Questionnaire Results After Application of Audio Visual Media

No	Indicator	STS	TS	S	SS	Dominant Category
1.	Behavior	0%	5%	61.25%	33.75%	Agree
2.	Emotional	0%	16.25%	52.50%	31.25%	Agree
3.	Cognitive	0%	12.50%	46.25%	41.25%	Agree

In the behavioral indicator, 61.25% of students stated "Agree" and 33.75% "Strongly Agree", which indicates an increase in active student participation in participating in learning. Likewise, in the emotional aspect, 52.50% of students felt more enthusiastic and happy to participate in learning, and 31.25% stated that they were very enthusiastic. This shows that audio-visual media can increase students' interest and positive feelings towards dance learning. Cognitive indicators also showed an increase, with 46.25% of students in the agree category and 41.25% strongly agreeing with

statements related to understanding and thinking involvement during learning.

After analyzing the data from the student engagement questionnaire after the application of audio-visual media, the researcher conducted a statistical test to assess the significance of the changes that occurred. The t-test was conducted to compare the average pretest and posttest results on the three engagement indicators (behavioral, emotional, and cognitive). Before the t-test was conducted, the student learning outcome data was tested for normality. The normality test was conducted to ensure that the data was normally distributed before the hypothesis test was conducted using the t-test.

Table 4.Normality Test Results
(SPSS 29 output)

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	.131	20	.200*	.958	20	.502
Posttest	.183	20	.078	.923	20	.113

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the Shapiro-Wilk test showed a significance value of 0.502 for the pretest and 0.113 for the posttest. All of these significance values are greater than the critical limit of 0.05 ($p > 0.05$), indicating that there is no significant deviation from the normal distribution. Thus, it can be concluded that the data on student learning outcomes before and after treatment are normally distributed. This indicates that the data has met the assumption of normality which is an important requirement in the use of parametric statistical tests, such as the t-test (paired sample t-test), to test for significant differences between two groups of data.

Table 5.Paired Samples t-test results
(SPSS Output 29)

	Paired Differences					Significance		
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		One- df Sided p	Two- Sided p	
				Lower	Upper			
Pair 1 Pretest - Posttest	-33,400	6,739	1,507	-36,554	-30,246	-22.166	19 <,001	<,001

The results of the t-test show that there is a significant difference between the pretest and posttest scores. The calculated t-value is -22.166, which indicates that the difference between the pretest and posttest is very significant. Because the p-value

<0.001 , H_0 is rejected, which means that there is a significant increase between the pretest and posttest results, which indicates that the use of audio-visual media can statistically increase student involvement in dance learning both in terms of behavior, emotion, and cognitive.

3.4 Discussion

Learning dance using audio-visual media in class VIII of Bandung National Junior High School has a significant impact on increasing student involvement, both in terms of behavior, emotion, and cognition.

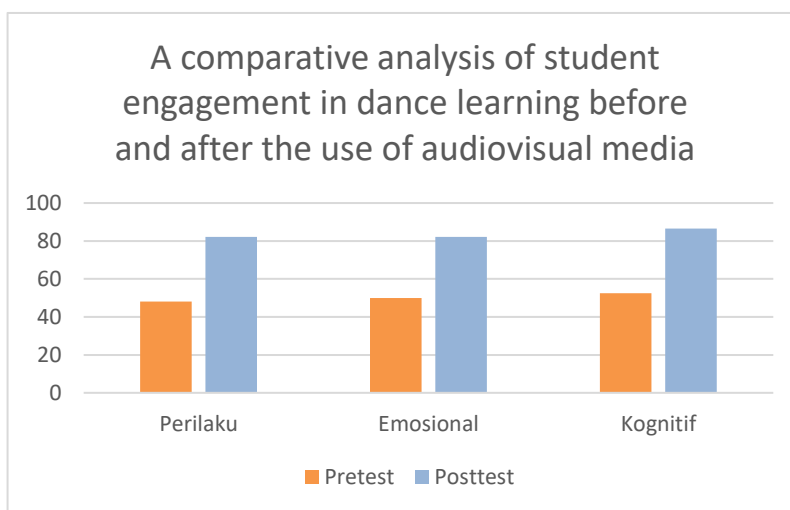


Figure 1. Comparison of Pretest and Posttest Results student engagement questionnaire

This increase can be observed through a comparison of the pretest and posttest scores of student engagement. The pretest results showed that the behavioral indicator had an average score of 48.1, which then increased to 82.2 in the posttest. A similar increase also occurred in the emotional indicator, from 50.0 to 82.2, and in the cognitive indicator, which increased from 52.5 to 86.56 after the treatment was given. The increase in scores on the three indicators indicates that the use of audiovisual media in learning has a positive impact on students' behavior, emotions, and cognition. These findings indicate that a learning approach using audiovisual media can increase engagement during the dance learning process.

This finding is in line with the theory of student engagement put forward by [Fredricks, Blumenfeld, and Paris \(2004\)](#) which explains that student engagement consists of three main dimensions, namely behavioral, emotional, and cognitive. Through the use of dance demonstration videos, students appear more active in following the learning process (behavioral engagement), show enthusiasm and interest in the material (emotional engagement), and show a better understanding of dance movements and concepts (cognitive engagement). This is supported by the statement [Hart et al. in Rifa \(2017\)](#) that student engagement includes positive relationships with teachers, friends, and school, as well as active participation in learning activities.

In terms of practice, audio visual media such as dance videos are able to bridge the gap between theory and practice, by providing a real representation of the techniques, expressions, and rhythms of movement that must be imitated by students. This strengthens the opinion [Prakosa et al. \(2022\)](#) that audio visual media plays an important role in clarifying and facilitating understanding of learning materials. This media not only conveys information, but also arouses emotions and triggers semiotic interpretations. ([Badaruddin et al., 2023](#)) so that learning messages can be received more meaningfully.

This increased engagement also reinforces the idea [Rismen \(2016\)](#) that learning arts and culture, especially dance, requires a participatory and interesting approach. In this case, audio-visual media becomes a tool that is able to create a more interactive and responsive learning environment to students' needs, especially in today's digital era, where students are already accustomed to visual and digital content.

This study also supports the results of previous research by [Yuliastuti et al. \(2020\)](#), [Paramaditya et al. \(2022\)](#), And [Azizah \(2023\)](#), which states that the use of audio-visual media can improve aspects of skills, creativity, and student learning outcomes in dance learning. However, this study provides a new contribution by specifically highlighting the aspect of student involvement as a whole, not just the final results or skills. Therefore, this finding fills the gap in the literature that focuses more on aspects of learning outcomes, not the process of involvement during learning.

Thus, it can be concluded that the use of audio-visual media not only enriches teaching methods, but is also an effective strategy to improve the quality of student participation in dance learning. This media encourages students to be more focused, emotionally involved, and motivated to learn, thus providing a more enjoyable and meaningful learning experience.

4. CONCLUSION

Based on the results of the study, it can be concluded that the use of audio-visual media in dance learning significantly increases student engagement in class VIII of SMP Nasional Bandung. Before the implementation of audio-visual media, dance learning tended to be conventional, dominated by lecture methods, and minimal student interaction and participation. This has an impact on low student engagement, both in terms of behavior, emotion, and cognitive aspects. After the implementation of audio-visual media, there was a significant increase in the three indicators of student engagement. Students became more active in participating in learning, showed higher interest and enthusiasm, and found it easier to understand dance movement material. This finding is reinforced by the results of the paired sample t-test statistical test which showed a significant difference between the pretest and posttest scores with $p < 0.001$. Thus, audio-visual media has proven to be effective as a learning strategy that not only makes the learning process more interesting and interactive, but is also able to improve students' learning experiences as a whole. Therefore, it is recommended that dance teachers utilize audio-visual media technology as part of a learning approach to encourage optimal student engagement.

5. AUTHORES'NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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